

## Job Description

Job title	Medway Virtual School Cross Phase Officer
Directorate	PEOPLE : Children and Adults
Division	Medway Virtual School
Range	MPR 5
Reports to	Medway Virtual School Phase Lead 0-11

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### Main purpose of the job:

To be an effective member of Medway Virtual School (MVS), supporting the Local Authority in the duty to promote the educational achievement of all children and young people known to Medway Virtual School. Developing and providing specialist advice, guidance and support to senior school leaders and other professionals to ensure that children and young people known to Medway Virtual School sustain their engagement and thrive in their education. Driving improvements in practice so that plans and actions are of high quality and effective, resulting in higher educational achievements for Medway's Children and Young people and for these achievements to at least match their peers

To develop and provide effective advice, training and support to a range of professionals. To ensure that plans regarding education, including Personal Education Plans (PEPs), are of high quality and focus on securing educational outcomes, making sure that there is no drift or delay in securing appropriate education. Supporting school leaders to ensure that school policies and approaches appropriately reflect the needs of vulnerable pupils, particularly those known to Medway Virtual School. To challenge and improve practice that does not yet meet the needs to pupils known to Medway Virtual School.

To work across all phases of education, managing data and information from a wide range of sources and using this to inform advice and actions to ensure children and young people are in appropriate education, engage with the offer of learning and thrive in these opportunities.

Developing and providing training, information and guidance to stakeholder and partners, including carers / parents (adoption, SGO, Kinship, Foster carers)

Liaise with stakeholders in a way that promotes the [One Medway Council Plan](#) and embeds our [values and behaviours](#).

## Accountabilities and outcomes:

To work with social workers and education and employment settings to develop and promote effective strategies for raising achievement. To ensure that the needs of children and young people known to Medway Virtual School are understood and addressed by all those supporting them, directly and indirectly.

To work with the Head of Medway Virtual School to monitor and raise achievement and other outcomes. To improve the quality of plans, including PEPs. Where necessary, to model best practice. To prepare and deliver training and support to social workers, designated teachers and other professionals to ensure that plans are of a high standard and that actions are completed within timescale.

Improve outcomes for all children and young people known to Medway Virtual School through effective support to young people and support and challenge to schools, colleges and training providers.

Arrange and participate in relevant meetings shaping actions and goals to improve outcomes for cohorts of pupils as well as individual pupils, developing and contributing to individual and cohort plans.

Work with the professional network to secure and sustain appropriate education so that pupils (individuals and cohorts known to the Medway Virtual School) attend on a regular basis, are engaged in their learning and are not disproportionately suspended or excluded and that interventions are focused on raising pupil achievement.

Analyse quantitative and qualitative data regarding children and young people (individually and at a cohort level) known to Medway Virtual School, working with the Senior Management of Medway Virtual School in order to ensure that monitoring and tracking of key targets and objectives within the Corporate Parenting strategy and other plans is timely and effective.

At the discretion of the Head of Service, such other activities as may from time to time be agreed consistent with the nature of the job described above

## Accountabilities to Children and Young People

The children and young people of Medway have said the following qualities are really important to them:

- Be a good listener.
- Be non-judgemental.
- Be consistent and stable.
- Be contactable.
- Understand me.
- Be honest.
- Be focused.
- Be realistic.
- Be a good timekeeper.
- Be resourceful in your approach.

Be ambitious for young people and promote others to share the same drive.

Champion Children and Young People's views and rights in everything you do.

Ensure Children and Young People's voices are listened to and acted upon.

'Do what you say and say what you do'.

At the discretion of the Head of Service, such other activities as may from time to time be agreed consistent with the nature of the job described above.

## Key Corporate Accountabilities:

To work with colleagues to achieve service plan objectives and targets.

To understand and actively keep up to date with GDPR responsibilities, including completing regular refresher training.

Safeguarding is everyone's responsibility: all employees are required to act in such a way that safeguards the health and well-being of children and vulnerable adults.

As a corporate parent, all council employees are responsible for ensuring the well-being and positive outcomes of Medway's care-experienced children and young people.

To participate in the Performance Appraisal process and contribute to the identification of own and team development needs utilising the Career Development Framework.

Work in accordance with the Equality Act 2010 and the Public Sector Equality Duty to eliminate unlawful discrimination, harassment and victimisation. Promoting equality of opportunity, fostering good relations and improving the quality of life and opportunities for everyone living and working in Medway.

To ensure full compliance with the Health and Safety at Work Act 1974, the Council's Health and Safety Policy and all locally agreed safe methods of work.

To fully understand and be aware of the commitment to the duty under Section 17 of the Crime and Disorder Act 1998 to prevent crime and disorder.

Promote the Medway Carbon Neutral by 2050 commitment; supporting the Council action plan to ensure we play our part in addressing the climate emergency.

Medway Council is a Category One responder in relation to the Civil Contingencies Act (2004) and as a result all staff working for the Authority may be asked to carry out Category One response duties or stand into the role of another member of staff who is responding to a Major Civil Incident.

## Organisation:

This role reports to Medway Virtual School Deputy Head

The post holder will not be required to line manage others but may be required to direct, coordinate or train other employees.

