Performance Progression Pay MedPay

Attendance Advisory Service for Schools and Academies (AASSA)
Career progression framework
2026

Medway Council Serving You

Welcome to the AASSA Career Progression Framework

The framework is a development tool designed to support your thinking about career progression and development with the Attendance team . It provides clarity and detail about the different job roles in these areas, signposts potential opportunities to seek out for personal and professional development and highlights transferable skills against each role.
Career progression frameworks are a key element of supporting individuals to grow and develop their career within a profession, which in turn support creating career pathways across Medway Council.

What should the Career Progression Framework be used for?

Reflecting on opportunities and career pathways within your own job profession
Considering career and progression options across other professions, or the wider organisation
Understanding behaviours linked to a successful career within Sensory Service
Thinking about transferable skills and personal strengths
Identifying your skills and experience gaps in reference to career progression
Building a personal development plan
Preparing for development or career conversations
Learning more about Sensory Service colleagues and how they have successfully navigated their careers
Learning more about Attendance team colleagues and how they have successfully navigated their careers

The Attendance team Career Progression framework is designed to help staff have better career conversations, plan meaningful development, and to experience fulfilling careers. This supports our long-term strategy, Employee Value Proposition and Medway Council's commitment to valuing staff. These frameworks will also help support any recruitment and retention issues as well as support managers with succession planning.

Having career progression frameworks will mean there will be one place where individuals can gain an understanding of the skills and experience needed in each role.

For some individuals thinking about their career in a professional context will be familiar and for others it will be a shift. Integrating those frameworks into the employee experience at the right points offers a real opportunity for all individuals to actively map out their own career progression journey, as they understand how to gain skills, experience and identify the right learning for themselves in a structured way and at the right time.

For information on Career Frameworks and pathways in other areas within Medway Council, please search for 'Career Progression Frameworks' on the Council's Intranet site, MedSpace.

The Framework provides the following information within each job profession:

- Core Knowledge, skills and experience at professional levels within job professions
- Transferable skills and competencies associated with each professional level
- Development activities that may support vertical and lateral career progression

The Attendance team Career Progression Framework should not be considered as an exhaustive resource, or as a guarantee of progression along any defined career pathway, but rather as a tool to support you to consider, discuss and plan your career and development at Medway Council.

Job Profession: ATTENDANCE TEAM

The Attendance Advisory Service to Schools and Academies (AASSA) is in part, a statutory service and continues to be a successful part traded service. The majority of Medway Schools purchase the service of the AASSA, and hours are allocated to the tariff purchased.

AASSA works in partnership with the schools/academies to monitor and improve school attendance. Practitioners visit schools/academies regularly according to the hours that have been purchased. At the start of the academic year plans are made jointly with school attendance leads at the schools/academies. This ensures the correct support is offered, that attendance policies are fit for purpose and the monitoring of attendance is regulated, ensuring procedures set are closely followed and poor school attendance is monitored and challenged effectively. Absence reports produced are then fully interrogated by AASSA which assists in improving attendance.

AASSA encourages schools to challenge absence e.g. requesting medical evidence and unauthorising leave of absence. Persistent Absence Data is collected through census, assisting greatly in statistical reporting. Reports produced are then fully interrogated by AASSA which assists in improving attendance.

Statutory support is offered by including prosecuting parents on behalf of Medway Council and the schools when attendance fails to improve, and unauthorised absence continues to be recorded. AASSA also issue penalty notices on behalf of schools/academies for unauthorised absence and unauthorised leave of absence (holiday).

The Attendance manager is the Children Missing Education (CME) and Elective Home Education (EHE) lead and the team has a designated CME/EHE officer who, as much as is possible, establishes the identities of children residing in their area who are of compulsory school age and not receiving suitable education. The CME/EHE officer is able to locate, assess, monitor, and track children and young people missing education in order to ensure that they reach their full potential, on leaving Medway to another local authority and abroad. AASSA offers support to schools ensuring children are safe and in receipt of an education that they are entitled to.

AASSA has a designated officer, who has a duty of care to ensure that all young people in employment or performance are properly licensed and protected by the current legislation and guidance in place during the course of their education.

The specific statutory duties for **Attendance CME** and **EHE** are:

1. Children's Act 1989 Section 36	Place an education supervision order on a learner not attending school or not in receipt of a good education.
2. Education Act 1996 Section 443	Take action when failure to comply with a school attendance order.
3. Education Act 1996 Section 437	Issue school attendance order.
4. Education Act 1996 Section 444(1)	Take action when a parent / carer fails to secure a child's regular attendance.

5. Education Act 1996 Section 444(1a)	Take action when the parent carer knows that the child is failing to attend school regularly.
6. Education Act 1996 Section 436a	Identify children who are missing education.
7. The School Attendance (Pupil Registration) (England) Regulations 2024	Delete pupils from school registers.
8. Anti-Social Behaviour Act 2003 (Amended 2013) Section 18	Issue parenting contracts or penalty notices for misbehaviour or truancy.
9. Anti-Social Behaviour Act 2003 Section 8 of the amended Crime and Disorder Act 1988	Require parents to undertake a counselling or a guidance programme.
10. The Children and Young Persons Act 1933 Children in Employment, Health and Safety, (Young Persons) Regulations 1997	Guidance in respect of performances that endanger children, restrictions on travel for performances, and the licensing of children for performances.
11. The Children (Performances and Activities) (England) Regulations 2014	Issue licenses for child performances, authorise chaperones and accommodation during performances.
12. Children and Young Persons Act 1933 Regulation 15	Guidance on chaperone licensing and registration.

13. Department for Education Elective Home Education - guidance for parents	Guidance for parents considering elective home education. (April 2019)
14. Department for Education - guidance for local authorities	Guidance for local authorities regarding learners receiving Elective Home Education. (April 2019)
15. Statutory DfE Working Together to Improve School Attendance 2024	Statutory responsibility for LA, Schools and parents regarding school attendance
16. Children's Schools and Wellbeing Bill	

How might you use the Career Framework?

The Attendance team (AASSA) Career Progression Framework aims to support your career. It provides clear and consistent information to help you to develop, and to plan your progress.

Depending on where you are in your career journey, the Framework could be used to inform conversations with your line manager by providing a foundation for discussions about your ongoing training and development needs, or preparation for the next stage in your career.

For Individuals:

You will be able to use the available frameworks to identify the skills and experience you need at any point in time for any given professional role. You will clearly be able to see how you can progress within each Role as well as how to progress through the career framework.

The frameworks will support you to plan and manage your own career, helping you plan your learning journey to support your career aspirations.

The frameworks will help you take control of and steer your development conversations more effectively, so they reflect your professional priorities and needs.

An understanding of the professional technical and experience needed for a role will also support you if you want to look for a move, as the professional requirements are reflected in recruitment.

For Managers:

The frameworks will help you structure conversations with individuals in your team providing a narrative for you to use in development conversations.

The frameworks provide a way to build a joint understanding with individuals in your team, or the professional expectations, especially where you may be in a different profession.

Using frameworks and Job Descriptions to inform discussions on recruitment can help you ensure you get the right person in post, with the right skills needed.

How the Framework is organised

This framework is organised in the following way:

Job profession

A job profession represents a group of jobs that have similar professional characteristics. Although the level of responsibility will differ, the essential nature of activities carried out is consistent across the profession and there is a reasonable expectation that people would progress within the profession between levels.

This framework covers the following job profession(s):

- Attendance Manager
- Education Courts Officer
- Children Missing Education & Elective Home Education (CME & EHE) Manager
- Children Missing Education & Elective Home Education (CME & EHE) Lead Officer
- Children Missing Education & Elective Home Education (CME & EHE) Officer
- Attendance Lead
- Attendance Officer
- Penalty Notice and Child Employment/ Performance Officer

A single job profession tends to represent an area of specialist expertise, described at different role levels.

Some job roles may combine more than one job profession, meaning that the post holder has expertise in more than one specialism. In these circumstances, consider how your role is reflected in one or a combination of professions, and how you would like to build your career going forward. Consider where you would like to focus your energies in building experience in your area of interest and potentially increasing your specialisation within a certain profession. Use the information in the framework relating to development and transferable skills and competencies to support your thinking.

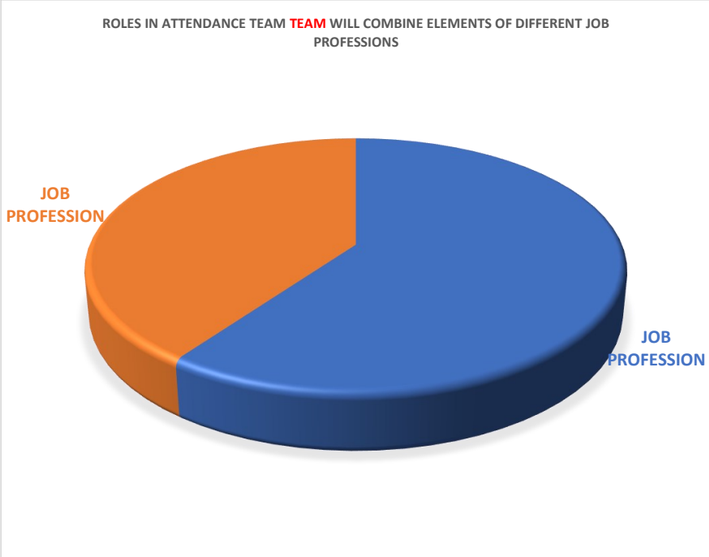
Roles within the Attendance team cover a number of professions.

EXAMPLE:

Penalty Notice and Child Employment/ Performance Officer

CME and EHE Lead Officer

CME and EHE Officer



Personal and Professional Development

The Career Progression Framework highlights different ways in which staff can actively develop their personal and professional skills.
This may include:

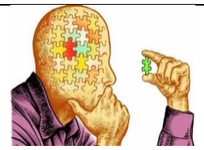
On the job learning (learning by doing)
Learning from others (through observing and interacting with other people or groups)
Formal learning (classroom based)
There are other ways in which staff can actively develop their personal and professional skills, such as:
Stepping Up (covering an employee's annual or sick leave to gain relevant experience and development (unpaid))
Acting Up (covering the duties of a higher-graded post on a longer-term basis (paid))
Secondments (a temporary transfer of an employee to another section or department. Usually within Medway Council but can also be an external organisation)

The Career progression framework points to relevant learning and development suggestions to reach the level at which they are displayed. For example, information displayed at a Level C refers to the development required to reach an Accomplished level within that job role.

In some cases development options should not be considered as essential, but as useful suggestions to build, encourage and support staff to build expertise, confidence and experience to enable their next chosen move.

Transferable Skills
Transferable skills support a flexible approach to career planning through highlighting abilities, attributes and behaviours that underpin effective performance. They can give a preliminary basis for identifying where transferable skills could be helpful to job mobility and provide a starting point for understanding strengths. These skills can be developed and refined through working experience or learning interventions as part of any personal and professional Development.

Are you a browser, a thinker, a mover or a supporter?

How can you use the Career Progression Framework?			
			
Browsers	**Thinkers**	**Movers**	**Supporters**
Are you reflecting broadly on a career with Medway Council? If so, use the framework to look at the kinds of experiences and development you might need to join different job professions at different ranges. You may also be interested in transferable skills to see what pathway best suits you.	Are you thinking about your longer-term career and may be deliberating between a few directions? If so, you can use the framework to understand how to gain the kind of experience you need to progress your longer-term ambitions. You can gain insight into the kinds of development you might consider to take action	Are you ready to progress, you know exactly where you want to go? If so, you can use this framework to gain information for your next move. You can locate the professional job role and level you are interested in and find relevant information on job titles, experience, skills, and development.	Are you a manager, a coach, a mentor or a supportive friend? If so, you can use the framework to recruit, inspire and develop staff through meaningful conversations, even if you are not a subject matter expert in the professional field.

Case Studies

ATTENDANCE TEAM 1 Job Title 1	Photo
Biog:	

ATTENDANCE TEAM 2 Job Title 2	Photo

Biog:	

Range 3	Job Title: Attendance Officer x 4

Duties:

To liaise with pupils, families, schools and partner agencies to ensure that all pupils of compulsory school age, receive their entitlement to full-time education.

To assist schools in raising their whole school attendance by advising on attendance policies and statutory Department for Education (DfE) guidance, using all measures available to enforce parental responsibilities, including prosecution through the courts where necessary.

Demonstrate the ability to explain straightforward tasks to others, where required to undertake any other duties as identified by the Attendance Lead/Manager which may include covering colleagues within the Attendance Team.

To carry out home visits as appropriate and ensure that Medway's lone working policy is followed.

Liaise with stakeholders in a way that promotes the One Medway Council Plan and embeds our values and behaviours.

Sector Specific framework: *Please provide link to national/sector specific framework if this applies*

Level A (Developing)	Level B (Practising)	Level C (Accomplished)
Required for this level	In addition to level 3A	In addition to levels 3A and 3B
Qualifications • 5 GCSEs (including pass at English & Maths grade 4/C and above) or equivalent qualification	**Qualifications**	**Qualifications**
Evidence requirements: • Evidence with certificates provided during recruitment	**Evidence requirements to progress to level B:** •	**Evidence requirements to progress to level C:**
Knowledge • Knowledge of legislation relating to School Attendance, Admissions, Children Missing Education, Elective Home Education, Child Performance Licensing and Child Employment. • An understanding of issues impacting school attendance and access to education, including issues relating to disadvantaged, SEND or vulnerable students. • An up to date working knowledge of safeguarding frameworks. • Demonstrable understanding of data management including the ability to interpret trend information to shape service delivery. • Fundamental knowledge of confidentiality and GDPR requirements within the workplace	**Knowledge** • Knowledge of the application of attendance processes with complex barriers to attendance. • Demonstrate knowledge of persistent and severe absence relating to disadvantaged, SEND and Vulnerable pupils. • Practical knowledge of how to collectively work with other stakeholders to safeguard children.	**Knowledge** • Detailed understanding of the legal implications of non-attendance, including penalty notices and prosecution processes. • Practical knowledge of the implementation of evidence-based interventions to improve attendance among disadvantaged students, to ensure robust punitive action. • Developed knowledge of attendance and safeguarding policies and procedures, coordinating multi-agency responses to attendance concerns.
Evidence requirements (knowledge): • Evidence knowledge of legislation relating to School Attendance, Admissions, Children Missing Education, Elective Home Education, Child Performance Licensing and Child Employment through application form and interview responses to competency based questions. • Evidence an understanding of issues impacting school attendance and access to education, including issues relating to disadvantaged, SEND or	**Evidence requirements (knowledge):** • Evidence with at least 2 examples of casework that demonstrate how you have applied your knowledge of the application of attendance process where barriers are complex e.g. mental health, parental conflict, domestic abuse, school refusal) • Evidence with at least 2 examples of either individual pupil plans or communications with schools where you have provided advice and	**Evidence requirements (knowledge):** • Evidence with at least 2 examples of casework and decision-making records that show e.g. when a penalty notice was appropriate, when escalation to prosecution was justified. Include chronologies where appropriate. • Evidence with at least 2 examples of casework that demonstrate evidence-based interventions such as parenting contracts, attendance panels, Early Help or targeted family support etc.

