

# Job Description

## Section A: Job Profile

*The job profile outlines key information relating to the salary and working conditions e.g., location of a job, along with the current focus of the role and a brief description of the main duties.*

### Job Details

Job Title:	Virtual School Secondary Phase Leader for Children We Care For
Salary:	Soulbury
Grade:	IA10 (10-13)
Hours:	37 hours. We are open to discussions about flexible working.
Team:	Virtual School
Service Area:	Education
Team base:	Didcot Children and Families Centre. This is an agile role, including significant working from home and working from other OCC buildings.
Budget responsibility:	Allocation of funding to support individual secondary-aged pupils
Responsible to:	Virtual School Headteacher
Responsible for:	Secondary Caseworkers
Political Restricted Post:	Yes

### Job Purpose

#### About us

The Virtual School for Looked After Children (known as 'Children We Care For' in Oxfordshire) is a partner to all schools in being the most ambitious and aspirational corporate parents we can be. The Virtual School's core duty is to promote the education of Children We Care For (CWCF). In addition, the Virtual School has extended strategic duties to promote the education of previously cared for children, children with a social worker and children in kinship care. The Virtual School team work closely with schools, social workers, carers and other professionals to ensure the best possible outcomes for the children and young people in our care.

#### About the role

We are looking to recruit a Secondary Phase Leader for Children We Care For who will report to the Virtual School Headteacher and who will lead essential work to support the Virtual School in meeting its statutory duties to promote the education of secondary-aged Children We Care For, ensuring these children receive the support they need to succeed academically.

#### About you

You will have qualified teacher status and significant experience working with children and young people, particularly those in care or with special educational needs. You will have experience in leadership or management within an educational or social care setting and experience of multi-agency collaboration to support the holistic needs of children. You will have excellent communication and team management skills. You will be someone who can quickly build healthy and sustainable relationships with professionals.

## Job Responsibilities

This is a bullet point list of the main duties or tasks that the post holder will be expected to undertake:

- To assist the Virtual School Head in meeting the Virtual School's statutory duties to promote the education of Children We Care For, particularly secondary-aged learners
- To lead and line manage caseworkers for secondary-aged CWCF, overseeing the comprehensive induction of new staff
- To ensure adequate provision for sub-groups of secondary-aged learners is provided for at a whole-school level
- To design and oversee the rollout of interventions and initiatives relevant to secondary-aged learners
- To keep secondary school staff, school intervention leaders and school leaders well informed of curriculum and learning strategies that secure effective outcomes for CWCF
- To design and deliver training to a range of professionals that promotes the achievement of CWCF in the secondary school phase
- To liaise closely with the Primary and Post-16 Phase Leaders and staff overseeing transition for CWCF to provide relevant support to Designated Teachers and senior staff so that CWCF are able to learn successfully on arrival in Year 7 and Year 12
- To oversee the support provided by the Transition Mentor with regards to Post-16 transition
- To liaise with Youth Voice colleagues regularly to consider the views of children and ensure opportunities are maximised for secondary-aged learners
- To ensure PEP actions / interventions identified by schools meet the needs of learners
- To oversee the quality-assurance of PEPs and the effective scheduling of the PEP process in the secondary phase - ensuring continuity, high standards and value for money across the secondary team
- To allocate Pupil Premium Plus (PPP) and contribute to the evaluation of this spend in-line with the Virtual School Pupil Premium Policy
- To support schools and the Tier 4 Manager to analyse educational data, designing appropriate intervention strategies in response to this analysis and monitor the impact of PPP spend/interventions
- To oversee secondary assessments, progress monitoring and evaluation in partnership with Virtual School Performance Data Lead
- To report on secondary-phase performance against School Development Plan priorities
- To work with SEND colleagues to ensure that the needs of secondary-aged CWCF with SEND are met
- To represent the Virtual School in appropriate forums and networks
- To work with other departments within the Local Authority at a strategic level to address barriers to provision for secondary-aged learners, wherever they reside
- To take responsibility for a number of whole-school priorities and management actions, e.g. Alternative Provision, access to education for children residing in our in-county Children's Home
- To contribute to the development of Oxfordshire Virtual School policies, procedures and practice through review, monitoring and self-evaluation
- To update the Virtual School website, as appropriate
- To undertake such duties relevant to the post as may be assigned by the Virtual School Headteacher.
- To participate in continued professional development, both team and personal, in line with supervision and appraisal agreements and service expectations
- To promote high standards of work and customer service in all matters connected with the work of the Children, Education and Families Directorate
- To demonstrate a commitment to working within an equal opportunities and Children's Rights framework

