Job Description

Job Title	Virtual School Post-16 Coordinator
Directorate	Children and Young People's Service
Service Area	Education and Inclusion Service
Grade	8
Competency	Level 2
Salary	£47,665 - £53,051
Job Type	Hybrid
Location	Cunard Building
Disclosure and barring service (DBS)	Enhanced DBS (Child workforce and Child Barred List)
Job Evaluation Ref No	A8689

Job Purpose

Managing and maintaining an effective and efficient systems that ensure the Virtual School is fully compliant with Statutory Guidance and best practice relating to the tracking, monitoring and coordination of support for Looked After Children from 16-18 years. Providing Quality Assurance relating to the Personal Education Plans and supporting the Virtual School Head to improve the quality of their outcomes. Work proactively to support retention of pupils in education, employment and training.

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Design and manage processes that support the successful transition of pupils to post 16 providers and work closely with the Secondary Co-ordinator to support transition at the end of KS4 into good quality appropriate education, employment or training. Work with partners across the multi-agency to ensure improvements of educational outcomes for Looked After Children. Developing, managing, and maintaining an effective and efficient systems for monitoring pupils to promote improved educational outcomes.

Directly Responsible For:

Managing and maintaining effective and efficient systems to ensure that the Virtual School is fully compliant with Statutory Guidance and best practice relating to Personal Education Plans and use of Pupil Premium Plus for Looked After Children.

Managing and maintaining effective and efficient systems to ensure that the Virtual School is fully compliant with statutory requirements and best practice relating to Personal Education Plans, allocation, impact and use of Pupil Premium Plus for Looked After Children.

Developing, managing, and maintaining an effective and efficient systems for monitoring pupils placed in Alternative Education Provision to promote improved educational outcomes.

Working proactively with other members of the Virtual School Team and other agencies to contribute to NEET reduction.

Directly Responsible To:

Head of Virtual School and Inclusion

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Main Areas of Responsibility:

- Support the Virtual School Headteacher by working with key partners to ensure that the Local Authority meets all statutory duties associated with making sure that all Secondary aged looked after children attend an appropriate school or educational provision, that their education placement stability is prioritised, that they make good progress, achieve good outcomes and progress into positive destinations at each stage of their educational journey
- Act as the main point of contact within the Virtual School team for Post 16 providers and oversee all aspects of the Virtual School's responsibilities towards Post 16 young people in care, including overseeing KS4- post 16 EET transition
- Support and advise schools and social workers on admissions, attendance, exclusions, progress and achievement, and provide advice on best practice around support and intervention and give advice on effective completion of PEPs
- Develop positive, professional relationships with all relevant partners to ensure that that all parties prioritise the stability of school places and that schools are supported to understand how to deliver good outcomes for Looked After Children and for children who are Previously Looked After
- Support, influence and challenge the practice of schools, social workers and other partners to ensure all Looked After Children in the care of Liverpool attend a good quality provision and destination, and that they achieve good outcomes. This will be achieved through effective integrated working and will be underpinned by the Personal Education Planning (PEP) process
- Support the Virtual School Head to influence and challenge the practice of Post 16 providers, social workers and other partners to ensure that young people's educational placement stability, progress and outcomes are being prioritised

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- Contribute to the effective and productive relationships with schools and other teams, in particular social care, admissions, SEND team and Social Inclusion Team to ensure the highest standard of service delivery
- Promote partnership working between individual education settings to develop improved practice in supporting education of looked after children throughout their educational journey including at key points of transition – i.e. at transition to FE or where a move between providers is necessary
- Maintain accurate and up-to-date records on LCS of Virtual School involvement with individual young people 16-18 years
- To attend PEP/Pathway Planning meetings where required and ensure that any changes to education need or provision are reflected in the PEP
- Work closely with the Virtual School Team to ensure the quality of PEPs/termly PEP reviews for Post 16 Looked After Children. Provide feedback and support to schools and social workers to ensure that appropriate educational targets are set, and effective provision is put in place by the setting to support the young person to succeed
- Support the Virtual School Deputy to organise the Post 16 Designated Teacher Forums in conjunction with the VSH
- Work closely with FE providers to maintain up to date knowledge and understanding of Post 16 local offer. Undertake research and information gathering to ensure the Virtual School adopts, maintains, and contributes to the development of best practice in this area, providing advice as required.
- To respond to requests for educational advice and information from secondary schools and parents in relation to children who are Previously Looked After
- Represent the Virtual School Team at meetings at a local or regional level when appropriate
- Support the Virtual School Head in developing and delivering process improvement plans and strategies in accordance with agreed time, quality, budget and other performance criteria within the Council

