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| **Job Description** | |
| **Post title** | Children Looked After PEP Caseworker |
| **JE Reference No** | N10041 |
| **Grade** | Grade 9 |
| **Service** | Children and Young Peoples Services |
| **Service Area** | Education & Skills – Performance & Standards |
| **Reporting to** | The post holder will be accountable to the Virtual School Head The post will be embedded in the County Durham Virtual School for Looked After Children. |
| **Location** | The normal working place will be County Durham Virtual School, Broom Cottages Primary School. An expectation  of the role is to work at any location across County Durham. The role may also require work in schools, colleges, independent private providers, home visits and other local authority bases across the North East Region and nationally |
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| **DBS** | This post is subject to an enhanced disclosure. |
| **Flexitime** | This post is eligible for flexitime. |
| **Politically restricted** | This post is not designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **Description of role** |

Under the direction of the line manager, the post-holder will be responsible for maximising the educational potential of a caseload of looked after children.

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| **Duties and responsibilities** |

Under the direction of the line manager, the post holder will be responsible to:

**The Virtual School for Looked After Children:**

* Manage a caseload of looked after children and be responsible for promoting their educational achievement
* Rigorously monitoring the educational experience of looked after children on their caseload including attendance, progress, attainment, exclusion and support required to meet any identified needs
* Ensure that all looked after children have access to an appropriate school place and full-time curriculum or one that is in line with their needs and abilities
* Participate in the statutory assessment process for identified looked after children who have, or may have, a special educational need
* Analyse available educational data to identify specific areas of underachievement for individuals and taking a lead role in ensuring the young person achieves appropriate levels of additional support to address under performance
* Actively challenge practices that limit the educational entitlement and stability of looked after children in accordance with statutory guidance and local policy and procedure
* Liaise with school, social care professionals and foster carers to identify strategies to reduce fixed term and permanent exclusions for looked after children
* Work collaboratively with parents and carers and key professionals to raise the awareness and appreciation of education and to address issues affecting individual children and young people
* Liaise with schools and other colleagues to ensure the curriculum and accreditation pathway is appropriate and maximises opportunity for each looked after child
* Implement agreed service standards in completing monitoring visits, on a local, regional or national basis, to schools who have County Durham looked after children on their roll, in line with the County Durham flexible and family friendly working arrangements
* To work in partnership with the Designated Teacher and Social Worker to ensure that each school has in place a good quality Personal Education Plan (PEP) within statutory timescales and placed within the care plan for each looked after child for whom the local authority is responsible
* Attend PEP meetings as required for children on your caseload.
* Monitor the quality of PEPs and the outcomes achieved and to support Designated Teachers to further develop the planning process for each looked after child
* Ensure schools are reviewing and updating the PEP for each looked after child within agreed statutory timescales
* Quality assure the PEP in order to help identify any areas of concern and to support Children Looked After to have aspirational outcomes.
* Agree with each Designated Teacher the support required to achieve the targets identified in the PEP
* Agree with the Designated Teacher that Pupil Premium Plus funding is used to achieve the outcomes identified in the PEP
* Monitor the impact of Pupil Premium funding to support the educational progress of looked after children
* Provide support and professional development to Designated Teachers on the PEP process for looked after children
* Support the learning of identified looked after children by providing 1:1 and group activities as agreed with the line manager, if appropriate.
* Work in partnership with the schools, other providers and other local authority services to implement individualised curriculums, alternative education packages and bespoke packages of support for identified looked after children
* Follow agreed Virtual School processes for:
* Collation and presentation of progress data for each looked after child
* School moves
* Monitoring, recording and reporting and presenting of progress, attainment and transition data to the Virtual School Head through Supervision
* Supporting looked after children at risk of underachievement
* Supporting children attending a school rated as less than good by Ofsted
* Supporting looked after children at risk of exclusion
* Attending and contributing to Looked After Reviews, Care Team meetings and other multi-disciplinary meetings to address educational issues for identified looked after children
* Attend clinics with the Educational Psychologist to discuss individual cases and the purpose of EP assessments.
* Promoting and monitoring destinations of looked after young people to ensure a smooth and seamless transition across key stages and into post-16 provision.
* Supporting the Post 16 PEP process to the end of Year 13
* Take responsibility for the safeguarding of children and young people in accordance with DSCP procedures
* Organise and contribute to educational visits led by the Virtual School, as appropriate to the needs of individual looked after children including:
* Risk assessment
* EVOLVE
* Deployment of staff
* Supervision of children and young people
  + Encouraging young people to participate in the range of opportunities available to enhance attainment and maximise potential.
  + Ensuring young people and their parents/carers have access to suitable resources to encourage learning.
  + Contribute to training for:
* School staff and other professionals
* Designated Teachers and Designated Governors
* Social Workers and Care Staff
* Foster Carers
* Attend in service training and associated activities as required to enhance overall effectiveness of the Service.
* Actively take part in the Local Authority Appraisal, Performance Management and individual review processes to improve practice.

**SEND Statutory Assessment Responsibilities:**

* Support the statutory Casework team to ensure CLA are fully supported through statutory assessment
* Where a Child Looked After has an EHCP or SEND Support, work with the Designated Teacher to ensure the identified need is being met and is reflected in the PEP
* Share information with schools when a Child Looked After transitions to a new school to ensure a positive start
* Support CLA young people with EHCP into their Post 16 destinations.
* Advise schools/settings when it may be appropriate to request Top Up Funding.
* Work with the SEND and Inclusion Casework Managers to identify appropriate educational placements for children and young people
* Liaise closely with the education provider to ensure the EHC Plan is fully implemented at the PEP meeting.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | * One of the following: * NVQ 4 or equivalent in relevant discipline * Equivalent Youth and Community Work Qualification |  |
| Experience | * Recent experience of working with children and young people in group and/or individual settings to promote achievement * Planning and delivering programmes of academic support for children and young people * Working with parents/carers, Social care and Health and other key professionals * Working as a member of a team * Knowledge, understanding and experience of the statutory assessment processes for assessing and supporting special educational needs | * Working in a school setting * Developing educational resources to support education * Supporting children and young people at key stages of transition * Delivering programmes to develop personal and social skills for young people |
| Skills & Knowledge | * Building strong and positive relationships with children, young people and their parents and/or carers * Understanding of the potential barriers to learning for young people * Understanding of the issues affecting children and young people in care * Knowledge of the National Curriculum and national assessment processes * Strong communication and interpersonal skills * Ability to plan and organise your own work * Ability to use computer programmes such as Word, Excel and the Internet * Ability to analyse information and produce reports * Ability to monitor and evaluate the effectiveness of support programmes with young people * Understanding of confidentiality * Ability to work to deadlines | * Knowledge of age related opportunities for young people * Knowledge of special educational needs including ESOL |
| Personal Qualities | * Capable of independent travel to meet the requirements of the post * High level of energy, enthusiasm and commitment * Commitment to raising the aspirations of children and young people * Willingness to work flexible hours including occasional weekends and evenings |  |