

CROYDON COUNCIL

ROLE PROFILE AND PERSON SPECIFICATION

DEPARTMENT: Children Families and Education

DIVISION: Education and Youth Engagement

JOB TITLE: **Senior Lead for KS4**

ROLE PROFILE

Job Title: Senior Lead for KS4

Department: Children Families and Education

Division: Education and Youth Engagement

Grade: Grade 16

Hours (per week): 36

Reports to: Virtual School Head

Responsible for: Apprentices, Advisory Teachers for CLA Outcomes and/or Education Personal Advisors

Role Purpose and Role Dimensions:

The role is an operational leadership post- supports the Strategic Lead - Virtual School Head to develop relationships, systems and processes that provide up to date information on the KS4 (y9-11) cohort and support education settings, carers and Social Workers to best help our children in care and care leavers, removing barriers to their achievement and success.

The post holder will demonstrate understanding of the statutory responsibilities for the education of children in care.

The post holder will be the lead for the training and development calendar for Virtual School. This requires auditing needs for the groups of stakeholders and designing or acquiring suitable training to meet need of all in relation to their work with CIC.

The post holder is also responsible for the tracking and monitoring of and CIC/CL without education places (whole cohort), for advocacy and challenge to schools and for elevating to the Strategic Lead and Virtual School Head, cases in need of direction.

Work with schools, Social Worker teams, carers, all other relevant professionals, to promote and support the improvement of educational provision for children in care.

Lead on provision, access, monitoring progress for all children in care of Croydon at Key Stage 4 (y9-11).

Manage the team of Advisory teachers who work n KS4 and develop their skills and knowledge.

Develop joint working across internal and external stakeholders for the benefit of all CIC.

Commitment to Diversity:

The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and promote its policies in their own work, undertake any appropriate training to help them to challenge prejudice or discrimination.

Key External Contacts:

Other local authorities (including Virtual Schools)
NHS Croydon and other health agencies
Voluntary and independent sector providers (e.g. Fostering agencies)
Foster carers / residential staff
All education settings
Corporate Parenting Panel
Government bodies and members
Other local authorities
Designated Teachers and Designated Members of Staff for Children in Care and Care Leavers
Social Care
SEND
Admissions
Contractors/Suppliers
Other local authorities nationally

Key Internal Contacts:

Children, Families and Education delivery and support teams
Other key council departments
SEND
Virtual School
Other sections of Education Directorate
Early Help and Children's Social Care
Youth Offending Services
Foster Carers
CALAT
Directors/Heads of Service and Service managers
Safeguarding Leads
Other Council employees including Youth Justice Service, Data and performance, IT etc.

Financial Dimensions:

Review the PPG resource allocation available and used for each school and monitor the impact of that resource on pupils' attainment and achievement.

Will ensure correct administration of financial procedures for the designated service area. May be involved in identifying, claiming and /or monitoring funding streams i.e. budget responsibility, cash handling etc. If responsible for budgets indicate whether revenue or capital and approximate value- especially for training events.

Key Areas for Decision Making:

- Responsible for allocation of work to Advisory Teachers and/or Education Advisors.
- To effectively line manage and develop up to 4 Advisory Teachers for CLA Outcomes and/or Education Advisors.
- Develop strategies for effective work with vulnerable children and young people that translate into operational delivery.
- Determine the appropriate action to complete service plan and requests.
- Operate with a high degree of autonomy and make informed decisions- based on data and evidence.
- Drive the delivery of locality based services and support to ensure effective capacity building within the partnerships.
- Deciding how to organise work, manage staff or change service provision, across the KS4 team.

Other Considerations:

Ability to travel in an economic and time efficient way both in and out of Borough.

Able to work flexibly and from different venues across the borough and plan travel in a costly and time efficient manner. Ability to deputise for Virtual School Head when the Virtual School needs Senior leadership presence.

Is a satisfactory disclosure and barring check required?
[\(click here for guidance on DBS\)](#)

Enhanced DBS and childrens and adults barred list

What level of check is required?

Is the post politically restricted
([Click here for guidance on political restriction](#))

No

Is the post exempt from the Rehabilitation of Offenders Act (ROA) 1974
([Click here for guidance on ROA](#))

No

Key Accountabilities and Result Areas:

Line manage the KS4 advisory team.

