

Job Description

Job Title: Virtual School Deputy Head Teacher

Grade: P4

Overall purpose of the job

- To work alongside the Virtual School Head Teacher in leading and managing the overarching operational and strategic work of Cambridgeshire Virtual School, contributing to the County Council's effective delivery of its statutory and associated obligations in relation to children and young people who have or have had a social worker.
- To lead and manage areas of the service in order to secure positive outcomes compatible with statutory guidance and local, regional and national priorities. Undertake robust decision making, rigorous analysis and synthesis of written information.
- To provide high quality service delivery to key partners including education providers, social care staff and carers to raise the achievement of children in the care of the Local Authority and those who have or have had a social worker.
- To promote multi-agency working to ensure collaborative working across all services. Influencing key partners including social care services and educational settings, to ensure shared vision and that the views and aspirations of children and young people are evidenced.

Main accountabilities

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1.	<p><u>Professional Leadership</u></p> <p>Working under the direction of the Virtual School Head Teacher, provide specialist leadership and management for Cambridgeshire Virtual School.</p> <p>Alongside the Virtual School Head Teacher, ensure that Cambridgeshire's Virtual School delivers to the highest standard support to schools, settings and other partners to meet the needs of children who have or have had a social worker.</p> <p>Alongside the Virtual School Head Teacher, determine the vision and aspirations of the virtual school. Provide strong specialist leadership and management of others ensure all members of the team are working towards the vision through robust 5 year planning.</p> <p>Provide systemic leadership around the work of the Virtual School to ensure that key partners and other stakeholders hold a good working knowledge and understanding of the statutory and non-statutory guidance to promote educational outcomes for all children who have or have had a social worker.</p> <p>Lead recruitment and induction processes to ensure all appointed staff have the appropriate level of expertise and are familiar with national and county policies, protocols and practice standards.</p>

	<p>Under take the full cycle of management responsibilities such as Our Conversations, reward meetings, managing recruitment and selection and induction of new staff.</p> <p>Ensure that the work of the Virtual School is evidence based and can show positive impact for children, families and schools.</p> <p>Co-ordinate and lead team meetings, training days and other Virtual School CPD activities in order to support the operational and strategic development of the Virtual School.</p>
2.	<p><u>Service Management and Delivery</u></p> <p>Working under the direction of the Virtual School Head Teacher ensure that statutory duties are overseen, co-ordinated and monitored to ensure the Service is meeting statutory requirements within timescales including the requirement for the statutory Personal Education Plan (PEP) in partnership with provider schools, settings and organisations and social care colleagues.</p> <p>Develop and maintain effective professional relationships with a wide range of professionals, including senior managers and service users in order to work strategically, raise awareness of relevant issues and increase knowledge and skills to promote the education of all children who have or have had a social worker.</p> <p>Produce, analyse and interrogate management information/performance data, make recommendations to inform both strategy and changes to service delivery where appropriate. Implement changes as required.</p> <p>Provide expertise, consultancy and support as needed to other colleagues within the Virtual School to strengthen practice and ensure the team are supported to deliver consistency in accordance with legislation and good practice models.</p> <p>Where a trend or pattern is identified, analyse processes and systems and engage relevant stakeholders to influence systemic change.</p>
3.	<p><u>Strategy and Development</u></p> <p>Maintain an overview of central government direction and legislation and County Council policy, in order to support and advise the Virtual School team as well as associated partners.</p> <p>Alongside the Virtual School Head Teacher, lead on strategic development of the Virtual School, ensuring the team are up to date on current practice issues. Monitor and evaluate policy and practice regularly and accurately to support improvements and identify next steps.</p> <p>Use information from evaluation and monitoring to inform strategic decision making and operational practice across Cambridgeshire Virtual School.</p> <p>Lead, oversee and co-ordinate the strategic development planning for key areas of the Virtual School within the 5 -year and annual cycles. Ensure alignment with CCC vision and direction.</p> <p>Utilise the voice of children, young people, parents and communities to influence and determine service improvement and decision making</p>