Formatted: Normal

vulnerable students through application form and interview responses to competency based questions. • Evidence an up to date working knowledge of safeguarding frameworks through application and interview responses to competency based questions. • Evidence understanding of data management including the ability to interpret trend information to shape service delivery through application form and interview responses to competency based questions. • Evidence fundamental knowledge of confidentiality and GDPR requirements within the workplace through application form and interview responses to competency based questions.	guidance relating to legislation and guidance such as Equality Act, Keeping Children Safe in Education etc. • Provide at least 2 examples of records of your multi agency working (schools, social workers, health, Early Help) these could include meeting minutes/agendas, email correspondence or casework.	• Evidence with at least 2 examples of where attendance concerns were appropriately treated as safeguarding indicators, e.g. records of referrals to Children's, Early Help, including case chronologies. OR minutes/reports from multi agency coordination such as strategy meetings etc.
Experience • Experience of working in an education setting. • Experience of working directly with children and families. • Experience of pastoral care in schools and academies or safeguarding. • Experience of coping well under pressure and in difficult situations and meeting multiple deadlines.	**Experience** • Experience in the handling and resolution of problems not covered by current procedures by applying creative skill and applying appropriate remedies. • Minimum of 2-5 years' experience in a related field, demonstrating progressive responsibility. • Experience of using IT systems for data management, including generating reports and analysing data. • Experience of developing templates and automated processes for routine correspondence. • Experience of working independently and with partner agencies within LA process. • Experience of effective engagement with schools, outside and partner agencies.	**Experience** • Experience of creating innovative solutions to a range of issues. • Experience of using advanced IT systems for data analysis, reporting, and communication. • Experience in pastoral care and safeguarding within schools and academies, including policy development and implementation. • Experience of delivering successful outcomes through evidence-based practices. • Experience of implementing strategies to manage hostility and resistance, when working with difficult to engage families.
Evidence requirements (experience): • Evidence experience of working in an education setting through application form, refences and examples provided at interview. • Evidence experience of working directly with children and families through application form and examples provided at interview. • Evidence experience of pastoral care in schools and academies or safeguarding through application form and examples provided at interview. • Evidence experience of coping well under pressure and in difficult situations and meeting multiple deadlines through application form and examples provided at interview.	**Evidence requirements (experience):** *18 months satisfactory performance at level A* • Evidence with at least 2 examples of casework where attendance concerns fell outside standard pathways e.g. overlapping SEND, mental health, parental disengagement etc • Evidence through employment history and performance appraisal documents. • Evidence with at least 2 examples of where you have used attendance and case-management systems to e.g. record interventions, maintain accurate chronologies, update legal or safeguarding actions, these could include screenshots of the systems used. • Evidence with at least 2 examples of templates or processes created e.g. letters, forms, invites etc. • Evidence with at least 2 examples of autonomous case management e.g. planning interventions, making escalation decisions, management of complex families independently. Including records of partnership working. • Evidence with at least 2 examples of communications with schools/agencies e.g. feedback received, professional communications, meeting minutes.	**Evidence requirements (experience):** *18 months satisfactory performance at level B* • Evidence with at least 2 documented case examples where standard attendance pathways were insufficient and bespoke solutions were developed (e.g. phased engagement models, flexible reintegration approaches, hybrid interventions with schools and external services) • Evidence with at least 2 examples that demonstrate data interrogation and filtering, along with trend analysis e.g. persistent/severe absence etc, this could be through self-produced reports, dashboards or digital communication tools. • Evidence with at least 2 examples of records of safeguarding action e.g. referrals, contributions to meetings along with policy development or policy review work e.g. guidance for schools • Evidence with at least 2 clear examples of interventions grounded in recognises best practice such as early intervention strategies, behavioural and family focused approaches, included examples of before and after data evidence. • Evidence with at least 2 case examples involving frequent non-engagement, hostility, conflict or distrust, breakdown of school-parent relationships, highlight how you de-escalated through the strategies you used.

Formatted: List Paragraph

Formatted: Normal, Indent: Left: 0 cm

Skills • Full driving licence and access to own transport. • Proficient in MS Word, PowerPoint, Mail merge, Excel, MS Teams, and MS Outlook and ability to learn bespoke systems relating to the role. • Good literacy and numeracy skills, with the ability to produce letters and correspondence and interrogate data. • Ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level. • Basic organisational skills and ability to meet deadlines. • Ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst your Team. • Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences.	**Skills** • Proficient in using IT systems for data management, including generating reports and analysing data. • Developed interpersonal skills to collaborate effectively with your team to achieve common goals. • Ability to adapt to changing circumstances and new challenges. • Ability to create, adapt, and improve standard templates, workflows, and automated letters. • Competent in identifying trends in attendance data and presenting findings clearly to schools • Ability to manage challenging conversations with parents/carers and/or schools in a professional and empathetic manner. • Demonstrates strong organisational skills, managing a diverse caseload with limited supervision. • Able to prioritise effectively when demands compete.	**Skills** • Expertise in advanced data management techniques, including data analysis. • Developed communication skills with the ability to use the most appropriate style and method of communication when presenting complex and sensitive information in an understandable way to diverse audiences. • Ability to coach or mentor colleagues, modelling best practice and sharing expertise. • Skilled in supporting schools to understand statutory duties, including legal processes. • Ability to communicate sensitively and assertively with highly resistant families. • Communicates complex legal or safeguarding concerns in clear, accessible ways.
Evidence requirements (skills): • Evidence by presenting a copy of full UK driving licence during interview process. • Evidence proficiency in MS Word, PowerPoint, Mail merge, Excel, MS Teams, and MS Outlook and ability to learn bespoke systems relating to the role through application form and examples provided at interview. • Evidence good literacy and numeracy skills, with the ability to produce letters and correspondence and interrogate data through application form and examples provided at interview. • Evidence ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level through application form and examples provided at interview. • Evidence basic organisational skills and ability to meet deadlines through application form and examples provided at interview. • Evidence ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst your Team through application form and examples provided at interview. • Evidence ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences through application form and examples provided at interview.	**Evidence requirements (skills):** • Evidence with at least 2 examples of reports produced or screenshots or extracts that show accurate use of attendance or case-management systems, annotate to highlight how data was analysed to identify issues or inform next steps. • Evidence with at least 2 examples of collaborative work e.g. joint case discussions, peer support or mentoring, contribution to team objectives or service improvements. This could be through feedback from colleagues or managers, meeting or supervision notes. • Evidence with at least 2 examples of adapting practice due to changes in legislation, guidance, or Medway policy, increased caseloads or new systems. • Evidence with at least 2 examples of templates created or revised, or workflow improvements. • Evidence with at least 2 examples of trend analysis undertaken e.g. persistent or severe absence patterns, vulnerable cohorts, include any communications shared based on outcomes with schools e.g. briefing notes/recommendations • Evidence with at least 2 case examples involving parental resistance or hostility / difficult conversations with schools, highlight the techniques you used to create positive outcomes, e.g. active listening, maintaining boundaries etc. • Evidence with at least 2 examples e.g. case allocation records, examples of planning tools, manager feedback. • Evidence with at least 2 examples of competing priorities e.g. safeguarding concerns vs legal timescale, multiple urgent cases, provide a written explanation of how you prioritised your decision making and were justified.	**Evidence requirements (skills):** • Evidence with at least 2 examples of complex data analysis e.g. trend analysis across multiple schools or cohorts, comparative analysis, using advanced reporting outputs e.g. bespoke reports for senior stakeholders or dashboards or summaries translating raw data into insight. • Evidence with at least 2 examples of communication tailored to an audience e.g. legal explanations simplified for parents, safeguarding information shared with partner agencies. • Evidence with at least 2 examples of mentoring activity such as supporting new or less experienced officers, shadowing, acting as a point of advice on complex cases. • Evidence with at least 2 direct examples of advice given to schools covering, legal responsibilities for attendance, thresholds for intervention, penalty notice and prosecution processes. • Evidence with at least 2 case examples involving sustained resistance, hostility or disengagement. Highlight how you maintained engagement while progressing enforcement where required, what were the positive outcomes. • Evidence with at least 2 written examples such as safeguarding referrals, legal warning letter, attendance summaries for court or meetings. You could also include examples of meetings chaired or contributed to where legal context was explained clearly, or safeguarding concerns were articulated accurately and sensitively.

Range 3	Job Title: Children Missing Education/ Elective Home Education Officer x 2	

Duties:

- To work within the Inclusion team to implement the children missing education (CME) and elective home education (EHE) strategy work across Medway.
- To work with Children Missing Education/ Elective Home Education Lead Officer to ensure compliance with statutory duties and responsibilities set out in guidance and legislation relating to this field.
- To maintain effective communication between Local Authorities services, schools/academies, and partner agencies to ensure that all pupils of compulsory school age that are not on roll at a school, academy or alternative provision are admitted to their entitlement of full-time education.
- To secure the commitment of parents, carers, schools and the wider community to the identification and re-engagement of children missing education and elective home education.
- To carry out home visits as appropriate and ensure that Medway's lone working policy is followed.
- To support, advise and co-ordinate other stakeholders such as schools, police, social care, health and other professionals.
- To work with all professionals/multi-agencies to identify those children out of education at risk of harm through gathering and sharing information in line with Child Protection procedures.

Sector Specific framework: *Please provide link to national/sector specific framework if this applies*

Level A (Developing)	Level B (Practising)	Level C (Accomplished)
Required for this level	In addition to level 3A	In addition to levels 3A and 3B
Qualifications • 5 GCSEs (including pass at English & Maths grade 4/C and above) or equivalent qualification	**Qualifications**	**Qualifications**
Evidence requirements: • **Qualification certificates** verified at the point of recruitment.	**Evidence requirements to progress to level B:** **Professional Development Evidence**	**Evidence requirements to progress to level C:** **Advanced Professional Experience Evidence**
Knowledge • Familiarity with safeguarding frameworks and child protection procedures. • An understanding of legislation relating to School Attendance, Admissions, Children Missing Education (EHE), Elective Home Education (EHE), Child Performance Licensing and Child Employment. • Basic understanding of issues impacting CME/EHE, school attendance and access to education. • General knowledge of the roles and responsibilities of local authorities, schools, and partner agencies. • Fundamental knowledge of confidentiality and GDPR requirements within the workplace	**Knowledge** • In-depth understanding of issues impacting school attendance and access to education, including those related to disadvantaged, SEND, or vulnerable students. • Comprehensive knowledge of safeguarding frameworks and child protection procedures. • Developed knowledge of legislation related to CME/EHE, Child Performance Licensing and Child Employment. • Knowledge of the application of processes to CME/EHE. • Knowledge of the practical application of working together to safeguard children.	**Knowledge** • Expert knowledge of issues impacting school attendance and access to education. • Mastery of safeguarding frameworks and child protection procedures. • Extensive knowledge of legislation related to CME/EHE, admissions, Child Performance Licensing and Child Employment. • Knowledge of the implementation of evidence-based interventions to engage parents/carers.
Evidence requirements (knowledge): • Evidence of safeguarding knowledge through completion of training (e.g. KCSIE, Working Together) and appropriate referrals or information sharing. • Understanding of relevant legislation (attendance, admissions, CME, EHE) demonstrated through training and correct application in practice. • Awareness of issues affecting CME/EHE, attendance, and access to education, supported by case examples of barriers and vulnerabilities.	**Evidence requirements (knowledge):** • Evidence through casework of applying CME statutory timeframes, conducting EHE assessments, and recognising and escalating safeguarding concerns, including identifying vulnerable pupils. • Records demonstrating appropriate safeguarding practice, including referrals to social care, contributions to CIN/CP meetings, and accurate understanding of thresholds confirmed through supervision.	**Evidence requirements (knowledge):** • Evidence of expert casework and strategic leadership demonstrating deep understanding of attendance barriers and the delivery of targeted, multi-agency interventions to improve outcomes for vulnerable, SEND, and disadvantaged pupils. • Records evidencing mastery of safeguarding through leading complex cases, advising multi-agency partners, and ensuring consistent, high-quality application of child protection frameworks and thresholds. • Demonstrated authoritative application of legislation (CME/EHE, admissions, Child Employment, and Performance Licensing) through quality

• Knowledge of roles and responsibilities across local authorities, schools, and partner agencies shown through practical examples of multi-agency working. • Evidence of GDPR and confidentiality understanding through training and correct handling and sharing of information	• Demonstrated application of relevant legislation and policy (CME, EHE, attendance, Child Employment and Performance Licensing) through accurate casework and advice. • Evidence of effective multi-agency working, including joint visits, information sharing, and application of *Working Together to Safeguard Children* in practice. • Examples showing the ability to analyse CME/EHE data, identify emerging trends, and use this insight to inform interventions.	assurance, audits, and provision of high-level guidance to schools and partner agencies. • Clear examples of embedding effective CME/EHE systems and implementing evidence-based interventions with parents/carers and partners, resulting in sustained improvements in attendance and access to education.
Experience • Some experience in an education, local authority or social work setting with children and families. • Experience of exposure to multi-agency working and collaboration. • Experience in delivering training or presentations to small groups. • Some experience of IT systems. • Some experience of working directly with children and families. • Some experience of multi-agency working and working alongside a range of stakeholders to drive multi-disciplinary strategic change.	**Experience** • Significant experience in an education or social work setting with children and families. • Proven track record of working with school admissions and Attendance team s. • Experience in leading multi-agency forums and groups. • Demonstrable experience in delivering training to larger groups. • Minimum of 3-5 years' experience in a related field, demonstrating progressive responsibility. • Experience of working independently and with partner agencies. • Developed experience of working with schools, children and families and multi-agencies.	**Experience** • Experience of handling high-profile and complex cases. • Experience in policy development. • Experience of delivering successful outcomes through evidence based practices. • Developed experience of working with chaotic and difficult to engage families. • Experience of delivering successful intervention.
Evidence requirements (experience): • Evidence of practical experience working with children and families in an education, local authority, or social care setting, including examples of direct engagement or support. • Examples demonstrating involvement in multi-agency working, showing collaboration with partners and stakeholders to support outcomes for children and families. • Evidence of delivering presentations, briefings, or training to small groups within a professional setting. • Demonstration of basic IT skills through use of systems for communication, record-keeping, or casework activities.	**Evidence requirements (experience):** • Evidenced through substantial casework examples, demonstrating independent management of CME/EHE referrals and complex school or family engagement. • Evidenced through records of involvement in CME tracking, EHE monitoring, admissions processes, and accurate system updates and reporting. • Evidenced through minutes/emails showing facilitation of meetings, coordination of action plans, and leadership in multi-agency discussions. • Evidenced through training materials, delivery logs, and participant feedback demonstrating effectiveness and impact. • Evidenced through sustained casework, increasing complexity of responsibilities, and CPD or appraisals reflecting professional growth. • Evidenced through supervision/appraisals showing strong case management, prioritisation, and ability to manage competing demands alongside partnership working. • Evidenced through examples of collaborative work with schools, social care, SEN, police, and Early Help, including coordinated interventions and outcomes.	**Evidence requirements (experience):** • Evidenced through detailed case examples demonstrating leadership in complex CME/EHE or safeguarding cases, including decision-making, risk management, and achieving positive outcomes. • Evidenced through contributions to the development, review, or implementation of policies/guidance, including examples of influencing practice across service or partner agencies. • Evidenced through case studies or reports demonstrating use of evidence-based approaches leading to measurable improvements in attendance and engagement. • Evidenced through examples showing persistence, tailored approaches, and successful engagement strategies with vulnerable or resistant families. • Evidenced through clear examples of planning, implementing, and reviewing interventions (including multi-agency input) that result in sustained improvements for children and families.

Skills • Full driving licence and access to own transport. • Good interpersonal and communication skills both in a formal and informal setting • Basic organisational skills and ability to meet deadlines. • Ability to use IT systems like Microsoft Office for basic tasks. • Ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level. • Ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst the Inclusion Team. • Ability to analyse and interpret varied and complex information, and use this information to develop strategies, anticipate challenges and identify solutions. • Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences. • Ability to produce letters and correspondence and access data using ICT systems (e.g. Microsoft Office; PowerBI; Excel).	**Skills** • Proficient in using IT systems for data management, including generating reports and analysing data. • Ability to work effectively within a team to achieve common goals. • Ability to adapt to changing circumstances and new challenges. • Ability to deliver training across directorates. • Proficient in using IT systems to develop templates and automated processes for routine correspondence. • Ability to effectively engage with schools, outside and partner agencies.	**Skills** • Expertise in advanced data management techniques, including data analysis. • Able to independently use the most appropriate style and method of communication in presenting complex and sensitive information in an understandable way to diverse audiences, e.g. Parent/Carers, schools, other LAs, social care, police, border agency and partner agencies etc • Able to provide training to internal and external agencies
Evidence requirements (skills): • Evidenced through ability to travel independently to visits, meetings, and schools as required by the role. • Evidenced through examples of engaging positively with children, families, schools, and partners in both formal and informal settings. • Evidenced through meeting agreed timescales, maintaining records, and managing workload effectively with supervision. • Evidenced through producing basic documents, emails, and maintaining accurate records using ICT systems. • Evidenced through examples of building and sustaining effective working relationships with schools, families, and partner agencies. • Evidenced through conduct in line with organisational expectations, demonstrating reliability, integrity, and adherence to procedures. • Evidenced through examples of gathering information, identifying simple issues, and supporting solutions with guidance. • Evidenced through written and verbal communication that is appropriate, clear, and understandable to different audiences. • Evidenced through drafting letters, updating systems, and retrieving information to support casework activities.	**Evidence requirements (skills):** • Evidenced through generating reports, analysing CME/EHE data using tools such as Excel (including pivot tables), and applying findings to inform decisions and actions. • Evidenced through contributions to shared objectives, collaborative casework, and positive feedback from colleagues or managers. • Evidenced through examples of responding effectively to new policies, priorities, or complex cases with flexibility and sound judgement. • Evidenced through training materials, delivery logs, and feedback demonstrating clarity, professionalism, and impact across services. • Evidenced through creation and implementation of templates or system improvements that streamline processes and improve consistency. • Evidenced through examples of strong communication, partnership working, and coordinated actions leading to positive outcomes.	**Evidence requirements (skills):** • Evidenced through use of advanced tools (e.g. Excel, pivot tables, data modelling) to analyse complex CME/EHE data, identify trends, and produce strategic reports to inform decision-making. • Evidenced through independently presenting complex and sensitive information clearly and appropriately to a wide range of stakeholders (e.g. parents/carers, schools, social care, police, other LAs and partner agencies), both verbally and in high-quality written reports. • Evidenced through the design, delivery, and evaluation of impactful training programmes, including materials, feedback, and demonstrated improvements in practice across services, schools and partner organisations.

