

Job Profile



**JOB TITLE:** Education and Youth Justice Liaison Officer

**GRADE:** SO2/POA

**POST NO:**  18489

**JOB TIER:** 6 (non-management)

**DBS CHECK:** Enhanced

**GROUP:** Children and Young People’s Service

**SERVICE:** Education & SEND

**REPORTING STRUCTURE**

**Reports to:** Vulnerable Learners Support Manager

**Indirect Reports:** Sessional staff, volunteers, trainees.

**Direct Reports:** None

**ROLE PURPOSE:**

|  |
| --- |
| To ensure all children open to the YJS have their education, training and employment (EET) needs adequately assessed, and the appropriate provision is provided both in the community and in custody. This includes Under 16 education and Post 16 provision. To support children and their parent/carers to maintain their EET placements. To work with and support education and training providers and potential employers to maintain EET placements for children open to the YJS.  To work with education and training providers to develop programmes for young people for whom mainstream schooling may not be appropriate.  The role also involves working with fellow team members and partner agencies and in conjunction with the Business Performance Team to monitor and track the participation of YJS children in EET and provide relevant data upon request. |

A. Job Description



**1. Resident & Community Contribution**

* To liaise with internal agencies and external agencies to ensure children have access to appropriate education and training provision or employment opportunities which will improve their life chances and reduce the risk of them re-offending and causing serious harm to the public and themselves.
* To demonstrate understanding of the Council’s *Customer Care Standards* and ensure these standards are met in order to deliver the Council vision of ‘putting our residents first’.

**2. People Management**

* No direct supervisory responsibility however may be a requirement to assist in induction, training and support of peers, new employees, sessional staff, volunteers and trainees/students.

**3. Operational Service Delivery**

* To be responsible for the collation and recording of data to track the EET provision for all children open to the YJS, including the quarterly reporting of the YJB Key Performance Indicators (KPI) and review local data collection to ensure the service remains responsive to emerging needs of children and young people.
* To remain abreast of national policy and practise to ensure service delivery is of a high standard.
* To liaise with EET providers to identify current provision for children open to the YJS with potential SEND and refer on to appropriate agencies for full specialist assessments where required.
* To accept NEET referrals from Senior YJS Officers and/or YJS Case Managers, or any other person delegated on their behalf.
* To work directly with NEET children to explore possible EET opportunities to divert them from offending.
* To liaise with schools where exclusions/suspensions of children open to the YJS are being considered, or attendance is of a concern and offer support to pastoral support plans.

|  |
| --- |
| * To work with education, training providers and secure establishments to ensure plans are in place for meeting the education needs of children open to the YJS. * To facilitate the exchange of information between education services and training providers, the YJS and the secure estate. |
| * To ensure all assessments undertaken by the YJS adequately consider relevant education information, including specialist education assessments and reports. |
| * To advise YJS colleagues on education, training or employment difficulties or social development issues relevant to case planning. To advise Education colleagues on matters pertaining to the youth justice system. |
| * To develop new and maintain existing working relationships with education and training providers, including those in the voluntary sector, and local employers in order to promote access to services and opportunities by children know to the YJS. * Deliver training to the service and wider directorate to ensure staff knowledge on developments is kept up to date. * To lead in the designing of accredited curriculum activities and oversee the delivery of the AQA qualifications. |
|  |
| * To maintain children’s records systems, both manual and IT based, to a high standard, ensuring all EET information is up to date. |
| * To undertake all tasks and duties within the framework provided by Council and departmental policies and practice guidelines, Youth Justice Board standards and guidance and relevant legislation. * To represent the local authority in key forums and be the primary liaison in communication with internal and external stakeholders. * To work with statutory partners to facilitate and deliver the prevention-based programmes within school. |

**4. Service Planning & Development**

* To participate, if required, in developing specific areas of work in line with organisational needs.
* To contribute to internal and external research into service functioning and current client need if required.
* Maintain knowledge of the current Service Plan and understanding of own contribution in order to ensure delivery of this plan.
* To actively seek funding and grant opportunities to enhance the service provision to children and young people
* To promote and oversea the coordination and facilitation of the AQA awards programme.
* To actively engage in policy and practise development ensuring proactive interface with other service area to ensure that needs of children in the criminal justice system are identified and met.