The post holder will be required to liaise with all stakeholders both internal and external to the organisation.

## Working Style:

The post holder will be permanently based at [Gun Wharf], although they may be expected to work at any location across Medway Person specification

## Person specification

All criteria at level A should be considered essential requirements.

## Qualifications

### Level A

qualified to A level or equivalent

## Knowledge

### Level A

- Advanced knowledge (theory and practice) in securing improved educational achievement for vulnerable children.
- Working knowledge of the educational sector including the school processes, policies, and procedures: admission, suspension, SEND and across Trusts, local areas, and region.
- Knowledge of recent government policies and strategies pertaining to vulnerable pupils (Child(ren) in care (CiC), child(ren) with a social worker (CWSW), previously looked after child (PLAC))
- Good level of knowledge, policy, and practice, across education and social care and how to support, develop and challenge practice to avoid any drift or delay.
- Good knowledge of local offer and ways of working across key services in local authorities and across key education partners – schools, educational settings - to effect change and secure good outcomes for individuals and cohorts of vulnerable learners' children and young people (CYP)

### Level B (in addition to level A criteria)

- Advanced knowledge, policy, and practice, across education and social care and how to support, develop and challenge practice to avoid any drift or delay.
- Knowledge of how local and national guidance and initiatives impact on local practice and provision.
- Excellent knowledge of local offer and ways of working across key services in Medway Council and across key education partners – schools, educational settings to effect change and secure good outcomes for individuals and cohorts of vulnerable learners' children and young people (CYP)
- Knowledge of how to analyse and interpret cohort information to inform contribution to wider policy development and guidance to key multi agency partners.

### Level C (in addition to levels A and B)

- Knowledge of how different services will be impacted by changes in practice and national local priorities.
- Good knowledge of how to influence change across teams and key partner services to secure improved practice when working to secure improved educational outcomes for vulnerable pupil
- Knowledge of how to apply theory of change to improve practice and outcomes
- Knowledge of national and local information and policies to shape the practice across the Council and across partner agencies

## Experience

### Level A

- Experience of effectively analysing quantitative and qualitative data.
- Proven relevant experience or working with both primary and secondary phase of education to secure improved outcomes for pupils.

- Experience of engaging with looked after young people and care leavers from a range of backgrounds and communities.
- Experience of collaborating with partners to secure improved educational outcomes for vulnerable pupils / cohorts (CiC, CWSW, PLAC) looked after children, particularly)
- Experience of effective partnership working with schools and other external providers, being supportive and challenging where required.
- Experience of coping well under pressure and difficult situations, able to identify and act on own development needs.
- Experience of contributing to developing training materials
- Experience of delivering training

#### Level B (in addition to level A criteria)

- Experience of using data and information to design and deliver training and support across a range of services to improve the education outcomes for vulnerable pupils.
- Experience of analysing and interpreting complex information and situations to develop solutions for short and longer term
- Experience of effectively supporting key professionals in increasingly complex discussions to improve practice and avoid drift and delay in securing outcomes for vulnerable pupils.
- Experience of contribution to the development of policies and procedures across the role with key linked services

#### Level C (in addition to levels A and B)

- Experience of developing and implementing strategies to develop and maintain high quality practice across the partnership to secure improved educational outcomes for vulnerable pupils.
- Experience of analysing pupils and school level data against achievement data and school performance along with CSC (Children's Social Care) data to shape local planning and contribute to regional and national developments.
- Experience of sustained activity in in regional groups (such as regional virtual school focus groups, participation in national projects) and applying local and national expertise to shape practice in and beyond Medway.
- Experience of reviewing policy and practice across MVS and development of next steps to secure improved practice across key services

## Skills

#### Level A

- Excellent interpersonal and communication skills, with an adaptable style and able to use a variety of information and tailor style to suit different situations when collaborating with partners and parents / carers.
- Excellent organisational skills, with accuracy and attention to detail when planning and securing next steps to support pupils in their education (for example Pupil situation – school and impact of home situation, short- and longer-term plans)
- Able to respond swiftly to complex situations to secure effective next steps when working with conflicting priorities.

- Able to use a range of data sources (data and statutory guidance) to inform advice and recommendations for consideration when planning for next steps.
- Able to work effectively with partners and develop links to minimise drift / delay and secure swift and effective next steps.

#### Level B (in addition to level A criteria)

- Able to work independently within defined virtual schools' procedures, and within complex discussion, making informed recommendations without referring to a senior officer where necessary.
- Able to deliver Successful collaborations with partners that result in improved practice and outcomes for vulnerable children.
- Able to seek out additional information, data, and evidence to inform evaluation and recommendations.
- Able to take a lead role in ensuring partnerships are effective in securing outcomes for pupils / CYP.
- Able to identify opportunities/solutions to secure and sustain improved outcomes for vulnerable pupils.

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#### Level C (in addition to levels A and B)

- Developed interpersonal and communication skills which are used to resolve difficult, complex, and sometimes confrontational situations, without access to more senior officers.
- Able to bring together professionals from differing services (schools/social care) to resolve challenges affected by conflicting priorities.

### **OTHER REQUIREMENTS**

Enhanced DBS check (Children and Adults)