Role profile

**Virtual School Education Officer (looked after children, previously looked after children and those with kinship care arrangements)**

**Our values:**

**We are dedicated, respectful, collaborative. We are Milton Keynes City Council.**

|  |  |
| --- | --- |
| **Service** | Education, Learning and Inclusion |
| **Reports to** | Group Head  |
| **Job family** | Professional and Technical |
| **Grade**  | E |
| **Political restricted?** | N |
| **DBS required?** | Y - enhanced |
| **Date**  | June 2024 |
| **JE Code** | JE2638 |

Key deliverables

|  |  |
| --- | --- |
| **1** | To be the first point of contact for parents and carers of previously looked after children and those in kinship care arrangements contacting the Virtual School for advice and information e.g., advice on school admissions or requests for further signposting.  |
| **2** | Respond to requests for advice and information from education settings and MKCC colleagues supporting previously looked after children and those in kinship care arrangements contacting the Virtual School, signposting or coordinating training opportunities as appropriate. To attend formal meetings as required in collaboration with line manager. |
| **3** | Make general advice and information available to education settings to improve awareness of the vulnerability and needs of previously looked after children and those in kinship care arrangements. This should include promoting good practice on identifying and meeting their needs and providing guidance on the effective use of pupil premium plus funding (previously looked after children only).  |
| **4** | To manage a caseload of children who are looked after by Milton Keynes local authority and to ensure that all Personal Education Plan (PEP) procedures are carried out fully in line with statutory regulations, guidance and timeframes by social workers, Designated Teachers and other relevant parties.  |
| **5** | To ensure that all CLA funding received by educational establishments is being utilised in a high-quality manner to benefit the intended child and is contributing to maximum educational progress.  |
| **6** | To ensure record keeping is accurate and effective for all cases allocated, including PEPs being completed on the Liquidlogic system and distributed to education settings. This record keeping should allow for timely reporting of the support provided and outcomes on request.  |

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both service and city council wide needs*

**Essential requirements** Key skills, expertise, and qualifications

|  |  |
| --- | --- |
| **1** | Educated to NVQ level 3 or equivalent or demonstrate experience of working in a role requiring this level of skill and knowledge  |
| **2** | Knowledge of school organisation legislation, guidance and practice and an understanding of structures and systems within which school organisations operate |
| **3** | Ability to effectively plan and organise work including prioritisation and delivering under pressure to meet timescales laid out in regulation and guidance |
| **4** | High level of interpersonal skills including the ability to explain complex information in an accessible format to a wide range of stakeholders |
| **5** | Ability to work autonomously with little supervision |

Job family

**Professional and Technical (Grade E)**

|  |  |
| --- | --- |
| **Colleague expectations*** Be professional at all times
* Work together for the good of the team, city council and local people
* Promote a supportive culture
* Challenge assumptions
* Take ownership
* Be willing to change and do things differently
* Always work in a safe manner
 | **Manager expectations*** Be a role model by displaying positive behaviours at all times
* Make well-considered decisions
* Support, coach and communicate with my team
* Be accountable for my team’s performance
 |

Professional and Technical job holders rely upon their deep knowledge of the specialism or discipline in which they work to carry out vital tasks and provide authoritative advice to others. Often developing within recognised career paths, their evolving expertise sees them bear increasing responsibility for managing city council assets, the development of policies and procedures and the strategic direction of the functions they support.

This element of the profiles, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

**Role characteristics**

At this level the experience and technical expertise of job holders enables them to carry out a range of complicated tasks and provide authoritative technical and procedural advice to colleagues and members of the public. They will monitor and take responsibility for a range of city council assets and will plan work outputs and project deliverables several weeks in advance.

**The knowledge and skills required**

The range of knowledge required for these roles includes an understanding of the policies and procedures across the specialist area in which job holders work as well as a solid underpinning of technical knowledge gained through dedicated, formal education.

Usually job holders have been working within the specific field for a reasonable time and they have been exposed to many of the routine and more unexpected circumstances of their role.

This level is also appropriate for jobs requiring graduate or post graduate qualifications in a specific discipline, but which will not yet have the on the job experience necessary for full practitioner level expertise.

While the majority of roles will have demands for manual dexterity in relation to typing and similar functions, other jobs will use a range of equipment requiring precision in their use and handling.

**Thinking, planning and communication**

Job holders will need to make judgements and creative choices related to the tasks they carry out and the advice or guidance they give others. Problems are likely to crop up quite regularly and their solutions will come from both standard practice guidelines and reliance upon jobholders’ technical expertise in their particular discipline.

Job holders will deal with many day-to-day issues but will also be required to plan ahead several weeks ahead to achieve personal and team goals.

At this level, the information exchanged with internal and external colleagues, and members of the public will call for developed communication skills on the part of the job holders. Matters will be technically complicated, requiring careful explanation, or sensitive, requiring significant listening skills to interpret information and provide appropriate advice.

**Decision making and innovation**

Job holders enjoy some autonomy in determining the best practical approach to meeting goals and targets. Although working in a team context where working to recognised procedures ensures consistency, they will need to respond independently to unexpected problems and situations, referring particularly unusual or difficult issues to a manager.

**Areas of responsibility**

At this level, rather than provide a straightforward service to others, job holders will need to carefully assess their specific needs and tailor their response appropriately. Alternatively, some roles will be responsible for implementing regulations in such areas as public health, housing or democratic governance.

There will be no supervisory responsibility at this level, but job holders may assist with the orientation of new starters, volunteers or students.

**Impacts and demands**

Tasks and duties will be generally carried out in a sedentary position but there will always be a requirement for standing and walking from time to time, and the occasional need to lift or carry items.

The problem solving and decision-making elements of these jobs mean that job holders require lengthy periods of enhanced mental attention to attend to duties, while also dealing with deadlines, interruptions and conflicting demands.

Duties of jobs at this level will not require job holders to develop and maintain working relationships with people who, through their circumstances or behaviour, place particular emotional demands on the job holder.

Many Professional and Technical job holders find themselves exposed to some disagreeable, unpleasant or hazardous working conditions. Particularly when the needs of their specialism require them to work on external sites exposed to the weather, in or around refuse and waste plant, close to particularly noisy machinery and in similar environments. Other jobs, such as enforcement roles, may also see job holders exposed to verbal abuse and threatening environments. In all cases, job holders will minimise risk and conform to health and safety regulations to mitigate any negative effects of such exposure.