**Job Description**

This form is used to provide a complete description of the specific job and defines the required skills, knowledge, behaviours, qualifications and experience.

# Section A: Job Profile

The job profile provides 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: | Exclusion and Reintegration Officer |
| Salary: | £44,711 |
| Grade: | 12 |
| Hours: | 37 hours - We are open to discussions about flexible working and term-time only |
| Team: | Exclusion and Reintegration Team |
| Service Area: | Access to Learning |
| Primary Location: | County Hall, Oxford OX1 1 ND and remote working  *Please note we are actively looking at our ways of working using everything we have learnt and heard from our people about the organisational and personal benefits of agile working. What you can absolutely expect from working at Oxfordshire County Council (OCC) is that you will have the support to do your job and deliver great results, wherever you are based. Each role at OCC is different and we know the needs of individuals are also varied, and so our approach to where and how often we would like to see you in person will be taken depending on the requirements of the role and in collaboration with you as part of the recruitment process* |
| Budget responsibility: | None |
| Responsible to: | Senior Exclusion and Reintegration Officer |
| Responsible for: | Reducing suspensions and permanent exclusions in Oxfordshire to ensure more pupils achieve their full education entitlement |
| Political Restricted Post: | No |

## Job Purpose

|  |
| --- |
| Act respectfully and responsively to support schools in preventing the need for suspension and permanent exclusion. Provide solution-focussed advice and co-ordinate with multi-agencies whilst keeping individual children’s best interests at the heart of what we do.   * Ensure all children have access to appropriate full time education provision and that time lost from education is minimised. * Co-ordinate casework relating to children at risk of suspension and exclusion to produce better outcomes for Oxfordshire’s children. Particularly for the most vulnerable children; those with SEND and open to social care. * Support and challenge Headteachers, school leaders and other services to ensure best practice for inclusion of all children.   Ensure DfE guidance is followed and statutory Day 6 provision is in place for children subject to Permanent Exclusion. |

## Job Responsibilities

|  |
| --- |
| 1. Be always mindful that the safety of children and young people is paramount and immediately take appropriate action in line with Safeguarding procedures when necessary. 2. Respond in a timely manner to enquiries from parents, schools and other professionals in relation to inclusion, school suspension and exclusion. 3. Offer advice, including alternatives, to Headteachers/Senior Leaders considering suspension or permanent exclusion using solution focussed approaches. 4. Develop and maintain effective working relationships with school staff and partner agencies to promote best inclusive practice, offer advice, consultation and support, and challenge decision-making and practice where necessary. 5. Work closely with Oxfordshire County Council commissioned Alternative Provision to ensure continuity of education for children who have been permanently excluded and support their transition to their next school. In addition, work collaboratively to provide packages of educational support for children at risk of permanent exclusion. 6. Prepare and present reports, representing the Local Authority (LA) at Governors’ Disciplinary Committee Meetings and Independent Review Panel Hearings as required by DfE exclusion guidance. 7. Support the process for identifying school places for pupils who have been permanently excluded from school. Working in partnership with relevant agencies to plan for the reintegration of pupils who have been permanently excluded from school or where Off-site Direction or a Managed Move has been agreed for a pupil at risk of permanent exclusion. 8. Share examples of good practice relating to inclusion and promote links between schools to develop this. 9. Attend meetings such as Child Protection, Child in Need, Team Around the Family and professionals’ meetings. Contribute to Multi-Agency working, chair meetings and take minutes when necessary. 10. Raise awareness in schools and with other agencies of national and local guidance and protocols that promote access to education (including Attendance services, Elective Home Education, Children Missing Education, Anti- bullying, Exclusion and other areas of inclusive education). 11. Prepare information for, and attend as required, panel meetings relevant to Vulnerable Children including IYFAP (In Year Fair Access Protocol), FAP (Fair Access Protocol), YJES (Youth Justice and Exploitation Service) and CME (Children Missing and Exploited) panels 12. Liaise with Admissions Services and other relevant teams to support all young people requiring school places. 13. Liaise with relevant professionals in other Local Authorities in relation to cross-border issues where necessary. 14. Liaise with colleagues from Children’s Social Care and SEND (Special Education Needs and Disability) services on behalf of children, always promoting the use of Strengths and Needs Assessment as a tool for identification of need. 15. Communicate effectively with schools, families and relevant agencies within Oxfordshire. 16. Work closely with Behaviour and Inclusion Officers to ensure a timely response to requests for support from school leaders. 17. Use suspension and exclusion data to target support for schools most in need. 18. Attend team meetings as required, contribute to the development of the role and the team and work to deliver the aims of the Access to Learning strategic plan. 19. Be accountable for casework through participation in regular supervision sessions with line manager and logging information via LiquidLogic 20. Provide support to the Senior Exclusion and Reintegration Officer as and when required to enable strategic business objectives to be achieved. 21. Maintain records of involvement with casework on the appropriate databases and LiquidLogic system. 22. Participate in Oxfordshire’s Performance Management process and commit to attending training for both personal and service development. 23. Maintain up to date knowledge of relevant education law. 24. Demonstrate commitment to working within an equal opportunities and children’s rights framework. 25. Undertake such other reasonable duties as may be required from time to time commensurate with grade and responsibilities.   **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 his representative) for Children, Young People and Families. |

# Section B: Selection Criteria

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have in order to perform the job. The selection criteria provide a list of essential (no more than 8-10) and desirable criteria (no more than 4).

