

## Job Description

<b>Job Title</b>	Virtual School Primary Coordinator
<b>Directorate</b>	Children and Young People's Service
<b>Service Area</b>	Education and Inclusion
<b>Grade</b>	8
<b>Competency Level</b>	2
<b>Salary</b>	£46,142 - £51,356
<b>Job Type</b>	Hybrid (Office based and agile working model)
<b>Location</b>	Cunard Building
<b>Disclosure and barring service (DBS)</b>	Enhanced DBS (Child Workforce and Child Barred List)
<b>Job Evaluation Ref No</b>	<b>A8705</b>

## Job Purpose

To manage and maintain effective and efficient systems that ensure the Virtual School is fully compliant with statutory guidance and best practice in the tracking, monitoring, and coordination of support for Looked After Children from Year 1 to Year 6 (ages 5 to 11). The role includes providing quality assurance for Personal Education Plans (PEPs) and supporting the Virtual School Head in improving the quality of educational outcomes. It also involves ensuring successful transitions at each educational stage and working closely with the Secondary Coordinator to support pupils at the end of Key Stage 2 in accessing and engaging with high-



quality, appropriate secondary education. The postholder will work collaboratively with multi-agency partners to drive improvements in educational outcomes for Looked After Children, while continuing to develop, manage, and maintain systems that promote effective monitoring and support.

**Directly Responsible For: N/A**

**Directly Responsible To: Virtual School Head**

### **Main Areas of Responsibility:**

- Managing and maintaining effective and efficient systems to ensure the Virtual School is fully compliant with statutory guidance and best practice in relation to Personal Education Plans (PEPs) and the allocation, use, and impact of Pupil Premium Plus funding for Looked After Children.
- Ensure all primary-aged Looked After Children attend appropriate education provision, prioritising placement stability, progress, and have well planned positive transitions.
- Act as the main Virtual School contact for primary schools, overseeing all responsibilities for primary-aged pupils, including transitions, and PEP quality.
- Provide expert advice to schools and social workers on admissions, attendance, exclusions, achievement, and effective PEP completion.
- Build strong partnerships to promote educational stability and improved outcomes for Looked After and Previously Looked After Children.
- Influence and challenge practice across schools, social care, and other partners to ensure high-quality provision and progress, underpinned by the PEP process.
- Lead moderation and quality assurance of Primary PEPs, including cross-regional moderation with other NW Virtual Schools.

- Ensure children's views on education are heard and acted upon, and that school placement stability and progress are prioritised.
- Maintain collaborative relationships with key teams (Social Care, Admissions, SEND, Social Inclusion) to support service delivery.
- Promote best practice in transitions, including KS2–KS3 and intra-primary school moves.
- Maintain accurate records of Virtual School involvement on LCS and attend PEP meetings as required.
- Support schools and social workers in setting educational targets and delivering effective provision; provide training where needed.
- Direct the workflow of Education Officers and organise support Designated Teacher Forums and Networks.
- Maintain up-to-date knowledge of the Primary Curriculum and pedagogy, contributing to service improvement and best practice.
- Respond to educational queries from schools and parents of Previously Looked After Children.
- Represent the Virtual School at local and regional meetings as required.
- Lead and support process improvement plans, monitor service delivery, and contribute to performance review and enhancement.
- Deliver training and development for Designated Teachers, social workers, and other professionals.
- Manage Pupil Premium-funded projects, ensuring impact and value for money.
- Support participation in educational enrichment activities outside of school.
- Handle all information in line with Council policies on confidentiality and data protection.
- Undertake other duties as directed by the Head of Service, commensurate with the grade of the post.

## Supervision and Management Responsibility:

N/A

## Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact
- Monitor financial performance and deliver within budget
- Monitor financial performance, deliver within budget and seek savings and efficiencies by exploring opportunities to draw funding where appropriate
- Set, monitor, and remain within budget whilst challenging the team to deliver increased efficiencies
- Explores different options for funding and income generation
- Include details of the value of budget/financial responsibility and what this budget should be use for

## Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

## Physical Demands of the Job:

- N/A

## Corporate Responsibility:

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally.



- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

## Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level **please insert competency level 2**.

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

# Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

## Qualification and training

### Essential

- Degree-level qualification (or equivalent) in a relevant discipline such as education, social work, or child development, with evidence of continued professional development relevant to the education of vulnerable children. (A/I).

### Desirable

- Qualified Teacher Status (QTS) or equivalent professional qualification.
- Completion of relevant leadership or specialist training (e.g., NPQ, Attachment and Trauma training, Therapeutic Approaches).
- Training in safeguarding, multi-agency working, or education law relating to vulnerable children.
- Experience delivering professional development or training to education and social care professionals.

## Experience

### Essential

- Significant experience improving educational outcomes for vulnerable children, including Looked After Children, within a school or Local Authority setting. [A/I]
- Strong knowledge of the Primary Curriculum and SEND Code of Practice, including trauma-informed approaches and statutory guidance (e.g., *Keeping Children Safe in Education*). [A/I]

### Desirable

- Specialist knowledge in the education of children and young people, including a clear understanding of the Local Authority's statutory duties for promoting the achievement of care-experienced children and those with a social worker. Familiarity with external inspection frameworks and safeguarding guidance, including *Keeping Children Safe in Education* (KCSIE).
- A strong track record of collaborative working with a range of professionals—such as school leaders, designated teachers, social workers, and care providers—to support vulnerable young people, demonstrating excellent interpersonal and negotiation skills.
- Experience using systems such as Capita and Liquid Logic to record, access, and analyse information.

## Skills/Abilities

### Essential

- Excellent organisational and time management skills, with the ability to manage complex workloads and meet deadlines. [A/I]
- Proven ability to build and maintain effective partnerships with schools, social care, and multi-agency professionals to drive improvements in outcomes. [A/I]
- High-level communication skills (written, verbal, and digital), including proficiency in ICT systems for education and data management. [A/I]
- Ability to provide expert advice and challenge practice on admissions, attendance, exclusions, and PEP quality, ensuring compliance with statutory duties. [A/I]
- Sound decision-making and problem-solving skills, with the ability to exercise judgement and escalate issues appropriately. [A/I]

### Desirable

#### **Strategic Thinking:**

- Ability to identify patterns, trends, and long-term possibilities to inform service development and improvement.

#### **Commercial Skills:**

- Demonstrates sound business intelligence and ability to identify commercially viable opportunities and secure value for money in service delivery.

#### **Financial Management:**



- Excellent financial planning skills to develop short-, medium- and long-term financial plans with an ability to work within a set budget.

### **Analytical Skills:**

- The ability to analyse and present data and qualitative information, in a clear way to a range of audiences.

## **Commitment**

### **Essential**

- Commitment to corporate parenting principles, equity, inclusion, and listening to the views of children and young people. [A/I]
- Personal commitment to continuous professional development and service improvement, including delivering training to professionals. [A/I]

### **Desirable**

- An understanding of and personal commitment to the principles of corporate parenting.
- A strong commitment to promoting the educational achievement and wellbeing of Looked After Children and those with a social worker.
- A demonstrable understanding of the principles of equity, inclusion, and trauma-informed practice in education.
- A commitment to listening to and acting upon the views, wishes, and feelings of children and young people in care.
- Commitment to multi-agency working and improving outcomes through collaborative approaches.

- Personal dedication to continuous professional development and service improvement.
- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

## Other

### Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level [A/I]
- Due to the nature of the work involved, this post is exempt from the provision of the rehabilitation of Offenders Act 1974 by virtue of the ROA 1974 (Exemptions) (Amendment) Order 1986\_[A/I]