Range 3	Job Title: Child Employment and Performance Officer x 1

Job Purpose

To administer and monitor the Local Authority's statutory responsibilities relating to child employment, child performances, chaperone licensing, and statutory on/off roll notifications, ensuring compliance with relevant legislation and safeguarding requirements.

Duties:

- Process applications for child employment permits and issue Child Employment Permits in accordance with statutory requirements and Local Authority procedures.
- Monitor child employment arrangements to ensure compliance with child employment legislation and safeguarding requirements.
- Assess, process and authorise child performance licence applications in accordance with statutory requirements.
- Process and determine applications for Body of Persons Approvals (BOPAs) and provide advice to organisations regarding statutory requirements and safeguarding responsibilities.
- Administer, process and monitor Chaperone Licence applications.
- Deliver and coordinate Chaperone Training programmes and maintain accurate training records.
- Provide advice and guidance to employers, schools, parents/carers, performance organisers, BOPA applicants and licensed chaperones regarding child employment, performances and safeguarding responsibilities.
- Monitor compliance with legislation governing child employment, child performances and BOPAs, and take appropriate action where concerns are identified.
- Maintain accurate records and databases relating to child employment permits, performance licences, BOPAs, chaperone licences and statutory notifications.
- Manage and process statutory on-roll and off-roll notifications received from schools, ensuring records are updated accurately and within required timescales.
- Ensure statutory notifications are recorded appropriately and referred to relevant services where safeguarding, attendance or Children Missing Education concerns are identified.
- Liaise with schools, parents/carers, employers, performance organisers and other Local Authority teams regarding pupil movement, licensing and statutory notification requirements.
- Support investigations relating to unlicensed child employment, performances, breaches of BOPA conditions or other breaches of relevant legislation where required.
- Prepare reports, returns and statistical information relating to child employment, child performances, BOPAs, chaperone licences, training and pupil movement.
- Ensure all work is undertaken in accordance with safeguarding responsibilities, data protection legislation, statutory guidance and Local Authority policies and procedures.
- Undertake any other duties commensurate with the grade of the post as required by management.

Sector Specific framework: *Please provide link to national/sector specific framework if this applies*

- The School Attendance (Pupil Registration) (England) Regulations 2024
- Children and Young Persons Act 1933
- Children and Young Persons Act 1963
- Children (Performances and Activities) (England) Regulations 2014
- Department for Education Guidance: *Child Employment*
- Department for Education Guidance: *Children in Entertainment and Employment*
- National Network for Children in Employment and Entertainment (NNCEE) Good Practice Guidance
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Children Missing Education Statutory Guidance
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

Level A (Developing)	Level B (Practising)	Level C (Accomplished)
Required for this level	In addition to level 3A	In addition to levels 3A and 3B
Qualifications • 5 GCSE grade 4 or above, or equivalent level 2 qualification, including English and Mathematics	**Qualifications** • **Continuous professional development (CPD)** appropriate to role responsibilities. • Completion of safeguarding and licensing-related training.	**Qualifications** • Ongoing CPD supporting advanced practice. • Advanced safeguarding, regulatory or licensing training relevant to the role.

Evidence requirements: • Certificates provided during recruitment	**Evidence requirements to progress to level B:** **Professional Development Evidence**	**Evidence requirements to progress to level C:** **Professional Development Evidence**
Knowledge • Basic understanding of legislation relating to child employment, child performance licensing, Body of Persons Approvals (BOPAs) and chaperone licensing. • Awareness of statutory responsibilities relating to pupil registration, including on-roll and off-roll notifications in accordance with The School Attendance (Pupil Registration) (England) Regulations 2024. • General knowledge of safeguarding frameworks including Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children and Children Missing Education guidance. • Basic understanding of confidentiality, information sharing, Data Protection Act 2018 and UK GDPR requirements. • Awareness of Local Authority responsibilities relating to children engaged in employment, performances and entertainment activities.	**Knowledge** • Developed understanding of legislation relating to child employment, child performance licensing, BOPAs and chaperone licensing. • Comprehensive knowledge of statutory pupil registration requirements and The School Attendance (Pupil Registration) (England) Regulations 2024. • Detailed knowledge of safeguarding frameworks including KCSIE, Working Together to Safeguard Children and Children Missing Education guidance. • Working knowledge of the Children and Young Persons Acts 1933 and 1963, Children (Performances and Activities) (England) Regulations 2014 and associated DfE guidance. • Comprehensive understanding of Data Protection Act 2018, UK GDPR and information-sharing requirements.	**Knowledge** • Expert knowledge of legislation relating to child employment, child performances, BOPAs, chaperone licensing and statutory pupil registration requirements. • Extensive knowledge of The School Attendance (Pupil Registration) (England) Regulations 2024 and Children Missing Education statutory guidance. • Extensive knowledge of safeguarding frameworks including KCSIE, Working Together to Safeguard Children and multi-agency safeguarding practices. • Expert understanding of the Children and Young Persons Acts 1933 and 1963, Children (Performances and Activities) (England) Regulations 2014, DfE guidance and NNCEE good practice guidance. • Expert knowledge of Data Protection Act 2018, UK GDPR and information governance requirements.
Evidence requirements (knowledge): • Evidenced through accurate processing of Child Employment Permit, Child Performance Licence, BOPA and Chaperone Licence applications under supervision. • Evidenced through correct application of statutory requirements when checking application forms, parental consent, school approval, risk assessments and supporting documentation. • Evidenced through accurate recording and processing of on-roll and off-roll notifications in accordance with The School Attendance (Pupil Registration) (England) Regulations 2024. • Evidenced through completion of safeguarding training and appropriate identification and escalation of concerns relating to children participating in employment or performances. • Evidenced through secure handling and sharing of personal information in accordance with Data Protection legislation and Local Authority procedures.	**Evidence requirements (knowledge):** • Evidenced through consistent and accurate assessment of Child Employment Permit, Child Performance Licence, BOPA and Chaperone Licence applications with minimal supervision. • Evidenced through application of legislation and statutory guidance when determining licence and permit applications. • Evidenced through providing advice and guidance to schools, employers, performance organisers, licensed chaperones and parents/carers. • Evidenced through confident application of statutory pupil registration requirements and referral of Children Missing Education concerns where appropriate. • Evidenced through appropriate identification, recording and escalation of safeguarding concerns arising from employment, performance or pupil movement notifications.	**Evidence requirements (knowledge):** • Evidenced through authoritative application of legislation in complex Child Employment, Child Performance, BOPA, Chaperone Licensing and pupil registration cases. • Evidenced through providing expert advice and guidance on unusual, complex or disputed applications. • Evidenced through quality assuring licensing and notification processes and supporting colleagues with interpretation of legislation and guidance. • Evidenced through leading on safeguarding considerations relating to licensing activity and Children Missing Education concerns.
Experience • Some experience in education, local authority, safeguarding, administration, customer service or regulatory environments. • Experience working within a team environment. • Experience processing records and maintaining accurate documentation.	**Experience** • Significant experience in education, local authority, regulatory, safeguarding or compliance environments. • Experience processing Child Employment Permit and Performance Licence applications.	**Experience** • Extensive experience in child employment, performance licensing, regulatory compliance or safeguarding services. • Experience leading on complex or sensitive cases. • Experience contributing to policy, procedure and service development. • Experience designing and delivering Chaperone Training programmes.

• Experience communicating with families, schools or external organisations.	• Experience administering Chaperone Licences and supporting Chaperone Training. • Experience managing statutory pupil movement notifications. • Experience providing advice to schools, employers, performance organisers and parents. • Experience handling sensitive and confidential information.	• Experience managing complaints, disputes and escalated cases. • Experience working across multiple agencies and services.
Evidence requirements (experience): • Evidenced through examples of processing permits, licences, notifications or other statutory documentation. • Evidenced through maintaining accurate electronic records and databases. • Evidenced through communication with schools, employers, performance organisers, parents/carers and partner agencies. • Evidenced through supporting the delivery of statutory services and meeting required deadlines. • Evidenced through participation in team activities and achievement of service objectives.	**Evidence requirements (experience):** • Evidenced through independent management of Child Employment Permit, Child Performance Licence, BOPA and Chaperone Licence caseloads. • Evidenced through accurate processing and determination of statutory applications within required timescales. • Evidenced through delivery of or contribution to Chaperone Training sessions and maintenance of training records. • Evidenced through effective liaison with schools, employers, performance organisers and partner agencies to resolve enquiries and compliance issues. • Evidenced through management of statutory on-roll and off-roll notifications and accurate referral of concerns to relevant services. • Evidenced through supporting investigations into potential breaches of child employment, performance or licensing legislation.	**Evidence requirements (experience):** • Evidenced through management of complex licensing, safeguarding or compliance cases requiring professional judgement and defensible decision-making. • Evidenced through leadership of service improvements relating to Child Employment, Child Performance, BOPAs, Chaperone Licensing or statutory notification processes. • Evidenced through development, delivery and evaluation of Chaperone Training programmes and supporting materials. • Evidenced through management of complaints, appeals, disputes and escalated licensing matters. • Evidenced through effective multi-agency working to resolve safeguarding, compliance or statutory registration concerns. • Evidenced through contribution to policy development, procedural review and implementation of legislative changes.
Skills • Effective written and verbal communication skills. • Good organisational skills. • Ability to meet deadlines and prioritise workload. • Competent use of Microsoft Office and database systems. • Ability to build positive relationships with stakeholders. • Ability to explain routine licensing and notification processes to customers and colleagues. • Ability to work independently within established procedures. • Ability to explain straightforward tasks to others, where required. • Ability to handle and process cash/documentation relating to small financial amounts (i.e., up to £250 per day)	**Skills** • Advanced communication skills capable of explaining complex legislation and statutory requirements. • Strong organisational skills and ability to manage competing priorities. • Ability to analyse information and identify compliance issues. • Ability to work independently and make informed decisions within delegated authority. • Ability to manage seasonal workload pressures, including performance licence peaks and chaperone licensing demands. • Ability to provide advice and guidance to a wide range of stakeholders.	**Skills** • Exceptional communication and influencing skills. • Ability to provide specialist guidance on complex licensing and safeguarding matters. • Highly developed organisational and case management skills. • Advanced analytical and reporting skills. • Ability to support service improvement and promote best practice. • Ability to mentor and support colleagues. • Ability to manage high-profile and sensitive cases involving significant safeguarding considerations.
Evidence requirements (skills): • Evidenced through accurate completion of Child Employment Permit, Child Performance Licence, Chaperone Licence and BOPA administration tasks. • Evidenced through professional correspondence with schools, employers, performance organisers and parents/carers. • Evidenced through maintaining accurate records and updating licensing and notification systems.	**Evidence requirements (skills):** • Evidenced through managing competing deadlines during peak periods, including performance licence applications, employment permits and chaperone licence renewals. • Evidenced through providing clear advice regarding statutory responsibilities and licensing requirements. • Evidenced through accurate interpretation and application of legislation and guidance. • Evidenced through use of databases, spreadsheets and management systems to maintain records and produce reports.	**Evidence requirements (skills):** • Evidenced through influencing decisions and outcomes in complex licensing and safeguarding matters. • Evidenced through delivery of specialist advice to schools, employers, performance organisers and partner agencies. • Evidenced through analysis of service data to identify trends, risks and areas for service improvement. • Evidenced through supporting colleagues to ensure consistent application of legislation and statutory guidance.

• Evidenced through prioritising workload and meeting statutory processing timescales. • Evidenced through explaining routine licensing, permit and notification requirements to stakeholders.	• Evidenced through handling compliance and safeguarding enquiries professionally and effectively.	• Evidenced through management of complex licensing, compliance and pupil movement matters requiring advanced professional judgement.

Range 4	**Job Title: Education Courts Officer x 1**

To support the Education Courts Manager in the delivery of statutory attendance enforcement duties, including preparing and presenting cases for legal proceedings, managing penalty notice processes, and ensuring compliance with relevant education legislation.

Duties:

- Assist the Education Courts Manager in the preparation and management of education-related court cases.
- Attend court hearings and provide support to the Education Courts Manager during proceedings.
- Liaise with schools, Legal Services, parents/carers, and partner agencies regarding attendance enforcement matters.
- Administer and process Education Penalty Notices in accordance with statutory guidance and Local Authority procedures.
- Prepare prosecution files for cases involving the non-payment of Education Penalty Notices, including statements, Single Justice Procedure (SJP) documentation, legal correspondence and evidence bundles, ensuring compliance with statutory requirements and court deadlines.
- Monitor and review attendance enforcement activity and maintain accurate records.
- Ensure statutory deadlines and legal requirements are met for penalty notice enforcement and prosecution activity.
- Provide advice and guidance to schools on attendance enforcement processes and legal interventions.
- Produce reports and management information relating to penalty notices, prosecutions, and court outcomes.
- Support the development and implementation of attendance policies and procedures.
- Maintain confidentiality and compliance with Data Protection legislation.
- Undertake any other duties commensurate with the grade of the post as required by the Education Courts Manager.

Sector Specific framework: *Please provide link to national/sector specific framework if this applies*

Level A (Developing)	Level B (Practising)	Level C (Accomplished)
Required for this level	In addition to level 3A	In addition to levels 3A and 3B
Qualifications • 5 GCSE grade 4 or above, or equivalent level 2 qualification, including English and Mathematics	**Qualifications** • **Continuous professional development (CPD)** appropriate to role responsibilities.	**Qualifications** • Ongoing CPD supporting **advanced practice**
Evidence requirements: • Certificates provided during recruitment	**Evidence requirements to progress to level B:** **Professional Development Evidence**	**Evidence requirements to progress to level C:**
Knowledge • Basic understanding of legislation related to penalty notices and child performance/employment. • Familiarity with Medway Local Authority Education Penalty Notices Code of Conduct and legislation. • General knowledge of safeguarding frameworks and child protection procedures. • Fundamental knowledge of confidentiality and GDPR requirements within the workplace	**Knowledge** • Developed understanding of legislation related to penalty notices and child performance/employment. • Comprehensive knowledge of Medway Local Authority Education Penalty Notices Code of Conduct and legislation. • Detailed knowledge of safeguarding frameworks and child protection procedures.	**Knowledge** • Expert knowledge of legislation related to penalty notices and child performance/employment. • Extensive knowledge of Medway Local Authority Education Penalty Notices Code of Conduct and legislation. • Extensive knowledge of safeguarding frameworks and child protection procedures.

