



# HILLINGDON

LONDON

## Job Profile

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**JOB TITLE:** Vulnerable Learner Officer

**GRADE:**

**POST NO:**

**JOB TIER:** 6

**DBS/ ISA CHECK:** Enhanced

**GROUP:** Access to Education

**SERVICE:** Childrens Services

### REPORTING STRUCTURE

**Reports to:** Vulnerable Learners Support Manager

**Direct Reports:** 0

**Indirect Reports:** 0

## **ROLE PURPOSE:**

This position is a cross cutting role with a particular focus on the vulnerable learners who are at risk of exclusion or have been excluded, those who are medically unfit to attend school and those who require access to alternative provision. The key purpose of the role is to prevent exclusion, illegal off-rolling, as well as to reduce the demand for placement at Alternative Provision by

- supporting schools to adopt an inclusive approach to keep vulnerable learners in mainstream schools as an optimum option of improving behaviour for learning
- working with schools, external agencies and other teams across Hillingdon local authority service directorates to improve education outcomes of vulnerable children and young people who are at risk of exclusion and support the re-integration of excluded pupils back into school or other setting

## **A. Job Description**

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### **1. People Management**

- No direct supervisory responsibility however may be required to supervise temporary staff in the relevant strand of work and to assist in induction and training of peers and new employees

### **2. Resident & Community Contribution**

- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.
- Provide operational advice and support to champion and promote educational excellence, whether schools are maintained, academies or free schools that are part of, and accountable to, the Hillingdon educational community
- Develop and maintain a strong working relationship between the local authority and schools, Academies and the local self-improving system leaders

- Regularly report to the Vulnerable Learners Support Manager on the strengths, weaknesses and impacts of the current service that have been identified through the regular contacts with the schools
- To work in partnership with families to identify and address needs and reduce the risk of poor outcomes for children, young people and their families with particular regard to outcomes associated with alternative provision. To seek support with issues wider than education from colleagues and partner agencies.

### **3. Operational Service Delivery**

- Support, challenge and monitor schools' inclusion practice in order to support preventative approach in reducing exclusion
- Provide parents and pupils with high quality advice and support in relation to exclusion and their entitlement to school education
- Undertake individual casework with vulnerable children and young people, including attendance at relevant planning and professional meetings
- Liaise with Attendance Support and other teams to ensure that children who are not appropriately educated at home or deleted from a school roll are returned to a school without delay
- Work with the relevant Education Improvement Adviser to monitor the inclusion approach at schools and Alternative Provision, being the LA's key link with the Alternative Provision in ensuring a high quality service aimed to prevent exclusion
- Support with the maintenance of robust data systems on exclusions, suspensions and alternative provision, to provide timely performance information and analysis that inform service improvement
- Play active part in a collective approach towards vulnerable and disadvantaged pupils to narrow the attainment gaps, identifying the schools that require a "team around school" support. This will involve some cases of multiple complexities requiring coordination of resources across education, health, housing and social care in order to safeguard the child.
  - To be persistent in the engagement of families or individuals who may be resistant by using assertive, creative and practical engagement strategies.
  - To raise the profile of the needs of children and families who are vulnerable within education and social services.
  - To advise teaching and other educational staff about the needs of children and families who are vulnerable, such as those who are medically unfit to attend school or those who have been permanently excluded.

#### **4. Service Planning & Development**

- Provide professional advice and support to Headteachers, Governors and parents on legislation and statutory procedures (including changes to legislation and procedures associated with exclusions and alternative provision. This will include complex and difficult cases where the outcome can vary
- Work with team members, and external agencies where appropriate, in analysing and interpreting exclusion data and local intelligence to identify schools that may need priority support or challenge

#### **5. Financial & Resource Management**

- To ensure all purchasing and procurement is conducted in line with the corporate guidelines with appropriate use of the Council's financial systems.

#### **6. Service Improvement**

- Support the continuous monitoring of team and individual performance and productivity to ensure the delivery of any Service Level Agreements (SLA's) are maximised.
- Support with the monthly reporting across all KPIs.
- Continuously refresh expertise and skill sets to meet the new challenge presented by the changed education landscape.

#### **7. Contacts**

- Primary contact will be with other officers within the Council, and service users / residents and their representative bodies.
- Developing excellent partnerships with all key professionals (education, social care, health, carers/residential workers) and services within the borough.
- Essential to the successful delivery of the role will be effective liaison with a wide range of colleagues in Education and Social Care and all types of schools in Hillingdon including Academies, AP and Free Schools.

#### **8. Additional Responsibilities**

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.

## **9. KEY PERFORMANCE INDICATORS**

- Deliver against any other agreed Service Levels and outcomes.
- Discharge LA's legal duties in relation to exclusion
- Perform against other staff performance & productivity measures that contribute to meeting statutory duties for education and supporting vulnerable learners to narrow the gaps.

## B. Person Specification

### Vulnerable Learner Support Officer

This person specification will be used for recruitment to **Vulnerable Learner Support Officer** 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.

<b>1. QUALIFICATIONS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Education to Degree Level or professional qualification in education, social care or family support		✓
Evidence of continuing professional development	✓	
<b>2. STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Ability to work flexibly to attend meetings out of hours and in a school setting as and when required	✓	
<b>3. EXPERIENCE</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Experience of working with schools and children and families	✓	
Experience of successful use and analysis of a range of data to inform intervention planning		✓
Experience of managing a school inclusion project or inclusion unit		✓
Experience of delivering training and/or presenting information to a range of audiences		✓
Experience of presentation at a meeting, exclusion hearing or forum attended by school leaders or other professionals	✓	
<b>4. KNOWLEDGE &amp; SKILLS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Ability and experience to deliver high quality training to a range of audiences, in particular school leaders	✓	
Be resourceful in advising schools on good alternatives to exclusions	✓	
Good negotiation and influencing skills in working with school leaders, resulting in the latter's acceptance of good alternatives to exclusions	✓	
A excellent knowledge in legislation and regulations related to Pupil Registration, Elective Home Education and Exclusion	✓	

Good skills in data analysis to identify strengths and weaknesses in school performance and provide appropriate solutions	✓	
Ability to successfully build and develop production partnerships with school leaders	✓	
A knowledge and understanding of current and recent initiatives from DFE, Ofsted and other national agencies connected to exclusion and inclusion	✓	
<b>5. COMPETENCIES</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
<b>“Can do” positive attitude</b> Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking.	✓	
<b>Takes responsibility and delivers results</b> Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions.	✓	
<b>Team working</b> 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.	✓	
<b>Communication</b> Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to a variety of different audiences.	✓	
<b>Customer Care</b> Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision.	✓	
<b>Takes ownership of personal development</b> Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance.	✓	