**For all staff** - You have specific responsibilities under Health & Safety legislation to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable

- Undertake any other duties as may be required by the director (or their representative) for Children, Young People and Families

## Our Values

Our organisational values underpin everything we do and say and are supported by policies, processes and guidance. In short, our values describe 'the way we do things here' so that we deliver great services for our residents. Our values are:

- Always learning
- Be kind and care
- Equality and integrity in all we do
- Taking responsibility
- Daring to do it differently

Everyone that works for us demonstrates their commitment to these values. We will ask you to demonstrate your commitment to these values, and their associated behaviours, throughout the application process.

## Section B: Selection Criteria/Person Specification

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have to perform the job.

Each of the criteria listed below, and your commitment to our values, will be measured through the application form/CV (A) and optionally one or more of the following - a test / exercise (T), an interview (I), a presentation (P) or documentation (D). You must provide a supporting statement as part of your application which includes examples and evidence of when you have demonstrated the criteria listed below.

Essential Criteria	Assessed By:
<b>Qualifications</b> <ul style="list-style-type: none"> <li>▪ Key Skill Level 4: Bachelor's degree; HNC; HND NVQ level 4 or equivalent; including professional qualification; PGCE, GTP / SCITT</li> <li>▪ Qualified Teacher Status</li> </ul>	D
<b>Knowledge</b> <ul style="list-style-type: none"> <li>▪ Comprehensive knowledge and understanding of relevant legislation and national guidance, including the statutory guidance around the Personal Education Plan (PEP) process</li> <li>▪ Good knowledge of current working practices in Social Care and understanding of how the care system can affect the life and educational chances of young people</li> <li>▪ An expert knowledge of working with schools and settings</li> <li>▪ Expert knowledge and experience in accessing and using relevant research, inspection and school self-evaluation evidence to justify key interventions at Local Authority, education setting and individual level</li> </ul>	D / I / T
<b>Personal qualities:</b> <ul style="list-style-type: none"> <li>▪ Reflective, resilient, tenacious and flexible</li> <li>▪ 'Can do', problem solving approach</li> <li>▪ Able to build trusting and influential relationships</li> <li>▪ Positive and collaborative team leader and team member</li> <li>▪ Clear understanding of confidentiality and GDPR legislation</li> </ul>	D / I / T

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| <ul style="list-style-type: none"><li>▪ Ability to work independently taking accountability of their work with minimal line management supervision</li><li>▪ Commitment to inclusion across all work with vulnerable children and their families</li><li>▪ Commitment to the child's welfare being paramount</li><li>▪ Commitment to own personal and professional development</li></ul> |  |
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<b>Skills</b> <ul style="list-style-type: none"> <li>▪ Able to lead colleagues and make efficient and effective use of the range of skills and knowledge within the team</li> <li>▪ Able to prioritise work, meet deadlines and utilise resources effectively across the team</li> <li>▪ Able to meaningfully implement strategic decisions, policy and new legislation into operational practice</li> <li>▪ Able to engage in critical self-review and to enable others to do so in supervision.</li> <li>▪ Able to address issues of performance fairly and competently, following the appropriate OCC procedures</li> <li>▪ Demonstrate a commitment to apply professional reflection as part of ongoing CPD to evidence learning from experience</li> <li>▪ Ability to use systems leadership skills to influence partners within and outside the Local Authority in the development and delivery of strategy in relation to education of secondary-aged learners</li> <li>▪ Experience of co-producing policies/strategies with relevant stakeholders.</li> <li>▪ Able to demonstrate a strong commitment to multi-agency working and working with partners, including schools, settings and Health</li> <li>▪ Inspire and motivate others, and work collaboratively and effectively with others to achieve team and organisational goals</li> <li>▪ Able to communicate effectively in all the usual media with a wide range of audiences</li> <li>▪ Able to maintain confidentiality and discretion</li> <li>▪ Display a sound understanding of equality issues, respecting and valuing an individual's diversity</li> <li>▪ A flexible and resilient approach to planning, organising and prioritising a demanding workload, to maintain the delivery of multiple, competing short- and long-term objectives</li> <li>▪ IT literate</li> </ul>	D / I / T
<b>Experience</b> <ul style="list-style-type: none"> <li>▪ Experience of working in at a senior level in schools or within the local authority</li> <li>▪ Experience of leading/managing a team to support the delivery of both strategic and operational outcomes</li> <li>▪ Experience of change management and service delivery improvement, supporting individuals through change and demonstrating the values and behaviours that are necessary to lead people through periods of change management</li> <li>▪ Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs</li> <li>▪ Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults</li> </ul>	D / I
<b>Special requirements</b> <ul style="list-style-type: none"> <li>▪ Ability to travel in- and out-of-county to undertake duties, as appropriate</li> </ul>	I
<b>Desirable Criteria</b>	<b>Assessed By:</b>
<b>Qualifications</b> <ul style="list-style-type: none"> <li>▪ Higher Degree; Masters degree; bachelor's degree and qualification</li> <li>▪ NPQH, NPQSL or other national professional qualification</li> </ul>	D
<b>Knowledge</b> <ul style="list-style-type: none"> <li>▪ Comprehensive knowledge of current working practices in Social Care and understanding of how the care system can affect the life and educational chances of young people</li> <li>▪ Evidence of up-to-date knowledge and understanding of safeguarding requirements</li> </ul>	D / I / T

<b>Special requirements:</b> <ul style="list-style-type: none"> <li>Satisfactory enhanced Disclosure and Barring Service Check</li> </ul>	D
<b>Equal Opportunities:</b> <ul style="list-style-type: none"> <li>Demonstrable commitment to and understanding of the positive promotion of equality, valuing diversity and anti-discriminatory practice</li> </ul>	D / I

## Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance and verification of certificates. Further information can be found here [Pre-employment checks](#)

Additional pre-employment checks specific to this role are identified below (those ticked).

<input type="checkbox"/>	Enhanced Disclosure and Barring Service check with Children's and Adults Barred List	<input type="checkbox"/>	Enhanced Disclosure and Barring Service check without an Adult/Children's barred list check
<input checked="" type="checkbox"/>	Enhanced Disclosure and Barring Service check with Children's Barred List	<input type="checkbox"/>	Enhanced Disclosure and Barring Service check with Adults Barred List
<input type="checkbox"/>	Standard Disclosure and Barring Service check	<input type="checkbox"/>	Basic Disclosure
<input type="checkbox"/>	Disqualification for Caring for Children (Education)	<input type="checkbox"/>	Overseas Criminal Record Checks
<input type="checkbox"/>	Prohibition from Teaching	<input type="checkbox"/>	Professional Registration
<input type="checkbox"/>	Non police personnel vetting	<input type="checkbox"/>	Disqualification from Caring
<input type="checkbox"/>	Other (please specify):		

## Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

### Health and Safety at Work

You are responsible for your own health, safety and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

<input type="checkbox"/>	Provision of personal care on a regular basis	<input type="checkbox"/>	Driving HGV or LGV for work
<input type="checkbox"/>	Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	<input type="checkbox"/>	Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or a council vehicle for work purposes)

<input type="checkbox"/>	Working at height/ using ladders on a regular/ repetitive basis	<input type="checkbox"/>	Restricted postural change – prolonged sitting
<input checked="" type="checkbox"/>	Lone working on a regular basis	<input type="checkbox"/>	Restricted postural change – prolonged standing
<input type="checkbox"/>	Night work	<input type="checkbox"/>	Regular/repetitive bending/ squatting/ kneeling/crouching
<input type="checkbox"/>	Rotating shift work	<input type="checkbox"/>	Manual cleaning/ domestic duties
<input type="checkbox"/>	Working on/ or near a road	<input type="checkbox"/>	Regular work outdoors
<input checked="" type="checkbox"/>	Significant use of computers (display screen equipment)	<input checked="" type="checkbox"/>	Work with vulnerable children or vulnerable adults
<input type="checkbox"/>	Undertaking repetitive tasks	<input type="checkbox"/>	Working with challenging behaviours
<input type="checkbox"/>	Continual telephone use (call centres)	<input type="checkbox"/>	Regular work with skin irritants/ allergens
<input type="checkbox"/>	Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/>	Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
<input type="checkbox"/>	Work requiring respirators or masks	<input type="checkbox"/>	Work with vibrating tools/ machinery
<input type="checkbox"/>	Work involving food handling	<input type="checkbox"/>	Work with waste, refuse
<input type="checkbox"/>	Potential exposure to blood or bodily fluids	<input type="checkbox"/>	Face-to-face contact with members of the public
<input type="checkbox"/>	Other (please specify):		

September 2024