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- Support with the monitoring and evaluation of service delivery to ensure that performance targets are met and review strategies and procedures as appropriate, to continually enhance the service
- Demonstrate a good level of political awareness and an understanding of the links between the work of the Virtual School and the drive to achieve national, corporate and service standards and goals
- Personal commitment to continuous self-development and service improvement
- Ensure the Virtual School is compliant with its statutory duties to safeguard children and young people
- To treat all information in accordance with the Councils policies on confidentiality and Data Protection
- To undertake any other duties as required by the Head of Service that are commensurate with the grade of the post
- Support with the monitoring and evaluation of service delivery to ensure that performance targets are met and review strategies and procedures as appropriate, to continually enhance the service
- Direct the workflow of Virtual School Education Officers
- To contribute to training and professional development activities for Designated Teachers, social workers and other groups and individuals
- To be responsible for managing projects funded by Post 16 Pupil Premium, ensuring impact and value for money
- To support participation of young people in educational activities and experiences outside of school, including CiC Council and Young Liverbirds
- To treat all information in accordance with the Councils policies on confidentiality and Data Protection
- To undertake any other duties as required by the Head of Service that are commensurate with the grade of the post

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Supervision and Management Responsibility:

- None

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

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:

- May include sitting down for long periods of time

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

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- 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.**

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

- Specific degree, professional designation, or certification in a relevant discipline (education/youth work/ social care) (A/I)
- Evidence of continuing professional development in a Children's Services Related Area (A/I)
- Completion of further qualification(s) and training as required by the service (A/I)

Desirable

- Graduate with Qualified Teacher Status or other equivalent professional qualification

Experience

Essential

- Excellent organisational skills and ability to work to deadlines (A)
- Excellent communication (both written and oral) and ICT skills (A/I)
- Experience working in a school or Local Authority with comprehensive knowledge and experience relating to improving the educational outcomes of vulnerable children including children in care in education settings (A/I)

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- A thorough understanding of the Local Authority's Statutory responsibilities and an up-to-date knowledge and understanding of the Safeguarding of Children (KCSIE 2022)

Desirable

- Specialist knowledge in the education of children and young people, including knowledge and understanding of the Local Authority's statutory responsibilities for promoting the achievement of care experienced children and those with a social worker, a working knowledge of all associated external inspection and statutory frameworks and the safeguarding of young people (KCSIE 2022)
- A proven track record of collaborative working with other agencies to support vulnerable young people including excellent interpersonal skills and ability to negotiate with different groups of professionals, such as school leaders, designated teachers, middle managers, social workers, and care providers
- Experience of using Capita, Liquid Logic to record and obtain information

Skills/Abilities

Essential

Planning and Organising:

- Excellent time management skills to ensure work of the team is completed within deadlines and to agreed standards. Sets clearly defined objectives, plans activities and projects well in advance and takes account of changing circumstances; identifies and organises resources and manages time effectively monitoring performance against milestones and deadlines

Problem Solving and Decision Making:

- Can make effective decisions on a day-to-day basis, taking ownership of decisions, demonstrating sound judgement in escalating issues where necessary. Be logical in thinking and explain reasoning behind decisions or actions taken

Desirable

Strategic Thinking:

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

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

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Commitment

Essential

- An understanding of and personal commitment to the principles of corporate parenting

Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council (I)

Other

Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level
- 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

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