Evidence requirements (knowledge): • Evidenced through correct application of processes in line with legislation, including accurate processing of penalty notices and licensing applications with appropriate guidance from line manager. • Evidenced through adherence to local and National procedures, accurate completion of documentation, and consistency in following the Code of Conduct in daily practice. • Evidenced through completion of safeguarding training and appropriate sharing of concerns or information in line with local safeguarding protocols. • Evidenced through completion of data protection training and correct handling, storage, and sharing of sensitive information in line with GDPR standards.	**Evidence requirements (knowledge):** • Evidenced through consistent and accurate application of legislation in casework, including processing penalty notices and licensing requests with minimal support and informed decision-making. • Evidenced through confident application of local and national procedures, ensuring compliance, accuracy in documentation, and providing clear guidance to schools and stakeholders. • Evidenced through appropriate identification and escalation of concerns, effective information sharing, and application of safeguarding thresholds within day-to-day practice.	**Evidence requirements (knowledge):** • Evidenced through authoritative application of legislation in complex or sensitive cases, including resolving disputes, ensuring compliance, and providing expert advice to schools and partner agencies. • Evidenced through leading on compliance, quality assuring practice, and supporting others to correctly apply both local and national procedures and standards. • Evidenced through leading on safeguarding in complex cases, advising colleagues and partners, and ensuring consistent, high-quality application of safeguarding thresholds and practices across services.
Experience • Some experience in education, local authority, social care, legal services or Legal Secretary roles. • Experience working within a team and contributing to joint tasks. • Experience handling and processing documentation, including maintaining confidentiality. • Experience supporting colleagues with routine administrative or compliance processes. • Some exposure to working with families, schools, or external agencies.	**Experience** • Significant experience in education, local authority, social care, or legal/compliance environments. • Experience working with a range of internal and external stakeholders. • Experience preparing documentation for court hearings or enforcement processes (evidence bundles, summaries, statements). • Experience processing and quality-checking statutory documentation (Penalty Notices, child employment licences, performance licences). • Experience delivering training to a range of audiences, including assisting in the delivery of Chaperone training. • Experience managing confidential and sensitive information appropriately.	**Experience** • Extensive experience in education, local authority, social care, or legal/regulatory roles. • Experience handling high-profile, complex, or sensitive cases. • Experience contributing to development of policies, procedures, and processes related to enforcement or licensing. • Experience designing, writing, and developing training materials, including Chaperone training content, and delivering this training independently to diverse audiences**.** • Experience managing escalated or contentious cases requiring informed decision-making. • Experience making decisions requiring a high level of confidentiality, professionalism, and legal/safeguarding understanding.
Evidence requirements (experience): • Evidenced through examples of working in relevant settings, supporting casework, administration, or service delivery activities. • Evidenced through participation in team activities, shared responsibilities, and contributions to achieving collective outcomes. • Evidenced through accurate completion, storage, and processing of records in line with confidentiality and data protection requirements.	**Evidence requirements (experience):** • Evidenced through sustained work in relevant settings, demonstrating increased responsibility in casework, compliance, or enforcement processes. • Evidenced through effective communication and collaboration with schools, legal teams, families, partner agencies, and BOPAs, including coordinated actions and outcomes. • Evidenced through completed evidence bundles, witness statements, summaries, and accurate documentation submitted within required timescales. • Evidenced through accurate handling, verification, and compliance checks of penalty notices, child employment licences, performance licences, and chaperone licences.	**Evidence requirements (experience):** • Evidenced through sustained senior-level practice demonstrating leadership in complex casework, enforcement, or licensing with significant accountability. • Evidenced through detailed case examples showing advanced decision-making, risk management, and successful outcomes, including cases involving partnership agencies. • Evidenced through documented input into policy design, procedural improvements, or implementation of enforcement, licensing, and child employment frameworks across services. • Evidenced through creation of training materials, independent delivery to diverse audiences (including BOPAs where applicable),

• Evidenced through examples of assisting with standard procedures, documentation, and case-related administrative tasks. • Evidenced through examples of communication or interaction with stakeholders, supporting engagement and service delivery.	• Evidenced through training materials, delivery records, and feedback, including delivery of or contribution to chaperone training. • Evidenced through consistent adherence to GDPR and confidentiality requirements in handling case records, legal documents, and personal data.	and evaluation feedback demonstrating impact and improved practice. • Evidenced through examples of resolving disputes, handling and responding to complaints appropriately, and leading on complex cases involving partners such as schools and child performance agencies. • Evidenced through consistent handling of sensitive information, application of legal and safeguarding frameworks, and defensible decision-making across multi-agency contexts, including BOPA-related work.
Skills • Effective communication skills, both written and verbal. • Basic organisational skills and ability to meet deadlines. • Ability to use IT systems like Microsoft Office for basic tasks. • Interpersonal skills to build relationships with stakeholders. • Ability to develop solutions and plans for the medium term. Adopts an imaginative and innovative approach. • Demonstrable ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences including Head Teachers, parents/carers and other agencies if required. • Ability to work independently within defined legal procedures. • Ability to deal with high levels of work-related pressure, for example court deadlines • Ability to explain straightforward tasks to others, where required. • Ability to handle and process cash/documentation relating to small financial amounts (i.e., up to £250 per day)	**Skills** • Advanced communication skills, capable of presenting complex information clearly. • Strong organisational skills with the ability to manage multiple tasks and deadlines. • Proficiency in using IT systems for data analysis and reporting (e.g., Excel). • Ability to influence decision-making at a strategic level. • Ability to work independently, making decisions without referring to a supervisor/line manager, where necessary within defined legal procedures. • Able to deal with high levels of work-related pressure, for example court deadlines, complaints and Freedom of Information requests	**Skills** • Exceptional communication skills, with the ability to influence and persuade a wide range of stakeholders. • Highly developed organisational skills, capable of managing multiple complex projects. • Expertise in using specialised IT tools for complex data analysis and reporting. • Ability to model high levels of professionalism and promote a culture of accountability.
Evidence requirements (skills): • Evidenced through clear and professional correspondence, accurate record-keeping, and appropriate verbal communication with families, schools, and partners. • Evidenced through managing workload, completing tasks within required timescales, and maintaining accurate records. • Evidenced through producing documents, maintaining records, and using systems to support administrative and casework tasks. • Evidenced through developing positive working relationships with colleagues, schools, families, and partner agencies. • Evidenced through contributing ideas and supporting the development of practical solutions to routine issues with guidance. • Evidenced through adapting communication to ensure information is understandable to a range of audiences, with support where required. • Evidenced through following established processes, completing tasks with minimal supervision, and seeking guidance when needed. • Evidenced through managing peak workloads such as processing high volumes of licences (e.g. pantomime season, exam-time employment applications), working within Penalty Notice timeframes (including 28-day response periods and escalation deadlines), and handling urgent same-day licence requests accurately.	**Evidence requirements (skills):** • Evidenced through clear and professional correspondence and confidently presenting complex or sensitive information to a range of audiences including schools, families, and partner agencies. • Evidenced through effective prioritisation, managing competing demands (e.g. court deadlines, casework, and administrative tasks), and consistently meeting required timeframes. • Evidenced through use of Excel, generating reports, and using findings to inform actions and decision-making. • Evidenced through providing informed recommendations, contributing to discussions, and positively influencing outcomes with schools and partner agencies. • Evidenced through making informed decisions without line manager input when appropriate, ensuring compliance with legislation and organisational policies. • Evidenced through managing demanding workloads, including court deadlines, complaints handling, Freedom of Information requests, and providing accurate responses to	**Evidence requirements (skills):** • Evidenced through leading discussions, managing challenging conversations, and influencing decisions with schools, partners, and stakeholders in complex or sensitive situations. • Evidenced through coordinating and delivering multiple workstreams (e.g. enforcement, licensing, and process improvements), meeting competing deadlines, and maintaining high standards of accuracy. • Evidenced through advanced use of systems (e.g. Excel and dashboards) to analyse data, identify trends, and support team-level planning, performance monitoring, and decision-making. • Evidenced through setting clear expectations, supporting and challenging colleagues where needed, and promoting consistent, high standards of practice within the team.

• Evidenced through supporting colleagues or stakeholders by clearly explaining routine processes or requirements. • Evidenced through accurate handling, recording, and processing of low-level financial transactions in line with procedures.	FOI requests related to penalty notices, licence statistics, or compliance data, while maintaining accuracy and professionalism.	

Range 4	**Job Title: Attendance team Lead x 2**	
Duties: • To lead the LA Attendance Officers to deliver a traded model of practice that is agreed by key partners • Work with the Attendance Team Manager to regularly review an effective strategy to improve attendance at schools and academies in Medway. • To support, advise and co-ordinate other stakeholders such as police, social care, health and other professionals. • To produce and interpret complex data, make detailed assessments and share information with key partners at regular intervals. • To contribute leading and developing local multi-agency forums and groups focused on raising standards in the quality of education, inclusion, behaviour and attendance. • To support the development of training and professional conference offers to practitioners in Medway. • To liaise with pupils, families, schools, academies and partner agencies to ensure that all pupils of compulsory school age, receive their entitlement to education. • To assist schools and academies in raising their whole school attendance by advising on attendance policies and DfE guidance, using all measures available to enforce parental responsibilities, including prosecution through the courts where necessary. • To deputise for the Attendance Team Manager • To carry out home visits as appropriate and ensure that Medway's lone working policy is followed.		
Sector Specific framework: *Please provide link to national/sector specific framework if this applies*		
Level A (Developing)	**Level B (Practising)**	**Level C (Accomplished)**
Required for this level	In addition to level 4A	In addition to levels 4A and 4B
Qualifications • 5 GCSE grade 4 or above, or equivalent level 2 qualification, including English and Mathematics	**Qualifications** • Continuous professional development commensurate with the role	**Qualifications** • Extensive experience • Continuous professional development commensurate with the role
Evidence requirements: **Original qualification certificates** provided during recruitment.	**Evidence requirements to progress to level B:** **Documented CPD record** (minimum: 12 months ongoing).	**Evidence requirements to progress to level C:** **Extensive experience** in attendance enforcement
Knowledge • Basic understanding of school attendance, Admissions, Children Missing Education, Elective Home Education, Child Performance Licensing and Child Employment legislation and policies. • Familiarity with safeguarding frameworks. • General knowledge of issues impacting school attendance and access to education, including issues relating to disadvantaged, SEND or vulnerable students. • Good understanding of data management including the ability to interpret trend information to shape service delivery.	**Knowledge** • In-depth knowledge of school attendance, admissions, CME/EHE, and child employment legislation. • Proficient in interpreting complex data and trend information. • Knowledge of the application of attendance processes with complex barriers to attendance. • Advanced understanding of persistent and severe absence relating to disadvantaged, SEND and Vulnerable pupils. • Knowledge of the practical application of working together to safeguard children.	**Knowledge** • Expert knowledge of all relevant legislation and policies relating to Attendance. • Comprehensive understanding of safeguarding frameworks and data management, coordinating multi-agency responses to attendance concerns. • Knowledge of the implementation of evidence-based interventions to improve attendance among disadvantaged students, to ensure robust punitive action.

• Fundamental knowledge of confidentiality and GDPR requirements within the workplace		
Evidence requirements (knowledge): A • Evidenced through correct application of processes in routine casework, accurate handling of enquiries, and completion of induction or training. • Evidenced through completion of safeguarding training and appropriate identification and sharing of concerns in line with local procedures. • Evidenced through examples recognising basic barriers (e.g. SEND, disadvantage, vulnerability) and responding appropriately with support or signposting. • Evidenced through use of basic data systems, ability to interpret simple trends or reports, and applying this information to support service delivery. • Evidenced through completion of data protection training and consistent, appropriate handling and sharing of sensitive information.	**Evidence requirements (knowledge): B** • Evidenced through consistent and accurate application in casework, including advising schools and partners, and ensuring compliance with statutory duties. • Evidenced through analysing datasets (e.g. attendance), identifying patterns, and using insights to inform targeted actions and service delivery. • Evidenced through case examples demonstrating appropriate interventions and decision-making in situations involving multiple or persistent challenges. • Evidenced through accurate identification of cohorts, tailored responses, and effective support strategies to improve outcomes. • Evidenced through effective multi-agency working, appropriate information sharing, and coordinated actions aligned with safeguarding frameworks.	**Evidence requirements (knowledge): C** • Evidenced through authoritative application in complex cases, providing high-level advice to schools and partners, supporting and overseeing Attendance Officers as a line manager, and ensuring consistent compliance with statutory legislation, legal requirements, and DfE guidance. • Evidenced through participating in multi-agency responses to attendance concerns, applying safeguarding thresholds, and using data to inform risk assessment, prioritisation, and intervention planning. • Evidenced through leading and managing complex cases aligned to statutory DfE guidance, including appropriate use of support and enforcement to secure sustained improvements for disadvantaged and vulnerable pupils.
Experience • Experience of working in an education setting. • Basic experience with IT systems for data management and ability to produce letters and correspondence and interrogate data. • Experience of working directly with children and families. • Experience of working within a local authority, pastoral care in schools or social care. • Experience of working with chaotic and difficult to engage families.	**Experience** • Significant experience in school or local authority attendance work, including case management, Penalty Notice processes, and advising schools on attendance improvements. • Proven experience of working with difficult-to-engage families. • Experience in leading multi-agency forums and groups. • Experience in the handling and resolution of problems not covered by current procedures by applying creative skill and applying appropriate remedies. • Minimum of 3-5 years in a related field, demonstrating progressive responsibility. • Developed experience in using IT systems for data management, including generating reports and analysing data. • Experience of developing templates and automated processes for routine correspondence. • Experience of working independently and with partner agencies within LA process. • Experience of line management and supervision of officers	**Experience** • Extensive experience in leading and developing teams. • Experience of successfully improving school attendance through strategic interventions. • Experience in coordinating with various stakeholders like police, social care, and health professionals. • Experience of using knowledge and experience to create innovative solutions to problems faced within the team. • Experience of using advanced IT systems for data analysis, reporting, and communication. • Experience of delivering successful outcomes through evidence based practices. • Experience of effectively implementing strategies to manage hostility and resistance, when working together with difficult to engage families.
Evidence requirements (experience): • Evidenced through examples of working within a school environment, supporting pupils, and contributing to attendance, pastoral care, or wider educational activities. • Evidenced through producing letters and correspondence, maintaining records, and interrogating basic data to support casework or administrative tasks. • Evidenced through examples of engagement, communication, and supporting families in line with service expectations.	**Evidence requirements (experience):** • Evidenced through casework examples, application details, and records showing management of attendance cases, administration of penalty notices, and direct advice provided to schools. • Evidenced through case examples and references demonstrating successful engagement strategies, persistence, and improved outcomes.	**Evidence requirements (experience):** • Evidenced through appraisals, supervision records, and examples of case direction, quality assurance (QA), coaching, and managing staff performance to improve practice and outcomes. • Evidenced through case studies, reports, or performance data demonstrating measurable improvements in attendance outcomes resulting from targeted interventions.

• Evidenced through involvement in relevant services, supporting delivery of processes, and understanding organisational procedures. • Evidenced through examples demonstrating persistence, appropriate communication approaches, and efforts to engage families with support or guidance.	• Evidenced through meeting minutes, emails, or supervision notes showing leadership or facilitation of multi-agency meetings and coordination of actions. • Evidenced through case examples demonstrating use of professional judgement, creativity, and effective solutions to complex or non-routine issues. • Evidenced through employment history, appraisals, and expanded responsibilities showing increasing complexity of work and accountability. • Evidenced through work samples demonstrating report generation, data analysis (e.g. Excel), and use of data to inform decisions. • Evidenced through examples of created templates, workflows, or system improvements that enhance efficiency and consistency. • Evidenced through supervision records, case examples, and outcomes showing autonomous decision-making alongside effective collaboration with partner agencies. • Evidenced through appraisals, supervision records, and examples of supporting, guiding, and overseeing staff performance and development.	• Evidenced through multi-agency meeting records, emails, or case examples showing leadership in coordinated responses and joint working. • Evidenced through examples of developing new processes, approaches, or interventions that improve efficiency, resolve issues, or enhance service delivery. • Evidenced through examples of using systems (e.g. Excel, dashboards) to analyse data, produce legal letters and statutory documentation, and support decision-making at team level. • Evidenced through case examples demonstrating use of de-escalation, professional challenge, and effective engagement strategies to achieve positive outcomes.
Skills • Full driving licence and access to own transport. • Exceptional communication skills, with the ability to influence and persuade a wide range of stakeholders. • Highly developed organisational skills, capable of managing multiple complex projects. • Ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level. • Ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst your team. • Ability to analyse and interpret varied and complex information, and use this information to develop strategies, anticipate challenges and identify solutions. • Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences. • Ability to use IT systems like Microsoft Office for basic tasks.	**Skills** • Strong ability to analyse and interpret complex information. • Developed presentation skills to a wide range of stakeholders. • Ability to influence decision-making at a strategic level. • Enhanced organisational skills and ability to manage multiple tasks and support the work of others. • Proficient in using IT systems for data management, including generating reports and analysing data. • Ability to motivate and encourage others supporting team and service goals. • Ability to use HR Process and procedures to support day to day line management of others. • Ability to adapt quickly and effectively to changing circumstances and new challenges. • Able to effectively engage with schools, outside and partner agencies.	**Skills** • Strong strategic thinking and problem-solving skills. • High level of personal resilience, energy, and enthusiasm. • Expertise in advanced data management techniques, including data analysis and report writing. • Able to independently use the most appropriate style and method of communication when presenting complex and sensitive information in a formal setting. • Developed ability to advise and support on complex HR processes and policies in relation to the line management and supervision of others.
• **Evidence requirements (skills): A** • Evidenced through ability to travel independently to schools, meetings, and visits as required by the role. • Evidenced through clear and professional communication, engaging effectively with schools, families, and partners to support positive outcomes. • Evidenced through planning workload, meeting required timeframes, and maintaining accurate records across tasks.	**Evidence requirements (skills): B** • Evidenced through examples of analysing attendance data, Penalty Notice trends, and risk indicators, and clearly presenting findings to schools or officers to inform action. • Evidenced through delivery of Targeted Support Meetings (TSMs), Education Legal Panel meetings, and attendance briefings to schools, demonstrating clarity and impact. • Evidenced through case examples showing support to Attendance Officers in meetings, including helping them	**Evidence requirements (skills): C** • Evidenced through examples of leading on complex cases or service challenges, identifying risks, and implementing effective solutions that improve outcomes at team level. • Evidenced through sustained performance in high-pressure environments, managing complex and conflicting demands, and maintaining professionalism when dealing with challenging situations or stakeholders. • Evidenced through advanced use of systems (e.g. Excel, dashboards) to analyse trends, interpret complex data, and