Monitor attendance and attainment for all KS4 pupils and provide information for a comparison with local and national data.

Key Elements:

This will involve:

- Effective line manage Apprentices, Advisory Teachers for CLA Outcomes and/or Education Personal Advisors in line with councils procedures and Policy.
- Development of team and ethos of “can do” attitude.
- HR and recruitment needed for the KS4 team.
- Leadership and vision in line with the whole outcomes for Virtual School.
- Managing and tracking colleagues performance and monitoring impact of KS4 against KPIS.

This will involve:

- Providing advice and guidance to educational settings.
- Contributing to the raising of standards of underperforming vulnerable pupils and the narrowing of the attainment gap through the promotion of

effective teaching and learning strategies, curriculum development and support for leadership and senior management teams.

- Supporting Designated Teachers new to post in understanding roles and responsibilities to ensure effective school policy and practice.
- Promoting the use of ePEP and other online tools, to support the efficient management of responsibilities for children in care and to enhance teaching and learning of CIC and care leavers.
- Providing information for comparative analysis, such as local and national attainment data for looked after children and young carers.
- Introducing systems of progression monitoring and engagement in learning for pupils who are not achieving their potential.
- Providing advice and support to schools on how to ensure the needs of looked after children and young carers are met.
- Providing guidance on effective and appropriate intervention strategies that can be put into place.
- Supporting schools with the evaluation of good practice.

Ensuring access to education for all children in care KS4

- Providing advice and guidance on preparation for Ofsted inspections.

This will involve:

- Developing, coordinating and delivering central and school based training and professional development programmes focused on removing barriers for children in care.
- Focusing on effective strategies for learning and teaching, identification of barriers and assessment within the school/classroom as well as effective monitoring of progression and ambitious target setting for looked after children.
- Monitoring the level of staffing and type of activity, and provide summative data as requested.
- Supporting schools with the development of action plans for looked after children and the monitoring and evaluation of the implementation of those plans.
- Evaluating the impact and value for money of current provision and interventions, including the deployment of TAs and specialist teachers.

Assist schools with the analysis of data in order to support early identification of underperforming or struggling children in care.

This will involve:

- Supporting schools with the early identification of

underperforming looked after children trends and patterns.

- Providing guidance on effective and appropriate intervention strategies that can be put into place.
- Monitoring the impact of schools' work and progress towards achieving targets as agreed with the Strategic Lead – Vulnerable Children and Young People.
- Providing information for comparative analysis, such as local and national attainment data for looked after children and young carers.
- Introducing systems of progression monitoring and engagement in learning for pupils who are not achieving their potential.
- Providing advice and support to schools on how to ensure the needs of looked after children and young carers are met.
- Providing guidance on effective and appropriate intervention strategies that can be put into place.
- Supporting schools with the evaluation of good practice.
- Providing advice and guidance on preparation for Ofsted Inspections.

Lead on the Quality Assurance and delivery of effective Personal Education Planning (PEPS) at KS4 -supporting and working with professionals and children in care across the age range.

This will involve:

- Monitoring the level of staffing and type of activity, and provide summative data on progress and achievement as requested.
- Supporting schools with the development of PEPs and targeted plans for children in care and the monitoring and evaluation of the implementation of those plans.
- Evaluating the impact and value for money of current provision and interventions, including the deployment of TAs and specialist teachers.
- Keeping up to date with national and local policy developments, research and good practice.
- Maintaining knowledge of, and recommending to schools, suitable external providers of support, consultancy and training.
- Developing a range of relevant, targeted CPD opportunities through the traded services model.

Promote positive attitudes and approaches to diversity and inclusion in schools, specifically around removing barriers to learning for of children in care, and disseminate good practice in teaching and learning.

This will involve:

- Taking all available opportunities to work with private and voluntary providers who work successfully with looked after children and their carers.

- Promoting positive engagement with carers so that schools can work in partnership to secure the best outcomes for looked after learners.

Contribute as an effective and collaborative team member.

This will involve:

- Participating in training to demonstrate competence.
- Undertaking training as required for the role.
- Participating in the development, implementation and monitoring of service plans.
- Championing the professional integrity of the service.

