Fair Access & Vulnerable Learners Co-ordinator

Job Description

Job Title	
	Fair Access & Vulnerable Learners Co-ordinator
Salary	I
Benefits	Agile
Directorate	People
Team	Admissions
Accountable to	Admissions Lead
Hours	37 per week
Location	Agile working contract – Shire Hall Base
Accountable for:	
• Team Responsibility (FTE)	Not applicable
• Annual Budget	Not applicable
Politically restricted role	No
JEID (Job Identifier number)	L0493
Essential Qualifications	GSCE English and Mathematics C/4 or above Degree Qualification or equivalent Background in education related qualification

As the technical specialist you will provide a high level of expertise in your professional discipline. You will design and shape solutions to achieve the service delivery plans or commissioning intentions.

Key responsibilities (including technical responsibilities and key stake holders/customers)

- To ensure operational co-ordination of the Fair Access Protocol (FAP) and associated processes for Warwickshire in compliance with the Admissions Code.
- To ensure FAP panels are scheduled and organised in a timely manner on a 12-month academic cycle with schools.
- To act as the central point of communication with Headteachers for FAP and be the conduit with other areas of education including Children Missing Education and the Ethical Inclusion Partnership Team.
- To have oversight of all supporting document required for FAP panels ensuring it is quality assured and distributed in a timely manner.
- Responsible for the management, oversight, organisation, and prioritisation of vulnerable Warwickshire children requiring a school place ensuring all referrals to FAP are appropriate.

- To manage and oversee the appeals/escalation process in relation to FAP or where there are challenges to In Year placements due to challenging behaviour being cited.
- In collaboration with internal stakeholders, write, develop and continually seek to improve policy, guidance, and best practice on the provision of allocating school places for vulnerable children including mechanisms such as the FAP.
- Ensure all safeguarding mechanisms are adhered to including Keeping Children Safe in Education, Fair Access Protocol, School Admissions Code and Appeals Code when placing children.
- Continually seek to improve and develop our offer of support for vulnerable children and their families seeking education provision.
- Develop best practice with schools and colleagues to place children. This will include sharing information, organising, and meeting with schools collectively or independently including those not within the local area.
- Determine necessary and proportionate information sharing with relevant parties required to seek the best outcomes for our children ensuring compliance with GDPR - developing best practice and guidance on this subject
- Train and support colleagues within Admissions and the wider organisation on relevant legislation best practice and guidance on how to place children within the most appropriate education setting, seeking the best outcomes for these children and those already in a setting.
- Oversee the management of School Attendance Orders.
- Support and liaise with any relevant party concerned in the welfare and safeguarding of a child –including (but not exhaustive) Police, Probation, Children and Family Services, Virtual Heads, Medical leads.
- To provide additional capacity and support in ensuring six-day provision is in place for excluded pupils where required.
- To undertake any other relevant tasks commensurate to the grade at the request of the Admissions Lead and Delivery Lead for Vulnerable Learners.

Person Specification What we are looking for

Role specific and Core Competencies and Professional Expertise that are essential (these will be measured during the assessment process)

Essential Criteria

- An understanding of the School Admissions Code A / I
- The ability to explain, support and defend key decisions with school leaders A / I
- Highly literate and numerate with experience of researching, collecting, collating, analysing and presenting often complex information in a variety of formats to a wide range of audiences A / I
- The ability to assess and report on data for varying audiences where required.
- The ability to quality assures information and assess appropriateness for submission to panels/meetings. A/I

- The ability to be resilient while working under pressure including meeting unmoveable deadlines and dealing effectively with competing demands. A/ I
- Experience of working across diverse teams and in partnership with other services and agencies (e.g. schools, Social Care, NHS providers) A / I
- An understanding of the role of the local authority, its partners, and the impact of ongoing changes in the public / education sector. A / I
- The ability to be solution-focussed avoiding proliferation of problems/issues. A / I
- An understanding of the Education Services department and its statutory duties and underpinning legislation. A / I
- Flexible, hands-on approach to coordination. A / I
- Ability to set, monitor and meet strict deadlines and targets. A / I
- Excellent organisational skills and the ability to prioritise own work as well as that of others. A / I
- Ability to promote high standards of professional behaviour underpinned by clear values of public service A / I

Desirable criteria
- Evidence of further professional development in a relevant area A / I
- Broad knowledge of key functions & processes of all of Education Services. A / I
- Experience of monitoring programmes of work. A / I

Our Competencies

Our competencies and behavioural indicators (defined within each core competency) describe the behaviours, actions and activities which we believe are associated with effective performance and job success. These will be considered, along with the behaviours and values, in our application and assessment process.

Generic Competency	Indicators
Driving organisational performance through change	Endorses and communicates clear messages about priorities, objectives and expectations as well as processes for managing performance. Ensures an inclusive culture where resources and support are available to enable people to be the best they can be.

Recognises the need for change, interprets it and initiates change by setting the agenda. Translates the requirement for change into clear objectives, effective plans and systems.

