

Job Description

For 1 Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

Job Title:	Virtual School Early Years Education Officer	JEID	M0660
Salary Grade:	Scale G		
Team:	Virtual School		
Service Area:	Education Services		
Primary Location:	Saltisford		
Political Restriction	This position is not politically restricted		
Responsible to:	Virtual School Head, Lead Commissioner		
Responsible for:	Improving educational engagement and outcomes for children looked after and previously looked after		

Role Purpose

Work within the Virtual School as Education Officer for children in the care of Warwickshire aged from 2 through to the end of their Reception year

- Support and challenge preschool providers, social care colleagues and other agencies to meet educational needs
- Ensure the attainment of children looked after and children previously looked after in pre-school settings is given a high priority
- Prompt and monitor timely interventions and multiagency support to impact on future educational success
- Work with professionals to ensure children access appropriate pre-school provision

Role Responsibilities

- Work within the Virtual School to contribute to ensuring that the Local Authority meets its statutory responsibility to promote the educational outcomes of children looked after and previously looked after
- Work with Early Years providers to ensure that support is provided to children looked after and previously looked after so that they are able to access appropriate education provision
- Collect data in order to rigorously track and monitor the attainment of individual children and groups
- Work with education providers, social workers, carers and other relevant professionals to ensure

appropriate and aspirational provision is in place

- Ensure that all Early Years children in the care of Warwickshire have high quality Personal Education Plans underpinning their provision and support
- Contribute to the training and support of partners to promote understanding and better educational outcomes
- Provide reports to the Virtual School Head and other colleagues about the work of the Virtual School and its impact on the outcomes of children looked after in the Early years Foundation Stage

Section B: Generic Role Profile

The generic role profile provides a list of the main tasks that cover the broad range of duties and responsibilities performed at this level for the job role. An employee may not be undertaking all of these at any one time, but they could be expected to do so under their contract of employment.

Generic Role Details

Job Role:	Virtual School Early Years Education Officer
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Main Tasks

- Monitor educational progress and attainment for children in the EYFS and ensure timely and appropriate support is in place
- Build relationships and maintain contact with providers to ensure the learning needs of children looked after and previously looked after are appropriately managed
- Work with providers to challenge provision that does not adequately meet the needs of children looked after and previously looked after, escalating concerns within the Virtual School as required
- Maintain accurate information regarding provision and report regularly to the Virtual School Head
- Improve outcomes for children looked after ensuring they are better equipped for statutory education beyond the EYFS
- Support professionals such as social workers and other Social Care colleagues, education providers and carers, to better understand factors influencing development for children looked after and previously looked after
- Monitor and quality assure Personal Education Plans to ensure they are meeting needs and promoting educational progress
- Be able to offer general information and advice to education professionals for all children in the care of Warwickshire

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria

Assessed By:

Educated to at least NVQ Level 3 equivalent; English and Maths GCSE at Grade 4/C or above.	A, D
Good knowledge and understanding of Early Years provision and requirements	A, I, T
Recent and substantial experience working in a pre-school setting	A, I
Knowledge and understanding of barriers faced by children looked after and previously looked after	A, I
Ability to offer challenge and support to Early Years providers	A, I, T
Ability to independently interpret and analyse varied and complex information or situations and provide solutions to ensure aspirational outcomes for individuals and groups	A, I
Ability to manage expectations of providers	A, I
Ability to independently interpret and analyse varied and complex information or situations and provide solutions	A, I
Knowledge and understanding of current good practice with respect to improving the educational outcomes of children looked after and previously looked after	A, I
Knowledge and understanding of the legislation and guidance relating to the education of children looked after and previously looked after	A, I
Ability to work under of pressure including meeting unpredictable deadlines and dealing with conflicting demands	A, I, T
Ability to communicate fluently, in writing, through presentations and verbally, with a wide range of people, including senior managers	A, I
Ability to contribute to the delivery of training to a variety of partners including foster carers, social workers and designated teachers	A, I
Evidence of commitment to ongoing professional development	A, I
Understanding of and ability to use computer programmes such as databases to monitor and evaluate information	A, I
Be able to manage and prioritise own workload, ensuring deadlines are met and that there is flexibility to respond to the needs of the service	A, I
Ability to manage and maintain comprehensive records and tracking information, confidential and sensitive information	A, I

Desirable Criteria

Assessed By:

Recent experience of working with vulnerable children in an education setting	A, I
Understanding of SEND	A, I
Understanding of underlying causes of behaviours often associated with children looked after and previously looked after	A, I
Experience of multi-agency working	A, I
Ability to travel across the county and beyond, efficiently and effectively	A, I

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

<input type="checkbox"/> Provision of personal care on a regular basis	<input type="checkbox"/> Driving HGV or LGV for work
<input type="checkbox"/> Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	<input type="checkbox"/> Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
<input type="checkbox"/> Working at height/ using ladders on a regular/ repetitive basis	<input type="checkbox"/> Restricted postural change – prolonged sitting
<input type="checkbox"/> Lone working on a regular basis	<input type="checkbox"/> Restricted postural change – prolonged standing
<input type="checkbox"/> Night work	<input type="checkbox"/> Regular/repetitive bending/ squatting/ kneeling/crouching
<input type="checkbox"/> Rotating shift work	<input type="checkbox"/> Manual cleaning/ domestic duties
<input type="checkbox"/> Working on/ or near a road	<input type="checkbox"/> Regular work outdoors
<input type="checkbox"/> Significant use of computers (display screen equipment)	<input type="checkbox"/> Work with vulnerable children or vulnerable adults
<input type="checkbox"/> Undertaking repetitive tasks	<input type="checkbox"/> Working with challenging behaviours
<input type="checkbox"/> Continual telephone use (call centres)	<input type="checkbox"/> Regular work with skin irritants/ allergens
<input type="checkbox"/> Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/> Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
<input type="checkbox"/> Work requiring respirators or masks	<input type="checkbox"/> Work with vibrating tools/ machinery
<input type="checkbox"/> Work involving food handling	<input type="checkbox"/> Work with waste, refuse
<input type="checkbox"/> Potential exposure to blood or bodily fluids	<input type="checkbox"/> Face-to-face contact with members of the public
<input type="checkbox"/> Other (please specify):	