



## Job Profile

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**JOB TITLE:** Virtual School Officer

**GRADE:** S O 2

**POST NO:**

**JOB TIER:** 8

**DBS / ISA CHECK:** Enhanced

**GROUP:** Virtual School

**SERVICE:** Education & SEND

### REPORTING STRUCTURE

**Reports to:** Virtual School Senior Practitioner

**Direct Reports:** None

**Indirect Reports:** None

## **ROLE PURPOSE:**

In line with Hillingdon's Education Service priorities, to work closely with the Hillingdon Virtual School team and Headteacher to:

- raise the attainment of children known to Social Care (placed in and outside the borough, via a focus on admissions, attendance, attainment, progress, tuition, enrichment and promoting inclusion)
- hold a caseload of children known to Social Care as decided by the Virtual School Headteacher
- track the attainment and progress of all children known to Social Care (from Nursery to age 18) on their caseload.
- contribute to the development of policies and procedures.
- contribute to the development and delivery of training to school staff, social workers and foster carers, key workers and those in the wider team around the child
- contribute to the provision of enrichment and extra-curricular learning activities for children known to Social Care
- pro-actively develop and maintain effective working relationships with other agencies both in and out of the borough to ensure joined up services for children known to Social Care
- support Virtual School Lead Practitioners in the delivery of their areas of responsibility
- contribute to the on-going development of the Hillingdon Virtual School

# A. Job Description

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## 1. People Management

- No direct supervisory responsibility however may be required 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'.
- To work with the Virtual School team to create and support a culture of high aspiration and opportunity for children known to Social Care, promoting the role of the Council as the Corporate Parent.

## 3. Operational Service Delivery

- To hold a caseload of Hillingdon Looked After Children aged 2 - 18 and track their attainment and progress.
- To intervene directly with Looked After Children, their parents, carers and relevant professionals to identify and resolve education-related difficulties.
- To lead and record Personal Education Plan meetings for Looked After Children as appropriate according to statutory guidance and Hillingdon policy.
- Raise the attainment of Looked After Children and Care Leavers (placed in and outside the borough) via a focus on supporting and challenging social workers, carers and schools to complete timely and high-quality Personal Education Plans (PEPs) and monitor the completion of PEP Action Plans.
- To contribute to the Education Section of Pathway Plans for those Care Leavers remaining in education between 18 and 25 years old
- To make Personal Education Plans available for LAC Reviews and Pathway Planning
- To provide information, advice and guidance to schools and other professionals relating to the education of children known to Social Care
- To attend other relevant meetings to support the holistic outcomes of individual children, promoting education as a key factor in wellbeing and outcomes, including admissions, exclusions and other professionals' meetings.
- To work with internal and external agencies to raise awareness and understanding of the barriers to education that children known to social care may face
- To support the team around child with gathering evidence for Education Health Care Plan (EHCP) applications where a child has

- no school place, but the team feels needs an EHCP Needs Assessment
- To make efficient use of EYES and LCS systems ensure all information and data entered is absolutely accurate and contributes to improvement of this system.
- To contribute to the production and delivery of training to education and social care colleagues to aid understanding and skills in attachment aware, trauma-informed (AATI) practice
- To support the VS enrichment and extra-curricular offer to looked after children

#### **Advice & Guidance**

- To be fully conversant with current legislation and research relating to children known to Social Care
- To provide effective advocacy for children known to Social Care
- To raise the profile of the needs of children known to Social Care within education and social services
- To advise teaching and other education staff about the needs of children known to Social Care

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

- To maintain and develop effective working relationships with stakeholders and clients, ensuring the council's interests are protected and ensuring value for money in all transactions.
- To contribute to service developments.
- To provide advice to social workers and the Placement Service on appropriate education provision before a care placement is agreed.
- To ensure that Personal Education Plans (PEPs) are completed within statutory timescales and lead on developing high-quality PEPs for all Looked After Children alongside social workers and designated teachers.
- To work directly and indirectly with professionals, children and families in meeting agreed individual performance targets (i.e., attainment, attendance, exclusions).
- Any other role specific responsibilities.