Uses change management processes effectively. Engages stakeholders to understand the need for change, to mobilise and build commitment. Identifies and removes obstacles and generates ideas to explore change opportunities and make change happen. |

Generic Competency	Indicators
	Undertakes periodic reviews of commissioning intentions, delivery methods, quality, outcomes and key business measures to identify areas for improvement. Puts in place frameworks to monitor and manage outputs.

Reviews working practices, identifies and proposes ideas and recommendations to improve the way things are done. Evaluates new ideas and systems of work and implements them in a positive way. |
| **Generic Competency** | **Indicators** |
| **Organisational & People Leadership** | Understands how own role and work contributes to team and organisational objectives. Adopts a one organisation approach to service delivery and works within the structure and statutory responsibilities of WCC. Is sensitive to the culture and political context of WCC and works effectively within it.

Measures performance, challenges inefficient processes and practices and makes proposals for improvement. Assesses the level of resource, allocates and manages them in order to meet organisational objectives. Enables WCC to respond with agility to changing priorities.

Role models WCC leadership behaviours, communicates openly and encourages our people to engage with WCC's vision.

Role-models continuous self-learning and development, and supports colleagues to do the same. Ensures that development opportunities are available for everyone. Shares own expertise through coaching and mentoring.

Promotes and values equality and diversity, takes account of and learns from different individual needs and views.

Role models a collaborative working style where all opinions are listened to and individual needs are taken into account. Recognises individual contribution and success. Ensures the wellbeing of all our people, and promotes WCC's values, behaviours and ways of working. |
| **Generic Competency** | **Indicators** |
| **Finance and Commercial Leadership** | Considers key financial and commercial issues and manages contracts and commercial arrangements in a commercially focussed manner, ensuring that value for money is achieved. |

Generic Competency	Indicators
	Understands and uses financial tools, data and processes to maximise value from operational and contractual arrangements to deliver outcomes. Gathers evidence to assess costs, benefits and risks and produces commercially focussed information to inform and advise decisions. Seeks improved performance from commercial agreements and arrangements, and challenges gaps between agreed commitments and operational delivery. Monitors and evaluates supplier performance against the specification and, using management information, works with suppliers to make recommendations for continuous improvement.
Generic Competency	**Indicators**
Strategic Thinking & Planning	Reviews developments externally and the organisation's strategic plans, to identify patterns, opportunities, risks and benefits which affect their work. Remains up to date with developments such as political, economic, environmental, technological, operational and social that have an impact. Develops and uses insights to create prioritised plans to enable the achievement of the organisation's strategic commissioning and delivery goals. Anticipates and responds to organisational issues and challenges by balancing a range of operational interventions and solutions. Ensures all their activities are focussed, co-ordinated and prioritised on delivering greatest value for the organisation.
Generic Competency	**Indicators**
Performance & standards	Ensures the safe operation of services and compliance with appropriate regulations and legislation. Contributes to and implements the relevant policies and procedures to ensure service outcomes are delivered.

	Plans tasks, deploys and co-ordinates resources to meet changing operational needs as required.
	Monitors, plans and reviews service delivery outcomes ensuring objectives and quality are met.
	Expects and supports high standards of performance through clear purpose and accountability and challenges poor performance.
Generic Competency	**Indicators**
Relationship Management	Secures the necessary commitment and support for changes or policies from a range of stakeholders by tailoring the approach and tone of any interaction.
	Works with other people to help gain commitment and support for changes or policies using the appropriate communication channel or method.
	Utilises logical arguments backed by evidence to support their opinion and advice and persuade others.
	Engages and empowers others to work collaboratively across all functional boundaries and with partners and stakeholders.
	Identifies key points to communicate, selecting the appropriate channel and message for influencing the audience.
	Takes opportunities to understand own style and approach, and how they might influence and persuade others.
Generic Competency	**Indicators**
Personal Leadership	Displays leadership behaviours and remains calm and objective in all situations.
	Demonstrates flexibility and adaptability in light of new information. Accepts feedback and responds in a thoughtful and considered way.
	Delivers personally and through others across projects by setting clear goals and targets, monitoring progress and holding people to account.

| | Pursues and adopts a continuous learning and professional development approach showing interest in new ideas and opportunities to build on success.

Builds positive and collaborative relationships based on trust and support. |
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Our Values and Behaviours

We want to support our workforce to be best they can be. Our Behaviours and values provide a framework for our culture and give reflect the standards we expect from all our people. We are committed to creating a working environment of equality, respect and inclusion where everyone can thrive and contribute to our community. Working with us gives you the opportunity to make a real difference to the lives of the people of Warwickshire.

You must be able to demonstrate you role model the Warwickshire values and six behaviours

Our Values and Behaviours – The Warwickshire DNA

High performing   Collaborative   Customer focused   Accountable   Trustworthy

do what we say   move with purpose and energy   focus on solutions   help people and communities to find their own solutions   build strong working relationships   be the best we can be