• Evidenced through building and sustaining positive working relationships with colleagues, schools, families, and partner agencies. • Evidenced through reliable conduct, adherence to procedures, and demonstrating professional standards in day-to-day work. • Evidenced through gathering relevant information, recognising key issues, and supporting appropriate actions or solutions with guidance. • Evidenced through adapting communication to ensure information is understandable to different audiences, with support where required. • Evidenced through producing basic documents, emails, and maintaining records to support administrative and casework tasks.	present case information, respond to challenge, and manage difficult conversations. • Evidenced through examples of influencing school-based decisions on interventions, escalations, action planning, or legal pathways. • Evidenced through managing officer workflow, prioritising caseloads, and balancing competing operational demands effectively. • Evidenced through work samples such as attendance summaries or officer oversight tools demonstrating accurate data use and monitoring. • Evidenced through examples of motivating Attendance Officers and supporting them to resolve complex cases. • Evidenced through appropriate use of HR processes in supervision, welfare discussions, or performance support. • Evidenced through effective collaboration with schools, Early Help, social care, SEND, health, police, and other partners to achieve coordinated outcomes.	produce reports or insights to support decision-making and performance monitoring. • Evidenced through independently presenting complex and sensitive information clearly and appropriately in formal settings (e.g. panels, senior meetings), adapting style to suit different audiences. • Evidenced through examples of managing supervision, supporting performance improvement, and applying HR policies and procedures (e.g. capability, absence, conduct) in line with organisational requirements.

Range 5	**Job Title: Children Missing Education/ Elective Home Education Manager x 1**

Duties:

- To work with the Inclusion Team to lead and manage the operational delivery of Children Missing Education (CME), Elective Home Education (EHE), Child Employment and Child Performance functions across Medway, ensuring consistency of practice, service delivery and statutory compliance.
- To ensure compliance with statutory duties, legislation, national guidance, local authority policies and safeguarding procedures relating to CME, EHE, Child Employment and Child Performance.
- To provide direct line management, supervision, performance management and professional development for CME/EHE Lead Officers, CME/EHE Officers and the Child Employment and Performance Officer.
- To oversee complex CME and EHE casework, safeguarding concerns, investigations, Education Provision Reviews (EPRs) and statutory interventions, ensuring robust decision-making, effective risk management and positive outcomes for children and young people.
- To provide the operational interface with Admissions colleagues to ensure the prompt allocation of school places, effective tracking of children missing education and children educated otherwise than at school, and timely intervention where education provision is not secured.
- To oversee transition and admissions tracking arrangements for children and young people, ensuring early identification of children at risk of becoming CME and timely intervention to secure suitable education provision.
- To establish, maintain and strengthen effective working relationships with schools, academies, local authority services and partner agencies to ensure children and young people receive their entitlement to suitable education.
- To secure the commitment of parents, carers, schools and the wider community to the identification, safeguarding and re-engagement of children missing education and those receiving elective home education.
- To support, advise and coordinate schools and partner agencies including police, social care, health services and other professionals to improve educational and safeguarding outcomes for children and young people.
- To act as the escalation point for complex, high-risk or contentious CME, EHE and safeguarding cases, including those involving Children's Social Care, multi-agency partners, legal intervention and children at risk of harm.
- To lead the analysis and interpretation of complex data, management information and service intelligence, identifying trends, risks and areas for improvement and statutory intervention.
- To oversee and quality assure FOI requests, statutory returns, management information, performance reports and data submissions, ensuring accuracy, consistency and compliance with statutory requirements.
- To establish and maintain quality assurance, audit and performance monitoring processes across CME, EHE, Child Employment and Child Performance functions, ensuring high standards of practice and continuous service improvement.
- To attend and contribute to multi-agency safeguarding meetings, operational forums, safeguarding partnerships, inspections and reviews, ensuring educational and safeguarding risks are appropriately represented and addressed.
- To attend and contribute to Ofsted inspections, local authority reviews, DfE activity, peer reviews and other inspection activity as required.
- To lead and support the development, delivery and evaluation of CME/EHE, Child Employment and Chaperone training programmes, briefings and professional development opportunities for schools, partners and practitioners across Medway.

• To contribute to service development, recruitment activities, induction programmes and workforce development initiatives in conjunction with the Attendance Manager.		
Sector Specific framework: *Please provide link to national/sector specific framework if this applies*		
Level A (Developing)	**Level B (Practising)**	**Level C (Accomplished)**
Required for this level	In addition to level 4A	In addition to levels 4A and 4B
Qualifications • 5 GCSE grade 4 or above, or equivalent level 2 qualification, including English and Mathematics	**Qualifications** • Continuous professional development commensurate with the role • Responsibility for the direct line management, supervision, performance management and professional development of CME/EHE Lead Officers, CME/EHE Officers and the Child Employment and Performance Officer. Responsible for workforce planning, recruitment, succession planning, service capacity and staff wellbeing	**Qualifications** • Continuous professional development commensurate with the role • Responsibility for the direct line management, supervision, performance management and professional development of CME/EHE Lead Officers, CME/EHE Officers and the Child Employment and Performance Officer. Responsible for workforce planning, recruitment, succession planning, service capacity and staff wellbeing
Evidence requirements: • Certificates provided during recruitment	**Evidence requirements to progress to level B:**	**Evidence requirements to progress to level C:** • Extensive experience managing multidisciplinary teams including CME/EHE Lead Officers, CME/EHE Officers and Child Employment and Performance staff. • Experience overseeing statutory functions relating to Children Missing Education, Elective Home Education, Child Employment and Child Performance Licensing. • Experience ensuring compliance with relevant legislation, statutory guidance and local authority procedures across all service areas
Knowledge • Basic understanding of legislation related to school attendance, admissions, and children missing education (EHE), Elective Home Education (EHE), Child Performance Licensing and Child Employment. • Familiarity with safeguarding frameworks and child protection procedures. • General knowledge of issues impacting school attendance and access to education. • An understanding of issues impacting children missing education. • Demonstrable track record of working with chaotic and difficult to engage families and evidence of successful intervention • Fundamental knowledge of confidentiality and GDPR requirements within the workplace	**Knowledge** • In-depth understanding of relevant legislation and its application in CME/EHE and admissions. • Comprehensive knowledge of safeguarding frameworks and child protection procedures. • Detailed knowledge of issues impacting disadvantaged, SEND, or vulnerable students. • Knowledge in the application of working together to safeguard children.	**Knowledge** • Expert knowledge of legislation related to CME/EHE, school attendance, admissions, and Child Performance Licensing and Child Employment. • Expert knowledge of safeguarding frameworks and child protection procedures. • Detailed knowledge of DfE statutory guidance and local authority responsibilities. • Extensive knowledge of issues impacting CME/EHE and access to education. • Extensive knowledge of admissions, transition and pupil tracking processes, including identifying children at risk of becoming CME and securing appropriate educational provision. • Advanced understanding of Children's Social Care, Early Help, SEND, Health and Police systems and the application of multi-agency safeguarding processes. • Expert knowledge of quality assurance, audit frameworks, performance management and service improvement methodologies. • Extensive knowledge of data management, management information systems, performance reporting, FOI requirements, complaints processes and statutory returns.

		• Knowledge of workforce development, supervision, staff performance management and professional development frameworks. • Comprehensive understanding of barriers to education including disadvantage, SEND, safeguarding concerns, exploitation, mental health and family-related factors. • Detailed understanding of risk assessment, escalation procedures, legal intervention and decision-making in complex and high-risk cases.
Evidence requirements (knowledge): • Evidenced through completion of induction or training and accurate application of CME/EHE processes in routine casework with guidance from a line manager. • Evidenced through safeguarding training and appropriate identification, recording, and escalation of concerns for CME or within EHE. • Application or interview responses demonstrating a basic grasp of statutory duties relating to attendance, CME/EHE and admissions. • Evidenced through examples recognising common barriers, vulnerability factors, and risks associated with children missing education or electively home educated. • Evidenced through awareness of CME indicators (e.g. non-attendance, unknown whereabouts), appropriate recording, and timely referrals or actions in line with procedures. • Evidenced through examples demonstrating attempts to engage families, apply appropriate communication strategies, and support early interventions. • Evidenced through data protection training and appropriate handling and sharing of sensitive information relating to CME/EHE cases.	**Evidence requirements (knowledge):** • Evidenced through consistent and accurate application of statutory guidance in casework, including advising schools and partners and ensuring compliance with legal duties and timeframes. • Evidenced through appropriate identification and escalation of safeguarding concerns, effective information sharing, and correct application of thresholds within CME/EHE contexts. • Evidenced through case examples demonstrating identification of risk factors and implementation of appropriate interventions to support CME or within EHE. • Evidenced through effective multi-agency working, contributing to coordinated plans, and ensuring joint responsibility for safeguarding children within CME/EHE casework.	**Evidence requirements (knowledge):** • Evidenced through authoritative application in complex cases, providing high-level advice to schools and partners, ensuring compliance with statutory legislation, and overseeing the quality of practice completed by CME/EHE Officers. • Evidenced through leading safeguarding elements in complex CME/EHE cases, advising and guiding CME/EHE Officers, and ensuring consistent application of thresholds and procedures across the team. • Evidenced through team-level oversight, identifying trends and risks across caseloads, and directing CME/EHE Officers to implement appropriate interventions for vulnerable cohorts. • Evidenced through confident use of enforcement pathways, quality assuring casework, and ensuring lawful, proportionate application of statutory powers across the team. • Evidenced through supervising and supporting CME/EHE Officers in complex cases, applying professional challenge, de-escalation techniques, and multi-agency approaches to achieve safe and sustained engagement. • Evidenced through quality assurance activity, audits, case reviews and performance monitoring processes that have improved consistency, compliance and standards of practice across CME, EHE, Child Employment and Child Performance services. • Evidenced through management oversight and quality assurance of FOI requests, statutory returns, management information and performance reports, ensuring accuracy, compliance and timely submission.
Experience • Some experience in an education, local authority or social work setting with children and families. • Experience of exposure to multi-agency working and collaboration. • Experience in delivering training or presentations to small groups. • Experience of using IT systems	**Experience** • Significant experience managing complex CME/EHE casework and statutory processes, including oversight of investigations, suitability assessments, Education Provision Reviews (EPRs), and safeguarding interventions. • Experience providing operational supervision and support to CME/EHE Officers, including allocating workloads,	**Experience** • Extensive experience managing statutory CME, EHE, Child Employment and Child Performance services, ensuring compliance with legislation, statutory guidance and local authority procedures. • Significant experience managing and developing multidisciplinary teams, including recruitment, supervision, performance management, workforce planning and staff wellbeing.

• Experience of working with chaotic and difficult to engage families and evidence of successful intervention	monitoring performance, and supporting professional development. • Experience contributing to service development through reviewing procedures, identifying improvements and supporting implementation of new guidance and statutory requirements. • Experience representing the service at multi-agency meetings, safeguarding forums, and partnership meetings with education, health and social care colleagues. • Experience producing management reports, analysing performance data, identifying trends and making recommendations to improve service delivery. • Experience delivering training, consultation and professional advice to schools, academies and partner agencies regarding CME and EHE responsibilities. • Experience overseeing statutory returns, FOI requests, quality assurance activity and audit processes. • Experience supporting the management of Child Employment and Child Performance functions and understanding the associated licensing framework. • Experience undertaking informal management responsibilities, including supervision, performance discussions, induction and mentoring of staff.	• Extensive experience leading complex CME, EHE and safeguarding casework, including investigations, Education Provision Reviews, legal intervention and escalation of high-risk cases. • Experience acting as the senior escalation point for complex cases involving Children's Social Care, Police, Health, SEND, legal services and other partner agencies. • Extensive experience of establishing and maintaining effective strategic partnerships with schools, academies, Children's Social Care, Early Help, Health, Police and regional networks. • Experience overseeing admissions, transition and tracking processes to identify and prevent children becoming CME. • Experience leading quality assurance frameworks, audits, performance monitoring and case review processes across multiple statutory functions. • Extensive experience analysing complex service data, management information and performance indicators to identify trends, risks and service priorities. • Experience leading the completion and quality assurance of statutory returns, DfE reporting, FOI requests, complaints and management reports. • Experience delivering and evaluating training programmes for schools, partner agencies and internal staff. • Experience supporting inspections, peer reviews, local authority reviews and DfE activities. • Experience leading service improvement, policy development and implementation of statutory or organisational change.
Evidence requirements (experience): A • Evidenced through application or interview examples demonstrating involvement in supporting children and families within relevant settings. • Evidenced through examples of participating in joint working with schools or partner agencies, with an understanding of shared roles and responsibilities. • Evidenced through examples of delivering briefings, sharing information, or supporting colleagues/small groups in a structured setting. • Evidenced through work samples demonstrating use of systems for record-keeping, communication, and basic data management. • Evidenced through case examples demonstrating attempts to engage families, apply appropriate communication approaches, and contribute to interventions with some positive outcomes.	**Evidence requirements (experience): B** • Evidenced through examples of coordinating complex CME/EHE cases and ensuring appropriate statutory action and safeguarding oversight. • Evidenced through supervision records, workload management activities or mentoring arrangements demonstrating support and oversight of staff. • Evidenced through contributions to policy reviews, procedural developments or implementation of new statutory guidance. • Evidenced through attendance and contribution at multi-agency meetings, demonstrating professional challenge and partnership working. • Evidenced through reports, dashboards or performance analysis used to inform management decisions and service improvements. • Evidenced through training materials, presentations, briefings or feedback from schools and partner agencies. • Evidenced through quality assurance activity, audits, FOI responses or statutory returns completed accurately and within deadlines.	**Evidence requirements (experience): C** • Extensive experience managing and leading statutory CME, EHE, Child Employment and Child Performance services, ensuring compliance with legislative requirements, local authority policies and national guidance. • Significant experience directly line managing and developing CME/EHE Lead Officers, CME/EHE Officers and Child Employment and Performance staff, including supervision, performance management, recruitment, disciplinary, capability and workforce development activities. • Extensive experience leading complex safeguarding and child protection cases, providing professional oversight, challenge and direction where children are missing education, electively home educated or involved in child employment/performance activities. • Experience developing, implementing and reviewing policies, procedures and service delivery models to improve outcomes for children and ensure statutory compliance. • Extensive experience leading multi-agency partnerships and representing the local authority at strategic boards, safeguarding forums and regional or national networks.