**5. Financial & Resource Management –**

* To be creative and innovative in identifying resources to support the education, training and employment provision of children, including the utilisation of other statutory and voluntary organisations.
* To identify opportunities that meet the interests of children and explore potential EET pathways.
* To identify cost-effective resources to promote the ETE provisions for children, including the use of AQA qualifications.

**6. Service Improvement**

* Seek and accept professional supervision on a regular basis from designated senior staff within the department and to actively participate in the Performance and Development Appraisal process.
* To take responsibility for keeping abreast of legislative and policy changes which may impact on service delivery.
* To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for customers.

**7. Contacts**

* Internal - Senior YJS Office and Operational Manager Youth Justice Service; Managers and Practitioners from Key Working Service, Targeted Interventions, Children's Social Care.
* External - Teaching and non-teaching staff in schools, Headteachers, School Governors, education and training providers, Colleges, Employers, Police, Health, Courts, Crown Prosecution Service, other Youth Offending Services and Education Departments and voluntary services, residential units, prison services and secure units.

**8. Additional Responsibilities**

* To take responsibility in relation to the liberty or safety of clients in emergency situations.
* Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.

**9. Key Performance Indicators**

* Reduction in numbers of young service users not in full time education, training or employment.
* Educational achievements of young people known to the YJS.
* Screening of all young people who become service users.
* Compliance with National Standards for Youth Justice Services.
* Quality of assessments, intervention plans and record keeping.

B. Person Specification

**Education and Youth Justice Liaison Officer**



This person specification will be used for recruitment to the **Education and Youth Justice Liaison Officer** vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

|  |  |  |
| --- | --- | --- |
| **1. QUALIFICATIONS** | **ESSENTIAL**  **ü** | **DESIRABLE**  **ü** |
| 5 GCSEs including Maths and English or NVQ level 3 in an appropriate field | ü |  |
| Teaching qualification, Youth and Community qualification, Youth Justice Effective Practice Certificate or relevant degree. |  | ü |
| **2. STATUTORY or ROLE SPECIFIC REQUIREMENTS** | **ESSENTIAL**  **ü** | **DESIRABLE**  **ü** |
| An ability to work outside of offices hours including occasional weekends and bank holidays. | ü |  |
| **3. Experience** | **ESSENTIAL**  **ü** | **DESIRABLE**  **ü** |
| Experience of working with young people at risk of being or who are socially excluded | ü |  |
| Experience of working directly with challenging young people and/or those involved with the Youth Justice | ü |  |
| Experience of working with schools, Academies, FE and HE providers, training providers and employers in support of young people's participation | **ü** |  |
| **3. KNOWLEDGE & SKILLS** | **ESSENTIAL**  **ü** | **DESIRABLE**  **ü** |
| Knowledge of the Youth Justice System and relevant legislation, particularly the Crime and Disorder Act 1998 |  | ü |
| Specific knowledge of legislation and practice in relation to children and young people's participation in education, employment and training. | ü |  |
| An understanding of the barriers to engagement with education and learning and access to employment and how these can be minimised. | ü |  |
| Ability to engage and work constructively with education and training providers, including those in the secure estate, and employers to facilitate a young person's engagement and maintenance in education, training and employment | ü |  |
| Ability to develop with education and training providers bespoke learning programmes for young people where required | ü |  |
| Able to form and maintain appropriate professional relationships and boundaries with children, young people and families to ensure effective engagement in agreed family interventions | **ü** |  |
| Ability to keep accurate records using Information Technology and specific Youth Justice Recording systems. | ü |  |
| To have a clear understanding of safeguarding and protecting families from risk and harm | **ü** |  |
| A good understanding of how to work effectively with other professionals and service providers in a multi-agency environment | **ü** |  |
| Ability to develop with education providers bespoke learning programmes for young people where required | **ü** |  |
| Good self-organisational skills, able to work independently and as part of a team | **ü** |  |
| **4. COMPETENCIES** | **ESSENTIAL** | **DESIRABLE** |
| **“Can do” positive attitude**  Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking. | **ü** |  |
| **Takes responsibility and delivers results**  Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions. | **ü** |  |
| **Team working**  Acts as a role model to others in the team, sharing knowledge and experience when necessary, whilst respecting and valuing the contribution other team members’ experiences can bring. | **ü** |  |
| **Communication**  Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to a variety of different audiences. | **ü** |  |
| **Customer Care**  Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision. | **ü** |  |
| **Takes ownership of personal development**  Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance. | **ü** |  |