	Develop effective and lasting solutions to problems through constant review and, where necessary, align, share or implement improvements within Cambridgeshire Virtual School or the wider Education Directorate.
4.	<p><u>Quality Assurance and Monitoring</u></p> <p>To be responsible for retrieving, analysing and presenting data and identifying trends to inform and influence decisions relating to Cambridgeshire Virtual School and future provision development, including resource allocation.</p> <p>To lead the design, monitoring and analysis of key performance indicator data (including PEP compliance, attendance, exclusions etc.) in order to identify trends and patterns and inform future Virtual School development planning.</p> <p>Quality assure and moderate the work of the of the Virtual School and respond to areas of development.</p> <p>Ensure that the team operates within relevant current legislation and produces high levels of compliance, ensuring that good practice, policy and procedures encompass the equality/diversity framework.</p> <p>Support and engage with Quality Assurance procedures including audits; identify and disseminate good practice, engaging with internal, external and peer review processes.</p> <p>Engage with and present to the Virtual School Management Board; respond to support, challenge and guidance as required.</p> <p>Alongside the Virtual School Head Teacher, ensure robust mechanisms are in place for co-production of service delivery and gathering feedback from key partners including education providers, social care colleagues, carers, and children and young people on the performance of the service and service improvements.</p>
5.	To deputise for and represent the Virtual School Head Teacher as required across the full remit of the role
6.	To demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.

Person Specification

Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

Qualifications Required	Subject	Essential/ Desirable
Educated to degree level		Essential
Qualified Teacher status		Essential
Further professional qualification e.g. Masters relating to education		Desirable
Evidence of commitment to continuous professional development		Essential

Minimum levels of knowledge, skills and experience required for this job

Identify	Describe	Essential/ Desirable
Knowledge		
Legislation and national guidance relating to the education and care of Children in Care	Evidence of comprehensive and up-to-date knowledge and understanding of relevant legislation and national guidance	Essential
Current working practices in Social Care	Evidence of comprehensive and up-to-date knowledge of current working practices in Social Care and understanding of how the care system can affect the life and educational chances of young people	Essential
Support systems and effective interventions	Evidence of knowledge of appropriate support systems and the effective interventions available for supporting care experienced children	Essential
Safeguarding	Evidence of comprehensive and up-to-date knowledge and understanding of safeguarding requirements	Essential
Education legislation and guidance	Able to demonstrate a sound understanding of the national education agenda across phases, including SEN legislation and guidance	Essential
Local Area Knowledge	Schools, academies and further education providers	Desirable
Best practice	Knowledge and understanding of best practice elsewhere in the country in respect of the education of Children in Care	Desirable
Skills		
Planning and organisation	The ability to look and plan ahead and keep high-priority tasks in focus in the face of other conflicting pressures and priorities	Essential
Strategic thinking	The ability to assimilate information from multiple sources, identify options,	Essential

	assess impact and potential risk and make clear recommendations with regard to the strategic direction of the service	
Communication and media handling	Excellent communication skills both written and oral, with proven experience of report writing, making presentations and chairing meetings	Essential
Information handling	The ability to understand, interpret and synthesise complex information and government regulations in a clear and concise form together with good basic numeracy skills	Essential
Negotiation	Highly developed skills in negotiation and shaping/influencing and persuasion	Essential
Interpersonal Skills	The ability to form and maintain positive working relationships with a wide range of people within the organisation, with schools, academies, other education providers and external partners	Essential
Problem-solving	The ability to solve complex problems and to foresee and take appropriate, corrective action to address potential problems	Essential
Leading and motivating	The ability to lead and motivate staff and colleagues	Essential
ICT	Proven general ICT skills	Essential
Experience	Give an idea of the type and level of experience required do not specify years of experience.	
Staff management	Evidence of recent experience of staff and team management, including undertaking supervisions and appraisals	Desirable
Delivering training	Evidence of recent experience of delivering training and presentations	Essential
Partnership working and engagement at a strategic level	Evidence of recent experience of: <ul style="list-style-type: none"> developing effective working relationships and partnership with other agencies to support vulnerable children and young people working with teachers, school governors and multi-academy trusts 	Desirable
Equal opportunities	Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs	Essential
Travel	Able and willing to travel around the County and, occasionally, outside the County boundary	Essential
Flexibility	Able and willing to work outside normal office hours	Essential
Safeguarding <i>(include for roles working</i>	Demonstrate an understanding of the safe working practices that apply to this	

<i>with children/vulnerable adults)</i>	role.	
	Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	Essential

Disclosure level

What disclosure level is required for this post?	None	Standard
	Enhanced	Enhanced with barred list checks

Work type

What work type does this role fit into?	Fixed	Flexible	Field	Home
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