	• Evidenced through examples of supporting Child Employment and Child Performance activities and ensuring compliance with statutory requirements.	• Experience leading quality assurance frameworks, service audits, performance management processes and case reviews, ensuring consistent standards across the service. • Extensive experience using performance data, dashboards and management information to monitor trends, measure impact and drive service improvement. • Experience preparing and presenting reports, briefings and recommendations to senior leaders, elected members and external stakeholders. • Experience managing service resources, contributing to budget planning and ensuring effective deployment of staff to meet statutory responsibilities. • Experience leading change management, implementing new statutory guidance and embedding best practice across teams and partner agencies.
Skills • Full driving licence and access to own transport. • Ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level. • Proven interpersonal and communication skills both in a formal and informal setting. • Ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst Education and SEND. • Ability to analyse and interpret varied and complex information, and use this information to develop strategies, anticipate challenges and identify solutions. • Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences. • Ability to produce letters and correspondence and interrogate data(e.g. Microsoft Office; PowerBI; Excel). • Ability to use IT systems like Microsoft Office for a range of tasks.	**Skills** • Advanced communication and interpersonal skills, capable of presenting complex and sensitive information to schools, families, partner agencies and multi-agency forums. • Ability to supervise and support staff, providing guidance, challenge and constructive feedback to improve practice and performance. • Strong organisational skills with the ability to coordinate multiple service priorities, statutory deadlines and competing demands. • Ability to analyse performance information and casework data to identify trends and areas requiring intervention. • Ability to build effective relationships with schools, academies and partner agencies to secure positive outcomes for children and young people. • Ability to deliver training and professional briefings to internal and external stakeholders. • Ability to apply policies and procedures consistently whilst exercising professional judgement in complex situations. • Ability to use HR processes and procedures to support supervision, staff development and performance management.	**Skills** • Exceptional leadership and management skills with the ability to motivate, develop and performance manage CME/EHE Lead Officers, CME/EHE Officers and the Child Employment and Performance Officer. • Ability to provide strategic and operational oversight across CME, EHE, Child Employment and Child Performance functions, ensuring statutory compliance and high-quality service delivery. • Highly developed safeguarding leadership skills, ensuring educational risks are appropriately identified, monitored, quality assured and escalated through multi-agency safeguarding arrangements. • Advanced communication, influencing and negotiation skills capable of securing positive outcomes in complex, sensitive and high-risk situations. • Ability to act as the senior escalation point for safeguarding, legal, social care and multi-agency matters. • Expertise in analysing complex datasets, management information and service intelligence to identify trends, emerging risks and areas for intervention. • Ability to develop, implement and monitor quality assurance, audit and performance frameworks that drive continuous improvement. • Advanced report-writing and presentation skills, including preparation of briefings, statutory reports, inspection evidence and recommendations for senior leaders. • Ability to oversee statutory reporting requirements, DfE returns, FOI requests, complaints and performance reporting, ensuring compliance, accuracy and timeliness. • Ability to build and maintain effective strategic partnerships with Children's Social Care, Early Help, SEND, Health, Police, schools, academies and regional partners.

		• Ability to manage admissions, transition and pupil tracking arrangements to ensure timely identification and support for children at risk of becoming CME. • Ability to design, commission, deliver and evaluate training and workforce development programmes across CME, EHE, Child Employment and safeguarding functions. • Advanced application of HR policies and procedures, including recruitment, capability, disciplinary, absence management, supervision and workforce development. • Ability to promote a culture of safeguarding, accountability, professional curiosity, continuous improvement and excellent practice across the service.
Evidence requirements (skills): A • Evidenced through ability to travel independently to Medway hubs, home visits, and meetings as required. • Evidenced through examples of developing positive working relationships with schools, families, and partner agencies, and contributing to discussions that support decision-making. • Evidenced through clear written correspondence and effective verbal communication in both formal and informal settings with a range of stakeholders. • Evidenced through consistent professional conduct, adherence to procedures, and demonstrating expected standards within Education and SEND. • Evidenced through gathering and reviewing information, identifying key issues, and supporting development of appropriate actions or solutions with guidance. • Evidenced through adapting communication styles to ensure information is understood by different audiences, with appropriate support where needed. • Evidenced through drafting letters, using systems (e.g. Microsoft Office, Excel, PowerBI) to retrieve and review data to support tasks. • Evidenced through day-to-day use of Microsoft Office and other systems to support casework, communication, and record-keeping.	**Evidence requirements (skills): B** • Evidenced through clear and confident delivery of complex and sensitive information to a range of audiences (e.g. Strategy meetings, Initial Child Protection Conferences), including professional written and verbal communication. • Evidenced through effective prioritisation of caseloads, meeting deadlines, and managing competing demands across CME/EHE workstreams. • Evidenced through use of LA systems and tools such as Excel to extract, analyse, and present data to support casework and decision-making. • Evidenced through collaborative working with colleagues, contributing to shared objectives, and supporting team outcomes. • Evidenced through responding effectively to new guidance, emerging risks, or complex case scenarios with flexibility and sound judgement. • Evidenced through delivery of CME/EHE briefings or training to internal teams or partner agencies, demonstrating clarity and impact. • Evidenced through case examples demonstrating creative solutions to issues not covered by standard procedures, applying appropriate remedies. • Evidenced through examples of encouraging colleagues, sharing knowledge, and supporting team and service objectives. • Evidenced through supervision, performance support, and appropriate use of HR processes in day-to-day line management responsibilities.	**Evidence requirements (skills): C** • Evidenced through effective line management, supervision, performance management and development of CME/EHE Lead Officers, CME/EHE Officers and the Child Employment and Performance Officer, including objective setting, workforce planning and staff wellbeing initiatives. • Evidenced through leadership and management of CME, EHE, Child Employment and Child Performance services, ensuring statutory compliance, quality assurance and continuous service improvement. • Evidenced through successful negotiation, partnership working and influencing of schools, partner agencies and senior managers to achieve positive outcomes in complex or sensitive situations. • Evidenced through leading service development initiatives, implementation of policy changes or embedding new statutory guidance resulting in improved service delivery and outcomes. • Evidenced through analysis and interpretation of complex performance data, safeguarding intelligence and management information to identify trends, mitigate risks and inform operational and strategic decision-making. • Evidenced through development and oversight of quality assurance frameworks, audits, case reviews and performance monitoring processes that have improved consistency and standards of practice. • Evidenced through effective workforce planning, workload management and deployment of resources to ensure service objectives and statutory responsibilities are met. • Evidenced through representation of the service at multi-agency forums, safeguarding partnerships, operational management meetings and regional networks, demonstrating leadership and effective partnership working.

		• Evidenced through independently selecting appropriate communication styles and methods to present complex and sensitive information clearly and effectively to diverse audiences, including multi-agency forums, panels, schools, partner agencies and senior stakeholders. • Evidenced through production and presentation of management reports, service briefings and recommendations to senior managers and key stakeholders, supporting informed decision-making and service improvement. • Evidenced through designing, delivering and evaluating impactful training, workshops and briefing sessions that improve knowledge, understanding and practice across services, schools and partner agencies. • Evidenced through application of HR policies and procedures in relation to recruitment, induction, attendance management, performance management, disciplinary, capability and employee relations matters. • Evidenced through promoting and embedding a culture of safeguarding, accountability, professional curiosity, continuous improvement and high-quality practice across the service.

Range 4	**Job Title: Children Missing Education/ Elective Home Education Lead Officer x 4**

Duties:

- To work with the Inclusion team to lead the children missing education (CME) and elective home education (EHE) strategy work across Medway, ensuring there is consistency in ethos and service delivery,
- To ensure compliance with statutory duties and responsibilities set out in guidance and legislation relating to this field.
- To be responsible for establishing, maintaining and improving effective communication between Local Authorities services, schools/academies, and partner agencies to ensure that all pupils of compulsory school age that are not on roll at a school, academy or alternative provision are admitted to their entitlement of full-time education.
- To provide the operational interface with Admissions colleagues to ensure prompt allocation of schools, to track children missing education and elective home education (EHE) and take appropriate action to ensure the child has access to full time appropriate education.
- To secure the commitment of parents, carers, schools and the wider community to the identification and re-engagement of children missing education and elective home education (EHE).
- To carry out home visits as appropriate and ensure that Medway's lone working policy is followed.
- To support, advise and co-ordinate other stakeholders such as police, social care, health and other professionals.
- To produce and interpret complex data, make detailed assessments and share information with key partners at regular intervals.
- To work with all professionals/multi-agencies to identify those children out of education at risk of harm through gathering and sharing information in line with Child Protection procedures.
- To attend and contribute to all Ofsted, LA, DFE and peer inspections and discussions, as required.
- Lead on Education Provision Reviews (EPRs) for Elective Home Education cases, assessing suitability of education provision and making recommendations in line with statutory guidance.
- Represent the service at multi-agency safeguarding meetings including Strategy Discussions, Child Protection Conferences, Child in Need meetings and professional meetings where CME/EHE concerns are identified.
- Complete statutory returns, FOI requests, management information reports and performance reporting relating to CME/EHE activity.
- To contribute leading and developing multi-agency forums and groups focused on raising standards in the quality of education, inclusion, behaviour and attendance.
- To support the development of training and professional conference offers to practitioners in Medway.

Sector Specific framework: *Please provide link to national/sector specific framework if this applies*

Level A (Developing)	Level B (Practising)	Level C (Accomplished)

Required for this level	In addition to level 4A	In addition to levels 4A and 4B
Qualifications • 5 GCSE grade 4 or above, or equivalent level 2 qualification, including English and Mathematics	**Qualifications** • Continuous professional development commensurate with the role • Responsibility for line managing the CME/EHE Officer.	**Qualifications** • Continuous professional development commensurate with the role • Responsibility for line managing the CME/EHE Officer.
Evidence requirements: • Certificates provided during recruitment	**Evidence requirements to progress to level B:**	**Evidence requirements to progress to level C:**
Knowledge • Basic understanding of legislation related to school attendance, admissions, and children missing education (EHE), Elective Home Education (EHE), Child Performance Licensing and Child Employment. • Familiarity with safeguarding frameworks and child protection procedures. • General knowledge of issues impacting school attendance and access to education. • An understanding of issues impacting children missing education. • Demonstrable track record of working with chaotic and difficult to engage families and evidence of successful intervention • Fundamental knowledge of confidentiality and GDPR requirements within the workplace	**Knowledge** • In-depth understanding of relevant legislation and its application in CME/EHE and admissions. • Comprehensive knowledge of safeguarding frameworks and child protection procedures. • Detailed knowledge of issues impacting disadvantaged, SEND, or vulnerable students. • Knowledge in the application of working together to safeguard children.	**Knowledge** • Expert knowledge of legislation related to CME/EHE, school attendance, admissions, and Child Performance Licensing and Child Employment. • Expert knowledge of safeguarding frameworks and child protection procedures. • Extensive knowledge of issues impacting CME/EHE and access to education. • Detailed understanding of the legislation surrounding CME/EHE, and punitive procedures. • Knowledge of strategies to manage hostility and resistance, and how to implement these when working together with difficult to engage families
Evidence requirements (knowledge): • Evidenced through completion of induction or training and accurate application of CME/EHE processes in routine casework with guidance from a line manager. • Evidenced through safeguarding training and appropriate identification, recording, and escalation of concerns for CME or within EHE. • Application or interview responses demonstrating a basic grasp of statutory duties relating to attendance, CME/EHE and admissions. • Evidenced through examples recognising common barriers, vulnerability factors, and risks associated with children missing education or electively home educated. • Evidenced through awareness of CME indicators (e.g. non-attendance, unknown whereabouts), appropriate recording, and timely referrals or actions in line with procedures. • Evidenced through examples demonstrating attempts to engage families, apply appropriate communication strategies, and support early interventions. • Evidenced through data protection training and appropriate handling and sharing of sensitive information relating to CME/EHE cases.	**Evidence requirements (knowledge):** • Evidenced through consistent and accurate application of statutory guidance in casework, including advising schools and partners and ensuring compliance with legal duties and timeframes. • Evidenced through appropriate identification and escalation of safeguarding concerns, effective information sharing, and correct application of thresholds within CME/EHE contexts. • Evidenced through case examples demonstrating identification of risk factors and implementation of appropriate interventions to support CME or within EHE. • Evidenced through effective multi-agency working, contributing to coordinated plans, and ensuring joint responsibility for safeguarding children within CME/EHE casework.	**Evidence requirements (knowledge):** • Evidenced through authoritative application in complex cases, providing high-level advice to schools and partners, ensuring compliance with statutory legislation, and overseeing the quality of practice completed by CME/EHE Officers. • Evidenced through leading safeguarding elements in complex CME/EHE cases, advising and guiding CME/EHE Officers, and ensuring consistent application of thresholds and procedures across the team. • Evidenced through team-level oversight, identifying trends and risks across caseloads, and directing CME/EHE Officers to implement appropriate interventions for vulnerable cohorts. • Evidenced through confident use of enforcement pathways, quality assuring casework, and ensuring lawful, proportionate application of statutory powers across the team. • Evidenced through supervising and supporting CME/EHE Officers in complex cases, applying professional challenge, de-escalation techniques, and multi-agency approaches to achieve safe and sustained engagement.

Experience • Some experience in an education, local authority or social work setting with children and families. • Experience of exposure to multi-agency working and collaboration. • Experience in delivering training or presentations to small groups. • Experience of using IT systems • Experience of working with chaotic and difficult to engage families and evidence of successful intervention	**Experience** • Significant experience of CME/EHE-related casework and processes, including managing investigations, Education Provision Reviews (EPRs), and suitability/risk checks with confident application of statutory duties. • Developed experience of multi-agency working, including active contribution to meetings (e.g. Strategy, CP/CiN), joint visits, and coordinating information sharing with schools and partner agencies. • Experience delivering training or briefings to schools and partner agencies, demonstrating clear communication and the ability to share guidance effectively. • Strong IT and data management experience, including recording casework, extracting and analysing CME/EHE data, and contributing to reporting and Freedom of Information (FOI) requests. • Experience working independently and acting as a senior practitioner, including managing complex CME and EHE casework, undertaking Education Provision Reviews (EPRs), escalating safeguarding concerns appropriately, attending multi-agency safeguarding meetings and providing professional advice to colleagues and partner agencies.	**Experience** • Extensive experience in leading CME/EHE casework and service delivery, including oversight of complex investigations, Education Provision Reviews (EPRs), and risk management, ensuring high-quality outcomes and statutory compliance across the service. • Advanced experience of multi-agency contribution and coordination, including contributing effectively to high-level meetings (e.g. Strategy, CP/CiN, case review), arranging joint visits, and maintaining strong partnership working with schools and partner agencies. • Experience of data management and reporting, including use of dashboards, management information, and data analysis to identify trends, monitor performance, and inform operational and service-level decision-making. • Extensive experience of delivering and overseeing training and practice development, including designing, delivering and evaluating CME/EHE training, Chaperone training and Child Employment training, supporting workforce development, improving professional practice, and embedding consistent standards and statutory compliance across services, schools and partner agencies. • Extensive experience of independent working, complex case direction and professional practice leadership, including oversight of Education Provision Reviews (EPRs), attendance at multi-agency safeguarding meetings, management of escalated CME and EHE cases, provision of expert advice to schools and partner agencies, and oversight of FOI requests, statutory returns and reporting requirements.
Evidence requirements (experience): A • Evidenced through application or interview examples demonstrating involvement in supporting children and families within relevant settings. • Evidenced through examples of participating in joint working with schools or partner agencies, with an understanding of shared roles and responsibilities. • Evidenced through examples of delivering briefings, sharing information, or supporting colleagues/small groups in a structured setting. • Evidenced through work samples demonstrating use of systems for record-keeping, communication, and basic data management.	**Evidence requirements (experience): B** • Evidenced through case examples demonstrating management of investigations, EPRs, and suitability/risk checks, with accurate application of statutory duties and timeframes. • Evidenced through meeting records, emails, or supervision notes showing active contribution to Strategy/CP/CiN meetings, coordination of joint visits, and effective information sharing with schools and partner agencies. • Evidenced through training materials, delivery logs, or feedback from schools and partners demonstrating clear communication and understanding of CME/EHE processes.	**Evidence requirements (experience): C** • Evidenced through detailed case examples demonstrating oversight of complex investigations, Education Provision Reviews (EPRs), and risk management, resulting in positive outcomes for children and young people and compliance with statutory duties. • Evidenced through records (e.g. meeting notes, emails) showing effective contribution to Strategy/CP/CiN and case review meetings, arrangement of joint visits, and strong partnership working with schools and partner agencies. • Evidenced through use of dashboards and management information to analyse CME/EHE trends, monitor performance,

