

## Job Profile

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<b>JOB TITLE:</b>	Stronger Schools Officer (Service Children)
<b>GRADE:</b>	SO1
<b>POST NO:</b>	
<b>JOB TIER:</b>	6
<b>DBS Disclosure</b>	Enhanced
<b>GROUP:</b>	Access to Education
<b>SERVICE:</b>	Education & SEND

### REPORTING STRUCTURE

<b>Reports to:</b>	Vulnerable Learners Support Manager
<b>Direct Reports:</b>	none
<b>Indirect Reports:</b>	none

## A. Job Description

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### ROLE PURPOSE:

The **Stronger Schools Officer** roles are designed to enhance the educational outcomes and well-being of children and young people. Its primary purpose is to work in partnership with families, schools, and various community and partner agencies to identify and address the needs of children and young people who are struggling to engage with education, reducing the risk of poor outcomes. **This 2-year fixed term role** has a specific focus on delivering the objectives of the *Empowering Hillingdon's Service Children project* (2025–2027), supporting the attainment, wellbeing and inclusion of pupils from military families across 46 schools in the London Borough of Hillingdon. Operating as a key borough-wide contact for service pupils, their families and school staff, the postholder will identify and address barriers to educational continuity, lead on transition planning, and ensure joined-up support across education, social care and military liaison services.

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### 1. People Management

- No direct supervisory responsibility, however, may be required to assist in the 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 in partnership with families and schools to identify and address needs and reduce the risk of poor outcomes for children and young people.
- To work closely and creatively with social workers, schools, the local community and partner agencies to deliver an effective service for children and their families in line with the stated purpose of the key worker role.

### 3. Operational Service Delivery

- To develop, implement and review evidence-based intervention plans with children and young people which are based on assessed needs and address areas of concern.
- To deliver interventions directly to the child/young person, or to broker and coordinate services, as part of the plan, from partner agencies, voluntary or community groups.
- To be persistent in the engagement of children and young people who may be resistant to support by using assertive, creative, and practical engagement

strategies.

- To work intensively with children and young people in their own homes, schools, and community settings. Through modelling and coaching techniques, promote the development of practical skills such as organisation and time management, and social skills such as listening and negotiating.
- Coordinate multi-agency support to address barriers caused by high mobility, parental deployment and mid-year transitions.
- Build relationships with RAF Northolt, school staff and families to ensure culturally competent support.
- To chair Team around the Child meetings, ensuring all plans and interventions remain child-focused, and centre around inclusion.
- To maintain timely, concise and proficient electronic case records and written plans that evidence the work undertaken and the progress achieved.
- To ensure monitoring and statistical information regarding the work is up to date and available.
- To implement trauma-informed approaches in all interactions and interventions to recognise and address the impact of past trauma on children and young people.
- Focus on early identification of issues and proactive measures to prevent escalation and reduce the need for statutory interventions.
- Capture pupil and parent voice through termly surveys and qualitative feedback.
- Safeguarding: Ensure all practices adhere to safeguarding standards to protect the well-being and safety of children and young people in all interactions.
- Promote inclusive practices that respect and respond to the diverse cultural, linguistic, and socio-economic backgrounds of children and families.

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

- To contribute to the development and implementation of the Team Plan and understand how the key worker role supports the delivery of the plan.
- Track and report on progress, attendance and wellbeing of service child cohort.
- To participate in supervision arrangements to ensure that objectives are being met as identified through the appraisal process and personal development plan

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

- To demonstrate cost-consciousness and identify any cost-effective changes to own way of working.

## 6. Continuous Improvement

- To identify and suggest improvements to current ways of working in order to deliver a more efficient and effective service for customers.
- To keep up to date on research, policy and practice developments through personal study and attendance at seminars or training.

## 7. Contacts

- Front line professional staff across social care, health, and education.
- External agencies and partners including schools, health services, Police, Probation and the voluntary and independent service providers.

## 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

- Development of timely outcome focused intervention plans with SMART targets.
- Development of targeted interventions for service children (e.g. SEND support, pastoral mentoring, transition workshops).
- Development of induction and exit planning for new arrivals and leavers.
- Development of relationships with Designated Service Pupil Champions in schools to build workforce capacity.
- Quality record keeping.
- Delivery of agreed objectives and KPIs through the Appraisal process.

## B. Person Specification

### Stronger Schools Officer

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

<b>1. QUALIFICATIONS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
5 GCSEs including English or NVQ level 3 in an appropriate field.	✓	
A recognised qualification in a related profession e.g. Social Work, education, youth work, child and family development or the commitment to undertake and complete training within 2 years)		✓
<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 UK driving license and use of own vehicle		✓
Willing to travel to a variety of educational establishments as required , ü	✓	
<b>3. EXPERIENCE</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Experience of paid work directly with parents who have children/ young people challenging behaviour to achieve satisfactory outcomes	✓	
Experience of working in a key-worker role for a minimum of one year	✓	
<b>4. KNOWLEDGE &amp; SKILLS</b>	<b>ESSENTIAL</b> ✓	<b>DESIRABLE</b> ✓
Demonstrable ability to deliver successful interventions for children with complex needs that deliver outcomes	✓	
To have a clear understanding of safeguarding and protecting families from risk and harm	✓	
Able to work independently to assess and make appropriate evidence-based recommendations about children and young people in casework	✓	
Knowledge and understanding of the problems and difficulties faced by children in education and the ability to help them find constructive solutions.	✓	
A broad knowledge and understanding of Social Care, Education and Health services and how they can support families	✓	

Able to form and maintain appropriate professional relationships and boundaries with children to ensure effective engagement in agreed interventions	✓	
Able to be persistent, creative and tenacious in engaging with children and young people who are resistant to change	✓	
A good understanding of how to work effectively with other professionals and service providers in a multi-agency environment	✓	
Ability to use standard Microsoft office packages and databases to keep clear, written and electronic records and provide monitoring information as required	✓	
<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 and wider multi agency arena, 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> To establish and maintain effective relationships with statutory and voluntary agencies to ensure a high standard of service and support to families	✓	
<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.	✓	