

Virtual School Officer		
EVIDENCE FOR PROGRESSION TO LEVEL 4A	EVIDENCE FOR PROGRESSION TO LEVEL 4B	EVIDENCE FOR PROGRESSION TO LEVEL 4C
<u>Qualifications:</u> <ul style="list-style-type: none"> Provide original certificates/ work experience competencies at interview stage 	<u>Qualifications:</u>	<u>Qualifications:</u>
<u>Knowledge:</u> <ul style="list-style-type: none"> Demonstrate at interview stage via questions and answers, tasks. 	<u>Knowledge:</u> <p>these could be pupil / group case studies; 3 examples of each</p> <ul style="list-style-type: none"> securing appropriate education in Medway / beyond Medway Sustaining engagement in appropriate education in Medway / beyond Medway thriving in learning – own action and information, advice and guidance internally and externally – e.g. social workers, carers, school staff use of local knowledge and statutory guidance to inform responses to colleagues and partners 	<u>Knowledge:</u> <p>MVS VSO to provide 3 examples detailing action and impact from</p> <ul style="list-style-type: none"> production of guidance / procedures for settings in line with national statutory guidance improved educational outcomes for a group / cohort of pupils
<u>Experience:</u>	<u>Experience:</u> <p>Demonstrable experience in the service including consistent</p>	<u>Experience:</u> <p>Demonstrable experience in the service including consistent</p>

Commented [ns1]: I am not clear how these align with the knowledge descriptors for the role

Commented [sh2R1]: Relates to application for school admission (in and out of Medway and would be clear to post holder) and where needed EHCneeds assessment; secure sustain and thrive is a strap line we have in our documents too

Commented [ns4]: This relates to the first knowledge factor at this level - transpose the two statements?

Commented [ns3]: These still don't correlate with the order of the criteria in the CPF

Commented [ns5]: •The CPF states "Experience of coping well under extreme pressure and difficult situations, able to identify and act on own development needs." but there isnt an evidence requirement in this section relating to that. But that may sit better under Skills?

<ul style="list-style-type: none"> Evidenced on job application and at interview via scenario-based questions 	<p>performance at Level A for a minimum of 18 months evidenced by:</p> <p>MVS VSO to provide 3 examples detailing action and impact from each (these could be case studies)</p> <ul style="list-style-type: none"> leading multi agency meeting to secure best outcomes to support the education of children in care / vulnerable children use of cohort data and information to design and implement a project to impact on cohort/phase securing improved educational outcomes for children in care / vulnerable children impact of representing MVS and participating in key partnerships (CSC, Health, education, region) identification and evaluation of lessons learned from difficult situation 	<p>performance at Level B for a minimum of 18 months evidenced by:</p> <p>MVS VSO to provide 3 examples detailing action and impact from each (these could be case studies)</p> <ul style="list-style-type: none"> development of training / advice to improve outcomes for cohort / phase and improved professional practice in line with the vision and aims of the virtual school improved practice across a team around a child / group of pupils leading to improved educational outcomes application of own development to sustain and improve personal practice
--	---	---

Commented [ns6]: The CPF talks about “the vision to develop and maintain high quality practice” might be worth adding something specific to how they would demonstrate they have that vision?

Commented [sh7R6]: •Added Application from own development to sustain and improve personal practice

<p><u>Skills:</u></p> <ul style="list-style-type: none"> Evidence at job application and/or competency test at interview 	<p><u>Skills:</u></p> <p>MVS VSO to provide 3 examples detailing action and impact from each of the criteria</p> <ul style="list-style-type: none"> managing difficult conversations with skill and insight to ensure there is no drift or delay in securing the best outcome for a child or young person securing appropriate education in more complex situations impact of good communication skills in a range of situations 	<p><u>Skills:</u></p> <p>MVS VSO to provide 3 examples detailing action and impact from each</p> <ul style="list-style-type: none"> resolving difficult, complex and sometimes confrontational situations, without access to more senior officers to secure and sustain appropriate education use of varied and complex information to provide targets information, advice and guidance to secure improved educational outcomes for the identified cohort (groups/ phase / whole cohort) sustained high quality and productive working relationships with colleagues and partners development and use of project plans to meet objectives of plan (cohort / phase level)
---	---	--

Commented [ns8]: •Does this relate to the first bullet in the CPF? i.e."Ability to understand the vision for children in care and Medway as a Corporate Parent and interpret it to develop practical and achievable project plans, making effective use of data and best practice."? If so it should be at the top of this list.