• Evidenced through case examples demonstrating attempts to engage families, apply appropriate communication approaches, and contribute to interventions with some positive outcomes.	• Evidenced through work samples showing accurate case recording, data extraction and analysis (e.g. CME/EHE trends), and contributions to reporting and FOI requests. • Evidenced through case examples demonstrating autonomous management of complex CME/EHE cases, completion of Education Provision Reviews (EPRs), attendance at safeguarding meetings (e.g. CIN, CP, Strategy Discussions), appropriate escalation of concerns, and provision of professional advice to colleagues and partner	and produce reports that inform operational and service-level decision-making. • Evidenced through training materials, delivery sessions, and feedback demonstrating impact from CME/EHE, Chaperone and Child Employment training, alongside examples of supporting workforce development and embedding consistent professional practice across schools, services and partner agencies • Evidenced through detailed case examples demonstrating professional oversight of complex CME and EHE casework, Education Provision Reviews (EPRs), attendance and contribution at safeguarding meetings (e.g. CIN, CP, Strategy and professional meetings), management of escalated cases, provision of expert advice to schools and partner agencies.
Skills • Full driving licence and access to own transport. • Ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level. • Proven interpersonal and communication skills both in a formal and informal setting. • Ability to model high levels of professionalism and promote a culture of professional standards and accountability amongst Education and SEND. • Ability to analyse and interpret varied and complex information, and use this information to develop strategies, anticipate challenges and identify solutions. • Ability to use well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences. • Ability to produce letters and correspondence and interrogate data(e.g. Microsoft Office; PowerBI; Excel). • Ability to use IT systems like Microsoft Office for a range of tasks.	**Skills** • Advanced communication skills, capable of presenting complex information clearly. • Strong organizational skills with the ability to manage multiple tasks and deadlines. • Proficiency in using IT systems for data analysis and reporting (e.g., LA systems, Excel). • Ability to work effectively within a team to achieve common goals. • Ability to adapt to changing circumstances and new challenges. • Ability to deliver training across directorates. • Ability to deliver complex/sensitive communications within a range of audiences (e.g. Strat, Initial Child Protection Case conference etc). • Confident in the handling and resolution of problems not covered by current procedures by applying creative skill and applying appropriate remedies. • Ability to motivate and encourage others supporting team and service goals.	**Skills** • Exceptional communication skills, with the ability to influence and persuade a wide range of internal and external stakeholders. • Highly developed organisational skills, capable of managing multiple complex projects and strategic initiatives. • Expertise in advanced data management using specialised IT tools for complex data analysis and reporting. • Ability to model high levels of professionalism and promote a culture of accountability. • Independently use the most appropriate style and method of communication in presenting complex and sensitive information in an understandable way to diverse audiences. • Able to deliver and evaluate CME/EHE, Child Employment and Chaperone training to internal and external agencies.
Evidence requirements (skills): A • Evidenced through ability to travel independently to Medway hubs, home visits, and meetings as required. • Evidenced through examples of developing positive working relationships with schools, families, and partner agencies, and contributing to discussions that support decision-making. • Evidenced through clear written correspondence and effective verbal communication in both formal and informal settings with a range of stakeholders. • Evidenced through consistent professional conduct, adherence to procedures, and demonstrating expected standards within Education and SEND. • Evidenced through gathering and reviewing information, identifying key issues, and supporting development of appropriate actions or solutions with guidance.	**Evidence requirements (skills): B** • Evidenced through clear and confident delivery of complex and sensitive information to a range of audiences (e.g. Strategy meetings, Initial Child Protection Conferences), including professional written and verbal communication. • Evidenced through effective prioritisation of caseloads, meeting deadlines, and managing competing demands across CME/EHE workstreams. • Evidenced through use of LA systems and tools such as Excel to extract, analyse, and present data to support casework and decision-making. • Evidenced through collaborative working with colleagues, contributing to shared objectives, and supporting team outcomes. • Evidenced through responding effectively to new guidance, emerging risks, or complex case scenarios with flexibility and sound judgement.	**Evidence requirements (skills): C** • Evidenced through using high-level communication skills to influence and guide stakeholders across schools, partner agencies, and internal services in complex or sensitive situations. • Evidenced through managing multiple complex workstreams, prioritising competing demands, and ensuring delivery of team and service objectives alongside statutory responsibilities. • Evidenced through use of specialised IT tools (e.g. Excel, dashboards, LA systems) to analyse complex CME/EHE data, produce reports, and inform strategic and operational decision-making. • Evidenced through setting and maintaining high standards, providing challenge and support to staff, and embedding consistent, compliant practice across the team. • Evidenced through independently selecting appropriate communication styles and methods to present information

• Evidenced through adapting communication styles to ensure information is understood by different audiences, with appropriate support where needed. • Evidenced through drafting letters, using systems (e.g. Microsoft Office, Excel, PowerBI) to retrieve and review data to support tasks. • Evidenced through day-to-day use of Microsoft Office and other systems to support casework, communication, and record-keeping.	• Evidenced through delivery of CME/EHE briefings or training to internal teams or partner agencies, demonstrating clarity and impact. • Evidenced through case examples demonstrating creative solutions to issues not covered by standard procedures, applying appropriate remedies. • Evidenced through examples of encouraging colleagues, sharing knowledge, and supporting team and service objectives. • Evidenced through supervision, performance support, and appropriate use of HR processes in day-to-day line management responsibilities.	clearly to diverse audiences (e.g. multi-agency forums, panels, senior stakeholders). • Evidenced through designing, delivering, and evaluating impactful training sessions, ensuring improved understanding and practice across services and partners.

Range 5	**Job Title: Education Courts Manager x 1**

Duties:

- To liaise with local magistrates' courts, prepare and present attendance court cases in relation to Sections 437 - 447 of the Education Act 1996.
- To be able to use excellent communication skills and public speaking experience to be able to confidently present within a court setting and to summarise and analyse data confidentially.
- To keep accurate records including court results and produce reports for Local Authority & DfE and respond to FOI/SAP enquiries.
- To take responsibility for the management and operation of Penalty Notice procedures, ensuring full compliance with the Medway Council Code of Conduct and relevant legislation.
- To line manage, support and supervise the Penalty Notice and Child Employment/Performance Officer, providing guidance, oversight, and quality assurance across all areas of work.
- To oversee the recording, processing and issuing of all Penalty Notices, ensuring effective partnership working with Attendance Officers and schools, and that procedures are applied consistently.
- To ensure that robust evidence and documentation is collated and reviewed prior to the issuing of Penalty Notices, maintaining high standards of practice and adherence to statutory requirements.
- To monitor, audit, and review Penalty Notice cases, ensuring appropriate escalation where notices remain unpaid, and directing the preparation of cases for prosecution where required.
- To maintain overall responsibility for the preparation of cases for the Single Justice Process and Magistrates' Court, ensuring all documentation, witness statements and case files are accurate, compliant and submitted within required timeframes.
- To provide professional oversight and sign-off on court documentation, and where necessary represent or coordinate representation on behalf of Medway Local Authority.
- To oversee the administration of child employment and performance licensing functions, ensuring compliance with legislation, safeguarding requirements and statutory guidance.
- To ensure effective systems are in place for the issuing of work permits, child performance licences, Body of Persons approvals, and Chaperone licences, with appropriate checks (including DBS and references) completed.
- To ensure that child employment and performance inspections are undertaken appropriately, including out-of-hours monitoring where required, with quality assurance oversight to monitor standards, consistency and compliance, ensuring safeguarding standards are fully maintained.
- To oversee the delivery and quality assurance of safeguarding training for licensed chaperones, ensuring alignment with DfE guidance.
- To ensure robust record keeping, performance monitoring and reporting across all areas of responsibility, identifying trends, risks and areas for service improvement.
-

Sector Specific framework: *Please provide link to national/sector specific framework if this applies*

Level A (Developing)	Level B (Practising)	Level C (Accomplished)
Required for this level	In addition to level 1A	In addition to levels A and B
Qualifications • **5 GCSEs grade 4 or above**, including **English and Mathematics**	**Qualifications** • **Continuous professional development**	**Qualifications** • **Continuous professional development**
Evidence requirements: • Original certificates provided at recruitment.	**Evidence requirements to progress to level B:**	**Evidence requirements to progress to level C:** •

Knowledge • Basic understanding of the Education Act 1996, DfE Working Together to Improve School Attendance 2024, The Education (Penalty Notices)Regulations 2024 • Familiarity with court procedures and documentation requirements. • General knowledge of the education system and attendance policies. • Understanding current legislation and statutory requirements. • Working knowledge of statutory DfE requirements • Fundamental knowledge of confidentiality and GDPR requirements within the workplace	**Knowledge** • In-depth understanding of relevant legislation (including the Education Act 1996, DfE *Working Together to Improve School Attendance* 2024, and The Education (Penalty Notices) Regulations 2024) • Comprehensive knowledge of court procedures and case preparation. • Detailed knowledge of the education system and attendance service.	Knowledge • Expert knowledge of relevant legislation (including the Education Act 1996, DfE *Working Together to Improve School Attendance* 2024, and The Education (Penalty Notices) Regulations 2024) • Advanced expertise in education-related court procedures, case law, and legal precedents • Extensive knowledge of the education system, attendance policies, and advisory services
Evidence requirements (knowledge): A • Evidenced through completion of induction or training and correct application of basic legal processes in routine tasks, with guidance from a line manager. • Evidenced through accurate preparation and handling of standard documentation (e.g. notices, basic case files) and understanding of court process stages. • Evidenced through awareness of school attendance expectations and ability to respond to basic enquiries or support case preparation. • Evidenced through applying guidance to routine activities and demonstrating awareness of legal thresholds and requirements. • Evidenced through use of relevant guidance (e.g. attendance expectations, enforcement processes) when supporting casework activities. • Evidenced through completion of data protection training and correct handling, storage, and sharing of sensitive information in line with policy.	**Evidence requirements (knowledge): B** • Evidenced through consistent and accurate application of legislation in court casework, ensuring all documentation and processes are legally robust and GDPR compliant. • Evidenced through accurate preparation of court bundles, witness statements, and supporting documentation, ensuring cases meet evidential, procedural, and GDPR requirements. • Evidenced through effective application of attendance policies, supporting enforcement processes, and managing information in a way that complies with GDPR when working with schools and partner agencies.	**Evidence requirements (knowledge): C** • Evidenced through authoritative application in complex court cases, providing high-level advice to schools and partners, and ensuring all enforcement action is legally compliant, robust, and defensible. • Evidenced through preparation and presentation of complex cases, accurate interpretation of legal requirements, and successful progression of cases through court processes. • Evidenced through applying policy in practice, advising schools and stakeholders on attendance enforcement, and ensuring alignment between legal action and wider education services.
Experience • Demonstrable experience in a Police Force, Education or Litigation environment. • Practical experience of the legal framework of the Education Act 1996, DfE Working Together to Improve School Attendance 2024, The Education (Penalty Notices)Regulations 2024 • Experience of analysing and presenting data. • Experience of completing a range of complex tasks such as report writing, presentations, detailed assessments.	**Experience** • Significant experience in a Police Force, Education, or Litigation environment. • Experience of working with schools, children and families and multi-agencies. • Experience of preparing and presenting court cases. • Experience in line management and supervision. • Experience of training team members. • Good experience of report writing, delivering presentations, and detailed assessments.	**Experience** • Extensive experience in education legal enforcement. Preparing court cases, managing complex Penalty Notice work, interpreting legislation, and making defensible legal decisions. • Leadership experience. Managing and developing staff, providing direction, and improving team performance and practice. • Experience of complex and high-profile cases. Handling sensitive court cases with sound judgement and professionalism. • Experience in policy development and service improvement within legal enforcement. Supporting the development and implementation of processes and procedures relevant to education court work.

Evidence requirements (experience): A • Evidenced through application or interview examples demonstrating involvement in relevant settings and exposure to legal or enforcement-related work. • Evidenced through basic application of legislation in tasks, accurate handling of processes, and understanding of compliance requirements with guidance. • Evidenced through examples of reviewing information, identifying key points, and presenting findings clearly to support casework or decision-making. • Evidenced through work samples or examples demonstrating ability to produce structured documentation, carry out detailed tasks, and communicate findings effectively.	**Evidence requirements (experience): B** • Evidenced through application and case examples demonstrating sustained involvement in enforcement or legal processes with increasing responsibility. • Evidenced through meeting records, emails, or casework demonstrating effective collaboration and coordination with schools and partner agencies. • Evidenced through completed court bundles, witness statements, and examples of presenting evidence in formal settings, ensuring cases meet evidential and procedural requirements. • Evidenced through appraisals, supervision records, and examples of supporting, guiding, and overseeing staff performance and development. • Evidenced through training materials, delivery records, and feedback demonstrating the ability to support learning and improve practice within the team. • Evidenced through work samples showing clear, structured documentation, effective presentations, and thorough assessment of case information.	**Evidence requirements (experience): C** • Evidenced through detailed case examples demonstrating preparation of court cases, management of complex Penalty Notice work, accurate interpretation of legislation, and consistent delivery of defensible legal decisions. • Evidenced through appraisals, supervision records, and examples of managing and developing staff, providing clear direction, and improving team performance and practice standards. • Evidenced through case records showing handling of sensitive or high-risk court cases, including sound judgement, risk management, and successful outcomes. • Evidenced through examples of contributing to or implementing changes to processes and procedures, improving compliance, efficiency, and consistency in education court work.
Skills • Full driving licence and access to own transport. • Ability to analyse and interpret complex information and situations. • Ability to develop solutions and plans for the medium term utilising innovative approach. • Well-developed communication skills to clearly communicate with a range of stakeholders. • Ability to work independently within defined procedures, and work outside of procedures, making decisions without referring to a supervisor/line manager, where necessary. • Ability to take responsibility for line managing others, providing direction, monitoring progress and empowering them to achieve objectives. • Ability to handle and process cash/documentation relating to small financial amounts (i.e. up to £250 per day) • Ability to use IT systems like Microsoft Office for a range of tasks.	**Skills** • Advanced communication skills, capable of presenting complex information clearly to a range of audiences, e.g. Parent/Carers, schools, other LAs, social care, police, Courts and partner agencies etc • Strong public speaking and presentation skills, with confidence in a court setting. • Ability to analyse and interpret complex data and situations. • Proficiency in advanced ICT tools and software for data analysis and reporting. • Ability to adapt to changing legislation/ statutory requirements and new challenges. • Ability to motivate and encourage others supporting team and service goals. • Ability to use HR Process and procedures to support day to day line management of others.	**Skills** • Exceptional communication skills, with the ability to influence and persuade. • Highly developed public speaking and presentation skills, with extensive court experience. • Advanced analytical skills, capable of developing innovative solutions. • Expertise in using specialised ICT tools for complex data analysis and reporting. • Independently and expertly use the most appropriate style and method of communication in presenting complex and sensitive information in an understandable way to diverse audiences. • Developed ability to advise and support on complex HR processes and policies in relation to the line management and supervision of others.
Evidence requirements (skills): A • Evidenced through ability to attend court hearings, school meetings, and related appointments as required. • Evidenced through reviewing attendance records, Penalty Notice data, and supporting evidence to identify key facts for case preparation. • Evidenced through supporting progression of enforcement cases, identifying appropriate next steps (e.g. escalation from Penalty Notice to prosecution) with guidance.	**Evidence requirements (skills): B** • Evidenced through presenting complex and sensitive information clearly to a range of audiences (e.g. parents/carers, schools, courts, police, and partner agencies) within court and Penalty Notice processes. • Evidenced through confident presentation of case information in court settings, including responding to challenge and explaining evidence clearly. • Evidenced through reviewing attendance data, Penalty Notice evidence, and case information to support legal decision-making and case progression.	**Evidence requirements (skills): C** • Evidenced through leading complex court-related discussions, influencing outcomes with schools, parents/carers, and partner agencies, and managing highly sensitive or contentious situations. • Evidenced through confident and effective presentation of complex cases in court, including responding to challenge and clearly articulating evidence and legal arguments. • Evidenced through interpreting complex case information, identifying risks, and developing appropriate, innovative solutions to progress enforcement action.

• Evidenced through clear written correspondence (e.g. court documentation, warning letters, Penalty Notices) and effective verbal communication with schools, parents/carers, and partner agencies in relation to court cases and education penalty notice processes. • Evidenced through managing routine Penalty Notice processes and supporting court case preparation with minimal supervision, following statutory guidance. • Evidenced through assisting colleagues with case queries, sharing knowledge of processes, and supporting team workflow where required. • Evidenced through accurate processing, recording, and tracking of Penalty Notice payments (e.g. up to £250 per day) in line with procedures. • Evidenced through maintaining case records, preparing documentation, and using systems to track Penalty Notices and support court casework.	• Evidenced through use of systems (e.g. Excel, case management systems) to analyse data, prepare court documentation, and monitor Education Penalty Notice activity. • Evidenced through applying updated legal guidance (e.g. DfE attendance and PN regulations) accurately within casework and court processes. • Evidenced through supporting colleagues in case preparation, sharing knowledge, and contributing to team and service objectives. • Evidenced through applying supervision processes, supporting staff performance, and using HR procedures appropriately within line management responsibilities.	• Evidenced through advanced use of systems (e.g. Excel, dashboards, case management systems) to analyse trends, prepare case evidence, and support decision-making. • Evidenced through independently selecting and applying appropriate communication styles to present legal and case information clearly to diverse audiences. • Evidenced through applying HR policies in supervision, managing performance, and supporting staff in complex or sensitive situations within court and enforcement work.