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

- To provide support to the Headteacher of Hillingdon Virtual School to provide value for money services within the budget allocation.
- To demonstrate cost-consciousness and identify any cost-effective changes to own way of working.
- Any additional role specific responsibilities.

#### **6. Continuous Improvement**

- To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for customers.
- Any additional role specific responsibilities

## 7. Contacts

- Primary contact will be with other officers within the Council, Service users, Schools and Operational and Managerial staff in partner organisations, other statutory services and Authorities, voluntary and independent sector.
- Where there are significant concerns regarding a child's education, Officers are required to liaise with senior leaders, such as Headteachers and similar.

## 8. Additional Responsibilities

- The duties and responsibilities outlined in this job profile are indicative of the role; however, they are **not exhaustive** and may be subject to change. In addition, you will be required to undertake other **reasonable duties** as directed by your manager.

## 9. KEY PERFORMANCE INDICATORS

- Completion and monitoring of quality PEPs for own caseload of Looked After Children.
- Demonstration of timely and effective support provided to children known to social care. Delivery of targets and planned outcomes.
- Quality record keeping.
- Delivery of agreed objectives and KPIs through the Appraisal process.

## B. Person Specification

### Virtual School Officer, Hillingdon Virtual School

This person specification will be used for recruitment to the Virtual School 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.

<b>1. QUALIFICATIONS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Degree Level or equivalent.	<input checked="" type="checkbox"/>	
Qualified Teacher status		<input checked="" type="checkbox"/>
Post graduate qualification in education/research related to working with vulnerable children or in multi-agency settings.		<input checked="" type="checkbox"/>
<b>2. STATUTORY or ROLE SPECIFIC REQUIREMENTS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Able to work flexibly, including early mornings and evenings to meet the needs of the service.	✓	
Full and valid driving license.		<input checked="" type="checkbox"/>
Willing to travel to a variety of educational establishments as required	✓	
Willing to take majority of annual leave during school holidays	✓	
<b>3. EXPERIENCE</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
A minimum of 1 years' experience of working within the UK education system or a minimum of working for 1 year in a virtual school or education support service or comparable overseas experience	<input checked="" type="checkbox"/>	
Demonstrates recent experience of working with vulnerable children or young people including those with Special Educational Needs and/or English as an Additional Language	<input checked="" type="checkbox"/>	
<b>4. KNOWLEDGE &amp; SKILLS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Has knowledge and understanding of key issues in regard to the education of Looked After Children and Care Leavers, including barriers to learning and ways in which to overcome them	<input checked="" type="checkbox"/>	
Demonstrable ability to deliver successful interventions for children with complex needs that	✓	

Demonstrates technical knowledge of Microsoft packages including Word, Excel and Access to intermediate level.	<input checked="" type="checkbox"/>	
Knowledge and understanding of the problems and difficulties faced by children in education and the ability to help them find constructive solutions.	<input checked="" type="checkbox"/>	
Able to work independently to assess and make appropriate evidence-based recommendations about children and young people in casework	<input checked="" type="checkbox"/>	
Good research skills regarding all matters pertaining to education, training and apprenticeships	<input checked="" type="checkbox"/>	
Ability to understand data management systems.	<input checked="" type="checkbox"/>	
Demonstrates sound working knowledge of Safeguarding and Child Protection processes.	<input checked="" type="checkbox"/>	
Knowledge of multi-agency working and an ability to work in partnership with a range of professionals.	<input checked="" type="checkbox"/>	
Ability to undertake direct work with children and young people in their education settings.	<input checked="" type="checkbox"/>	
Able to be persistent, creative and tenacious in engaging with children and young people who are resistant to change	<input checked="" type="checkbox"/>	
5. COMPETENCIES	ESSENTIAL	DESIRABLE
<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.	<input checked="" type="checkbox"/>	
<b>Takes responsibility and delivers results</b> Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions.	<input checked="" type="checkbox"/>	
<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.	<input checked="" type="checkbox"/>	
<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.	<input checked="" type="checkbox"/>	

<b>Customer Care</b> Develops contacts and relationships with customer/client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision.	<input checked="" type="checkbox"/>	
<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.	<input checked="" type="checkbox"/>	