Confidentiality

- Treating all information acquired through employment, both formally and informally, in confidence. There are strict rules and protocols defining employee access to and use of the council's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Data Protection

- Being aware of the council's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.

- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.
- There are strict rules and protocols defining employee access to and use of the council's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities and Diversity

- The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and promote its policies in their own work, undertake any appropriate training to help them to challenge prejudice or discrimination.

Person Specification

Job Title: Senior Leader for KS4 (Virtual School)

Essential knowledge:

- Have up-to-date knowledge of, and interest in, current developments in pedagogy related to the achievement of looked after children.
- Understand how specialist staff and teaching assistants need to be deployed to ensure targeted underachieving pupils are best supported to achieve as high a standard as possible
- Excellent knowledge of assessment practice and ability to advise on the setting of suitable learning challenges and targets
- Ability to analyse the demands of the curriculum and recommend strategies that challenge and support looked after children, with a specific focus on KS4 age range- specifically exams and transitions to KS5.
- Support of NEET pupils and work with colleagues who can.
- Developing and adapting conventional teaching methods to meet the individual needs of pupils.
- Assessing pupils who have long or short term learning difficulties and working with colleagues to identify individual pupils' special needs.
- Monitor the whole cohort of Children in Care without school places- liaise with admissions colleague and ensure school places are quickly acquired for CLA within statutory frameworks.
- An understanding of the data systems used to monitor and audit effective practice.
- An understanding of safeguarding children and processes to support safeguarding.
- An understanding of children who enter the care system and the complex reasons behind them being accommodated.
- As well as a comprehensive understanding of: relevant legislation, statutory guidance, standards and procedures related to Children and Corporate Parenting assessment processes and identification of need "outcomes" concepts, quality assurance methodology and change / project management techniques.
- Awareness of all relevant legislation: KCSIE 2021, children and families act 2004, PLAC and CLA guidance as per DFE.

Essential skills and abilities:

- Ability to work to deadlines.
- Knowledge of the features that make schools and classrooms inclusive and ability to identify the barriers that may stop pupils or groups from succeeding
- Excellent interpersonal skills and ability to negotiate with different groups, such as headteachers, teachers, social workers, carers and governors.
- Excellent written and oral skills, including ICT and presentation skills.
- Ability to coordinate and manage projects and intervention programmes such as specific training initiatives and projects.

- Ability to analyse, evaluate and present correct and precise data to a range of audiences.
- Excellent staff management skills
- Able to lead and develop services and practice.
- Able to develop strategic and operational relationships with partners and improve their ability to work with children and young people.
- Able to evaluate approaches to outcomes for CLAs and CLs
- Able to drive operational change effectively.
- Have excellent communication, presentation and interpersonal skills, including the ability to give advice and guidance, to persuade, influence and negotiate tactfully with a range of internal and external customers and stakeholders at all levels, including children and young people.
- Able to influence and develop other professional thinking and behaviours that enable a 'whole system' approach.
- Able to manage operational projects, programmes and staff to achieve desired outcomes, applying project management skills effectively
- Able to effectively evaluate service delivery and drive forward improvement
- Ability to work as part of the Virtual School and contribute to the aims of the Service
- Able to analyse information and produce high quality, evidence-based reports

Essential experience:

- A first degree or relevant experience and a recognised teacher qualification
- Successful teaching experience in a range of schools
- Experience / qualification in working with looked after children and / or young carers.
- An excellent track record of successfully addressing underachievement in schools.
- Experience of leading Continuing Professional Development for colleagues and of influencing practice.
- Work with/for children in care and knowledge of their specific needs.
- The postholder must have experience of working with the public and experience of performing a similar role in an educational environment.
- Experience of successful working with large organisations and a range of partners
- Experience of coordinating high performing services and maintaining this performance
- Experience of leading teams through change and development
- Experience of shaping partnership delivery to address local needs

- Experience of developing a highly motivated, high achieving and stable work force with a positive, “can-do”, child centred culture.
- Demonstrable experience of working with different stakeholders.

Special conditions:

- Able to work flexibly and to plan travel and occasional evening or weekend work to carry out responsibilities associated with service priorities