Range 7	Job Title: Attendance Manager x 1

Duties:

- To lead and shape the coordinated service delivery, ensuring good practice and quality work is embedded to enable all children to achieve their full potential through improved attendance at schools and academies and that Medway fulfils its statutory responsibilities under all relevant legislation and education regulation to reflect government policy and to safeguard children.
- To deliver a model of practice that is agreed by key partners, seeking Member and School commitment, in order to achieve financial reimbursement and ensuring the service delivers to targeted Schools the right intervention, at the right time, to the right family.
- To develop, implement and regularly review an effective strategy to improve attendance at schools and academies in Medway including developing policy and procedures for Children Missing Education.
- To work with partners in education, social care, health, police, the voluntary sector and all other interested parties to ensure that children and young people are able to access education and maximise their opportunities to reach their potential. To work with the legal department ensuring appropriate cases are approved for court sanctions.
- To maintain strategic oversight of relationships with Children's Social Care, Early Help, SEND, Health, Police and other key partners, ensuring effective multi-agency collaboration, safeguarding oversight and positive outcomes for vulnerable children and young people across attendance, CME, EHE, Child Employment and Child Performance functions.
- To provide strategic leadership for safeguarding across the Attendance Service, ensuring educational risks are appropriately identified, monitored, challenged and escalated through multi-agency safeguarding arrangements, and that safeguarding practice is embedded across all statutory service functions.
- To develop and maintain service level agreements with all academies in Medway to enable accurate budget monitoring to be undertaken including income from Academies and Penalty Notices.
- To oversee, monitor and update policy with regard to Child Employment, Children in Performance and Chaperone Licencing ensuring the training requirements and visits are in place to ensure the service delivered and offered is good.
- To provide strategic oversight of attendance, CME, EHE, Education Penalty Notice, Court, Child Employment, Child Performance and Chaperone Licensing functions, ensuring statutory compliance, effective performance management, quality assurance and continuous service improvement.
- To lead on the analysis and interpretation of service-wide performance data, management information, safeguarding intelligence and emerging trends, using this information to inform strategic planning, resource allocation, service development and statutory intervention.
- To oversee DfE reporting requirements, statutory returns, Freedom of Information requests, complaints, management reporting and performance information, ensuring compliance, accuracy and timely submission.
- To manage the Attendance Team Leaders overseeing a team of Officers, CME/EHE manager and the Education Courts Manager ensuring supervision and performance development reviews are undertaken in accordance with agreed policies and procedures and that the service delivered is of a high quality.
- To lead workforce development across the Attendance Service, including recruitment, succession planning, learning and development, staff wellbeing and the delivery of high-quality training programmes for staff, schools and partner agencies.
- To represent Medway at a regional and national network of local leaders driving radical changes in the pace and scale of work with children with poor attendance across the South East, offering constructive challenge and support and ensuring Medway are learning from the best, sharing the most effective service models and cutting-edge approaches to service redesign.
- To represent Medway at strategic safeguarding, education and inclusion partnerships, inspections and reviews, including Ofsted, DfE and regional networks, ensuring Medway's statutory responsibilities and the needs of vulnerable children and young people are effectively represented.

Level A (Developing)	Level B (Practising)	Level C (Accomplished)
Required for this level	In addition to level 1A	
Qualifications • 5 GCSE grade 4 or above	**Qualifications** • **Significant experience in managing a team**, including supervision and oversight of workflow.	**Qualification**
Evidence requirements: • **Original qualification certificates** verified at recruitment	**Evidence requirements to progress to level B:** • Successful completion of the Medway Manager Programme, demonstrating readiness for leadership responsibilities	**Evidence requirements to progress to level C:**
Knowledge • Basic understanding of relevant attendance and education legislation (e.g. Education Act 1996, Pupil Registration Regulations, Education Penalty Notices, CME guidance, EHE guidance). • Awareness of statutory DfE guidance and safeguarding frameworks (e.g. *Working Together to Improve School Attendance*, KCSIE, *Working Together to Safeguard Children*). • Introductory knowledge of associated legal and operational areas (e.g. Penalty Notices, ESO framework, child employment and performance licensing). • General understanding of safeguarding responsibilities and GDPR requirements in handling and sharing sensitive information. • Awareness of local authority processes and statutory responsibilities (Medway-specific) including attendance escalation, CME/EHE workflows, safeguarding thresholds, Penalty Notice procedures, and admissions protocols.	**Knowledge** • In-depth understanding of relevant attendance and education legislation (e.g. Education Act 1996, Pupil Registration Regulations, Education Penalty Notices, CME guidance, EHE guidance) and ability to apply these accurately in casework and decision-making. • Comprehensive knowledge of statutory DfE guidance and safeguarding frameworks (e.g. *Working Together to Improve School Attendance*, KCSIE, *Working Together to Safeguard Children*) and how these underpin operational and safeguarding practice. • Developed knowledge of associated legal and operational areas (e.g. Penalty Notices, ESO framework, child employment and performance licensing) and their practical application within attendance services. • Strong understanding of safeguarding responsibilities and GDPR requirements, including appropriate information sharing, lawful processing, and maintaining confidentiality in line with statutory duties. • Detailed knowledge of local authority processes and statutory responsibilities (Medway-specific) including attendance escalation, CME/EHE workflows, safeguarding thresholds, Penalty Notice procedures, and admissions protocols, with consistent application in practice.	**Knowledge** • Expert knowledge of relevant attendance and education legislation and statutory responsibilities (e.g. Education Act 1996, Pupil Registration Regulations, Education Penalty Notices, CME guidance, EHE guidance) with authoritative application across complex casework, quality assurance, and service delivery. • Comprehensive and operational understanding of statutory DfE guidance and safeguarding frameworks (e.g. *Working Together to Improve School Attendance*, KCSIE, *Working Together to Safeguard Children*), ensuring consistent implementation, compliance, and oversight across the team. • Extensive knowledge of associated legal and operational areas (e.g. Penalty Notices, ESO framework, child employment and performance licensing) with the ability to provide expert advice, challenge practice, and ensure lawful, proportionate application. • Advanced understanding of safeguarding responsibilities and GDPR requirements including leading on appropriate information sharing, managing risk, and ensuring robust, compliant data handling practices across the service. • Strategic and operational knowledge of local authority processes and statutory duties including attendance escalation, CME/EHE workflows, safeguarding thresholds, Penalty Notice procedures, and admissions protocols, with responsibility for oversight, consistency, and continuous improvement across the team.
Evidence requirements (knowledge): A • Evidenced through completion of induction/training and correct application of basic legal principles in routine attendance processes, with support from a line manager. • Evidenced through completion of safeguarding training and ability to recognise and appropriately respond to attendance and safeguarding concerns in line with guidance.	**Evidence requirements (knowledge): B** • Evidence is demonstrated through management oversight of casework and decision-making, with audited case files, enforcement activity, and legal documentation showing an in-depth understanding and accurate application of attendance and education legislation, including the Education Act 1996, Pupil Registration Regulations,	**Evidence requirements (knowledge): C** • Evidence is demonstrated through strategic oversight, quality assurance, and complex decision-making, including audited casework, enforcement activity, legal documentation, and the use of service reports and performance dashboards to monitor trends, risks, and outcomes, evidencing expert knowledge and

• Evidenced through supporting administrative or operational processes (e.g. Penalty Notices, licensing tasks) and understanding when to seek guidance. • Evidenced through completion of data protection training and appropriate handling, storage, and sharing of sensitive information in line with policy. • Evidenced through following local procedures (e.g. attendance escalation, CME/EHE workflows, Penalty Notices, child employment and performance) and accurate completion of routine tasks with guidance.	Education Penalty Notices, CME guidance, and EHE guidance. • Evidence is demonstrated through supervision, team direction, and cross-directorate and partner working, showing comprehensive knowledge of statutory DfE guidance and safeguarding frameworks, and how these underpin operational delivery and safeguarding practice across the service. • Evidence is demonstrated through oversight and quality assurance of statutory processes and operational areas, including Education Penalty Notices, CME, EHE, child employment, child performance licensing, and chaperones, showing developed knowledge and consistent practical application of associated legal and operational requirements. • Evidence is demonstrated through safeguarding leadership and information governance practice, including appropriate and lawful information sharing, clear recording of decision-making, and secure handling of sensitive data, evidencing a strong understanding of safeguarding responsibilities and GDPR compliance. • Evidence is demonstrated through consistent application and management of Medway-specific processes and statutory responsibilities, including attendance escalation, CME and EHE workflows, safeguarding thresholds, Penalty Notice procedures, admissions protocols, legal panel preparation, and ensuring that all information shared with schools and partners is accurate, timely, and meets statutory requirements.	authoritative application of attendance and education legislation across complex casework and service delivery. • Evidence is demonstrated through leadership, implementation, and governance of statutory guidance and safeguarding frameworks, including the use of reporting, audit activity, and performance analysis to ensure consistent implementation and compliance across the team, alongside robust challenge and direction where practice does not meet statutory expectations. • Evidence is demonstrated through expert oversight, advice, and challenge across associated legal and operational areas, including Education Penalty Notices, CME, EHE, child employment, child performance licensing, chaperones, and ESO considerations, with clear evidence of influencing practice, ensuring lawful and proportionate decision-making, and using data and intelligence to drive service improvements. • Evidence is demonstrated through leading safeguarding practice and information governance across the service, including oversight of complex information-sharing decisions, completion of FOIs and Subject Access Requests (SARs) requiring detailed data extraction and legal interpretation, and ensuring robust GDPR-compliant processes and risk management across all service functions. • Evidence is demonstrated through strategic and operational leadership of Medway-specific processes and statutory responsibilities, including attendance escalation, CME/EHE workflows, safeguarding thresholds, Penalty Notice procedures, and legal panels, alongside assurance that Medway policies and procedures are compliant with current legislation and statutory guidance, and that all information shared with schools and partners is accurate, timely, and legally compliant.
Experience • Experience of working in an education setting. • Demonstrable experience of managing a team to deliver change that is measurable to children and families. • Experience of pastoral care in schools and academies or safeguarding. • Experience of effective use of IT systems and ability to produce letters and correspondence and interrogate data (e.g. Microsoft Office; PowerBI; Excel, Synergy, Mosaic). • Experience of completing a range of complex tasks such as report writing, presentations, detailed assessments and calculations.	**Experience** • Experience of data management including the ability to interpret trend information to shape service delivery. • Developed experience of working with chaotic and difficult to engage families with evidence of successful intervention. • Developed experience in delivering results within tight timescales. • Experience of delivering training or supporting the implementation of operational practices • Experience of contributing to service development or improving workflows/templates/processes	**Experience** • Experience of providing inspirational leadership and achieving excellence in attendance, CME/EHE, PN/court and licensing functions. • Experience of contributing to corporate-level priorities and shaping Medway's strategic objectives. • Experience of driving strategic change, improvement and innovation across attendance and related statutory areas. • Experience of effective implementation of strategic policies, procedures and operational practices across teams. • Experience of raising performance standards through high-quality staff development, QA and coaching. • Experience of leading the service during periods of high complexity, legal challenge or safeguarding risk.

Evidence requirements (experience): A	Evidence requirements (experience): B	Evidence requirements (experience): C
• Evidence is demonstrated through basic experience of working in an education setting, with examples showing understanding of school environments, roles, and processes, how these relate to supporting children and families, and demonstrating accuracy in letters, reports, presentations, or data. • Evidence is demonstrated through experience of managing or supporting a team to deliver change, with examples showing contribution within education or safeguarding contexts to improvements that are measurable for children and families, even where this is at a supporting or developing level. • Evidence is demonstrated through involvement in pastoral care in schools, academies, or safeguarding practice, including supporting children's welfare, identifying concerns, and taking appropriate action in line with procedures. • Evidence is demonstrated through effective use of IT systems, including producing accurate letters and correspondence, maintaining records, and interrogating data using systems such as Microsoft Office, Excel, PowerBI, or service-specific systems. • Evidence is demonstrated through completing a range of complex tasks, including report writing, supporting or delivering presentations, contributing to detailed assessments, and carrying out calculations with accuracy and attention to detail. •	• Evidence is demonstrated through experience of data management, including the ability to interrogate datasets, interpret trends, and use analysis to inform and shape service delivery, evidenced through reports, dashboards, or examples where data has influenced operational decisions. • Evidence is demonstrated through developed experience of working with chaotic and difficult to engage families, with case examples showing successful intervention, sustained engagement, and measurable improvements in outcomes for children. • Evidence is demonstrated through delivering results within tight timescales, with examples showing the ability to prioritise work effectively, meet deadlines, and achieve service outcomes under pressure. • Evidence is demonstrated through experience of delivering training or supporting the implementation of operational practices, including providing guidance, sharing knowledge, and embedding consistent approaches across teams or services. • Evidence is demonstrated through contributing to service development, including examples of improving workflows, templates, or processes, and supporting changes that enhance efficiency, consistency, or service outcomes. •	• Evidence is demonstrated through experience of providing leadership across attendance, CME/EHE, Education Penalty Notices, court processes, and licensing functions, with examples showing delivery of high standards, improved outcomes, and consistent service excellence, supported by documentation such as strategic reports, briefing papers, risk summaries, and records of leading whole-service or multi-agency training programmes. • Evidence is demonstrated through experience of contributing to corporate-level priorities, with examples showing how the postholder has influenced or shaped Medway's strategic objectives and aligned service delivery to wider organisational goals, supported by corporate reports, strategic planning documentation, and evidence of service-wide improvements attributable to the manager's leadership. • Evidence is demonstrated through driving strategic change, improvement, and innovation across attendance and related statutory areas, with clear examples of introducing new approaches, improving outcomes, or transforming service delivery, supported by documented service developments, project outcomes, and evidence of measurable service-wide impact. • Evidence is demonstrated through effective implementation of strategic policies, procedures, and operational practices across teams, ensuring consistency and statutory compliance, supported by audit findings, procedural documentation, and records of embedding practice through training or guidance. • Evidence is demonstrated through raising performance standards, including staff development, quality assurance activity, and coaching, with examples showing improved staff performance and consistency, supported by QA outcomes, supervision records, workforce development activity, and evidence of training delivery. • Evidence is demonstrated through leading the service during periods of high complexity, legal challenge, or safeguarding risk, with examples showing sound judgement, effective decision-making, and maintaining service stability, supported by risk management documentation, case reviews, governance records, and outcomes evidencing effective leadership under pressure.
Skills • Strong written and verbal communication skills for routine correspondence with parents, schools and colleagues.	**Skills** • Ability to influence and persuade a range of stakeholders in support of service goals. • Ability to motivate and encourage others supporting team and service goals.	**Skills** • Ability to build and sustain productive relationships with a wide range of stakeholders and influence decision-making at a

• Proficient use of Microsoft Office (Word, Excel, PowerPoint, Outlook), Teams, and introductory use of attendance/CME systems.
• Ability to produce clear and accurate letters, emails, case notes and simple reports under guidance.
• Ability to maintain professional conduct and follow Medway policies, procedures and safeguarding expectations.
• Ability to organise workload, meet deadlines and work independently within clear guidance.
• Basic ability to understand and present straightforward data (e.g. individual pupil attendance).
• Ability to form positive working relationships with schools, families and partner agencies.
• Ability to contribute to meetings by presenting simple information clearly.
• Ability to follow financial procedures accurately.
• Developing confidence in providing basic advice to colleagues.
• Awareness of expectations when contributing to complaint responses or enquiries.
	• Able to lead on the operational development of the service, using a range of information on future trends to set measurable performance objectives and inform the strategic thinking to meet future needs and not just existing practices.
	• Ability to analyse more complex data to identify themes, risk indicators and priorities.
	• Ability to prepare structured reports for schools, service managers and multi-agency meetings.
	• Ability to deliver operational training to internal and external audiences, including:
	  ○ Attendance Officers and Team Leads
	  ○ Schools and academies
	  ○ Health partners (e.g., school nursing teams, safeguarding nurses, health visitors)
	  ○ Medway Parent/Carer Forum
	  ○ Early Help & family support professionals
	• Ability to support the preparation of complaint responses, including drafting clear, factual and evidence-based responses.
	• