

Job Description

JOB TITLE:	Education Officer
GRADE:	J
POST NUMBER:	D030600201
DIRECTORATE:	Children's Services
SERVICE:	Supporting Families Division - Youth Justice Service and Partnerships
RESPONSIBLE TO :	Team Manager of Youth Justice Service and Assistant Headteacher of the Corporate School for Children Vulnerable.
RESPONSIBLE FOR:	This post works across the Youth Justice Service (3 days per week) and the Virtual School for Children in our Care (2 days per week) and has a joint reporting line for casework oversight.* The role is to have strategic oversight of the education of all children known to the Youth Justice Service. Where children are in care, the officer will also be the allocated Virtual School Teacher for the child or support the one already in place. Should there be capacity, the post holder will support cases not known to the Youth Justice Service during the 2 days a week Virtual School commitment. <i>*The Post holder will, via the their work with the Virtual School, access opportunities in the Education Directorate for CPD, support meetings with educational professionals and overall education specific support for discharging this role.</i>
	DBS Enhanced check required This post is not politically restricted
JOB SUMMARY:	The Corporate School for Children Vulnerable and Virtual School - To ensure completion of a personal education plan (PEP) for all young people in custody or remanded to local authority upon entry and exit, with the support of case responsible officers. - To be lead Virtual School teacher for school-age and post-16 students.

	- To provide advocacy for young people leaving custody or remand to ensure they have education, training or employment placements in the area where they are being resettled, including where this is outside Tower Hamlets or the City of London. Youth Justice Service - To offer individual support to young people referred via Youth Justice case managers who are Not in Education Employment or Training (NEET). - To work with partners and other professionals to identify suitable education, employment or training opportunities and support young people to apply for and access these, including support for supervised job search, applications and interview preparation. - To act as the Single Point of Contact (SPOC) for the Youth Justice Service in liaising with education providers, colleges and employers to collate information and data on attendance, behaviour and engagement to inform Pre-Sentence Reports. - To build networks and relationships with local education, training and employment providers and the Councils Workpath and Careers Services to maintain and promote EET opportunities to case managers. - To provide 1:1 sessions for young people in literacy and numeracy and preparation for functional skills. - To lead training on educational issues, change and policy to the Youth Justice Service, keeping the service up-to-date on the educational landscape. - To monitor and maintain the service's KPIs for education. This strategic data will support the education strategy of the service and be reported by the Executive Headteacher of the Corporate School for Children Vulnerable to the Youth Justice Board.
ROLE REQUIREMENTS:	

1.	To provide a professional support service to young people who are NEET and contribute to Youth Justice outcomes relating to suitable education placements.
2.	To maintain education records on the case recording system, supporting case responsible officers.
3.	To keep confidential, accurate and clear records and case notes of all sessions and to provide a summary of work to responsible professionals regarding the client following the end of an intervention.
4.	To provide practitioners with specialist training and advice on issues regarding education and training and to act as the first point of contact for the distribution of education, employment and training opportunities to the rest of the service, particularly from the voluntary and community sector
5.	To provide appropriate interventions to young people in contact with the Youth Justice Service where their NEET status is a major risk factor that could trigger re-offending.
6.	To contribute to the completion of the structured assessment tool used within the statutory side of the service: Asset Plus.
7.	To participate in the development and delivery of group-based provisions for young people.
8.	To co-work cases (where appropriate) with practitioners within the Youth Justice Service.
9.	To develop policy, practice and procedures to cover all areas of education, employment and training work with young people who come into contact with the Youth Justice Service.
10.	To attend professionals' meetings based around the planning and organisation of case management of individual cases and all other relevant meetings appropriate to the functioning of the service.
11.	To keep up to date in relation to current legislation and practice regarding work with young offenders and their families and to undertake all youth justice duties within National Standards and local policies and procedures.

12.	To share information with colleagues in Children's Social Care and other professionals in accordance with agreed protocols and other guidance in relation to safeguarding and risk management.
13.	To work towards the overall and agreed aims of the Youth Justice Service and Corporate School for Children Vulnerable / Virtual School for Children in our Care.
14.	To maintain accurate and timely records regarding clients and other related issues on the Youth Offending Team software database and PEP system.
15.	To undertake any relevant training as deemed appropriate.
16.	To participate three times a year in the moderation of PEPs and other whole school training and quality assurance exercises in the Corporate School for Children Vulnerable as directed.
CORPORATE RESPONSIBILITIES	
17.	Actively contribute to the council's priorities and outcomes in a way that promotes a "one organisation" approach.
18.	Develop and maintain positive relationships with colleagues, stakeholders and communities to ensure the council and the directorate strategic priorities are effectively implemented.
19.	Promote equality among all staff and ensure that services are delivered in a non-discriminatory way, that is inclusive of all disadvantaged groups.
20.	Support organisational change and learning, follow and implementing appropriate systems of self-development, communication and engagement, maintain and work to quality measures required to monitor and review the functions of this role.
21.	Promote sustainability, including encouraging a culture of innovation and accountability amongst all council staff.
PEOPLE	
22.	The post holder will provide the best possible educational support for children known to the service. This involves having an accurate picture of the child in our care: their ambitions, prior learning and possible barriers to success. The post holder will give expert advice and

	advocacy to both the child and all supporting adults in their network. The overall aim is to secure a clear pathway to enable the child to reach their full potential. “Would this be good enough for my child” - The Corporate School for Children Vulnerable and Virtual School
23.	The postholder will be an advocate for the power of education in the service. This is the power to support a child who has come to the notice to find safety, acquire skills and the currency of meaningful qualifications that enable him or her to access pathways to independence and success.
24.	The postholder will champion the service externally to schools, teachers and other professionals as a collaborative service that supports children to become engaged adults playing a positive role in our community.
SERVICE	
25.	To have strategic data oversight of the education of all children known to the Youth Justice and Young People's Service. • Maintain records on each child – prior data and current school records • Monitor with support from the Attendance Service – Attendance of children in the service in real time. • Monitor – Exclusion and suspension of all children in the service including oversight of managed moves via the Fair Access Panel. • Maintain records of all children in the service NEET and actions taken to address this. • To collate and be fully aware of local and national benchmarking data for education in the service. Produce a termly summary of the key issues above for the Head of Service and Executive Headteacher of the Corporate School for Children Vulnerable. The final report is always written by the Headteacher and presented by them to the Youth Justice Board.

PERFORMANCE	
26.	All children coming into the service NEET will receive support to find an education offer. All Year 11 students moving to Year 12 will be supported into an offer in September All children who do not have L2 English Maths who are capable of attaining it will be supported to access this offer as part of their order.
27.	All children in the service have an accurate and clear record of their educational history, recorded and shared to enable professionals to support the child fully and guide intervention. All case notes for the child will be in place and professionals will be provided with a timely summary of work carried out to support the child following the end of an intervention and/or their order.
28.	NEET figures and interventions will show all reasonable steps have been taken to move a child to the ideal of full-time ETE. Where this is not the case, there is a full account of steps taken and issues still arising.
29.	All possible steps will be taken by the post-holder, utilising the network around the child, to make sure that attendance for each child is a) improving – while on the order and b) is ideally over 95%. Accurate records will mean that there is always evidence in place for this and highlighting of cases not reaching this standard.
30.	All children with identified SEND will have SEND support plans or EHCPs up to date and reflecting their need by the end of the order, or a process started and handed over to SEND for completion.
31.	All children excluded or suspended will be fully recorded, supported and monitored back into their educational offer – this includes oversight of reintegration plans.

OTHER CONDITIONS:

To maintain personal and professional development to meet the changing demands of the job and participate in appropriate training/development activities including the council's 'My Annual Review' scheme.

Ensure that all duties and responsibilities are discharged in accordance with the council's policies and procedures, Code of Conduct and relevant regulations and legislation.

To comply with the council's equal opportunities and diversity policies ensuring anti-discriminatory practice within the service area.

To undertake additional duties that may arise from time to time commensurate with the grade of the post.

Person Specification

Person Specification for the Post of		Essential (E) or Desirable (D) (if applicable)	Method of Assessment A= Application Form T= Test I= Interview
Knowledge	1. To have an up-to-date knowledge of relevant legislation relating to Education. This would include options for Post-16 academic and vocational.	E	A/I
	2. Knowledge of Youth justice legislation, particularly the Crime and Disorder Act 1998, Criminal Justice & Immigration Act 2008, and Powers of Criminal Courts [Sentencing] Act 2000, Criminal Justice and Police Act 2001, Criminal Justice Act 2003.	D	A/I
	3. To have knowledge of current practice issues and developments in working with young offenders and their carers.	D	A/I
Qualifications & Experience	4. Teaching qualification – the Post Holder needs to have QTS or appropriate	E	A

	educational teaching experience. 5. Good IT skills and an experience of and willingness to embrace “hybrid online” working to meet aims of the service and be efficient in the workplace. 6. Experience of SALT screening and working with SEN. 7. Experience of working within the Criminal Youth Justice System. 8. Experience of working with global majority children in an urban setting. 9. To be able to set up and maintain monitoring systems and to analyse resulting data. 10. An ability to work corporately in a multi-disciplinary setting. 11. An ability to work on your own initiative under pressure within policy and procedure guidelines. 12. Be the face of the Service. An ability to engage professionals in social care and schools winning their trust on difficult issues.	E D D E E E E	A/I A/I A/I A/I/T A/I/T A/I A/I/T A/I
Living the TOWER Values sets out the essential behaviours required of all staff.		They are aligned to the organisation’s five TOWER Values	

We work TOGETHER across boundaries and with partners to achieve the best outcomes for Tower Hamlets	Supports positive working relationships across the council and with partners to optimise outcomes. Builds effective alliances with a wide range of stakeholders and partners to achieve better outcomes. Shares information and engages others in a timely way to achieve the best outcomes	E	A/I
We are OPEN and transparent	Thinks about the people they communicate with and adjusts their style accordingly. Approachable and seeks regular internal and external feedback to improve how they do things. Approachable and seeks regular internal and external feedback from people to improve how they and others do things.	E	A/I
We are WILLING to challenge, innovate and be accountable	Takes accountability for delivering clear goals and targets, whilst setting high standards, for self and others. Respectfully challenges others, using data and observation to drive improved outcomes. Ensures that staff have the tools to do the job and uses creative opportunities to upskill others.	E	A/I
We empower each other to be EXCELLENT and go the extra mile	Delivers to clear objectives, expectations and roles to motivate their team towards delivering the vision, as well	E	A/I

	as inspiring their team to achieve their best. Actively recognises the successes and achievements of others, acknowledging them in creative ways.		
We RESPECT all communities; they are the heart of everything we do	Ensures that they and others value the diversity of all people they work with and takes this into account in developing the service.	E	A/I
Additional Requirements	It is in the nature of working with high-risk young people and complex families that tasks and responsibilities are, in many circumstances unpredictable and varied. All staff will be expected to work in a flexible way when the occasion arises, covering tasks that were not included in their job description. If additional tasks become regular or frequent, they can be included in the job description in consultation with the member of staff.	E	A/I
	A willingness and flexibility to work outside of contractual hours in the evenings and weekends with notice to meet the needs of the service and children.	E	A/I
	An ability and willingness to travel to locations to visit children which could be anywhere in the UK.	E	A/I

	To comply with the requirement to carry out a DBS check on this role.		
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