Each of the criteria listed below will be measured through the application form (A) and optionally - 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. You will be expected to address each point separately and in the order listed. If you do not complete a full supporting statement in the requested format your application may be rejected.

|  |  |
| --- | --- |
| Essential Criteria | Assessed By: |
| **Qualifications, training and professional registrations:**  Educated to degree level with other relevant qualifications and training e.g. qualified teacher, FE teacher, qualified social worker etc | A and D |
| **Skills and Knowledge:**  Knowledge of Safeguarding procedures  Confidence in working in a multi-agency way  Knowledge of the education system – primary, secondary, special or a combination  Understanding of confidentiality  Ability to assess, plan and review appropriate responses for children to promote inclusion  Knowledge of the SEN Code of Practice and best practice for SEMH/SEN provision in schools.  Knowledge of reasonable adjustments and effective behaviour management techniques in schools  Competent in all Microsoft applications  Awareness of restorative, relational and trauma informed approaches | A and I |
| **Relevant Experience:**  At least 2 years’ experience of working with children, young people and families in a range ofeducational settings or Local Authorities  Experience of working in partnership with other agencies  Ability to manage difficult and sensitive information and cases – following safeguarding procedures  Experience of chairing meetings | A and I |
| **Personal Attributes:**  Resilience and integrity  Ability to use own initiative and work proactively  Positive ‘can do’ approach to managing complex cases  Ability to advocate for the child  Excellent organisation and time management skills  Skilled at working independently and managing own workload  Strong and effective verbal and written communication skills to a range of audiences including senior leadership  Desire to continue own professional develoment  A willingness to work flexibly including occasional early evening work  Reliability and punctuality | A, T and I |
| **Interpersonal Skills:**  Abilty to use tact and diplomacy when supporting and challenging school leaders  Willingness to engage with children and young people, families, schools/Alternative Providers and other agencies and services  Strong collegiate and teamwork skills | A and I |
| **Special Requirements for the role:**  Commitment to working within Equal Opportunities, Children’s Rights and Inclusion framework  Commitment to working restoratively and taking a trauma informed approach  Driving licence and willingness to travel around the county as needed | A and I |
| Desirable Criteria | Assessed By: |
| Knowledge of exclusion procedures, legislation and related DfE guidance. | A and I |
| Familiarity with assessments of need e.g. the Strengths and Needs Assessment, Education Health and Care Needs Assessment | A and I |
| SEND training and familiarity with SEND processes | A and I |
| Familiarity of agencies supporting young people e.g. EH, LCSS, MASH, YJES, CAMHSand other agencies which support safeguarding vulnerable young people | A and I |
| Experience of re-integrating children and young people into school. | A and 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](https://www2.oxfordshire.gov.uk/cms/content/support-attending-interviews)

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Enhanced Disclosure and Barring Service check with Children’s and Adults Barred List |  | Enhanced Disclosure and Barring Service check without [an Adult/Children’s barred list check](https://intranet.oxfordshire.gov.uk/cms/content/safer-recruitment-and-disclosure-and-barring-service-checks#enhanced-dbs-check-without-an-adult-childrens-barred-list-check) |
|  | Enhanced Disclosure and Barring Service check with Children’s Barred List |  | Enhanced Disclosure and Barring Service check with Adults Barred List |
|  | Standard Disclosure and Barring Service check |  | Basic Disclosure |
|  | Disqualification for Caring for Children (Education) |  | Overseas Criminal Record Checks |
|  | Prohibition from Teaching |  | Professional Registration |
|  | Non police personnel vetting |  | Disqualification from Caring |

|  |  |
| --- | --- |
|  | Other (please specify): Full driving licence and access to own transport |

# 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).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Provision of personal care on a regular basis |  | Driving HGV or LGV for work |
|  | Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects |  | 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) |
|  | Working at height/ using ladders on a regular/ repetitive basis |  | Restricted postural change – prolonged sitting |
|  | Lone working on a regular basis |  | Restricted postural change – prolonged standing |
|  | Night work |  | Regular/repetitive bending/ squatting/ kneeling/crouching |
|  | Rotating shift work |  | Manual cleaning/ domestic duties |
|  | Working on/ or near a road |  | Regular work outdoors |
|  | Significant use of computers (display screen equipment) |  | Work with vulnerable children or vulnerable adults |
|  | Undertaking repetitive tasks |  | Working with challenging behaviours |
|  | Continual telephone use (call centres) |  | Regular work with skin irritants/ allergens |
|  | Work requiring hearing protection (exposure to noise above action levels) |  | Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres) |
|  | Work requiring respirators or masks |  | Work with vibrating tools/ machinery |
|  | Work involving food handling |  | Work with waste, refuse |
|  | Potential exposure to blood or bodily fluids |  | Face-to-face contact with members of the public |

|  |  |
| --- | --- |
|  | Other (please specify): |

**Agile Working**

All staff may be required to work from a different base or in a different location at some point in the future in line with any Council or school needs.  Such changes will be made after proper consultation and shall be deemed to be reasonable after taking into account any personal requirements.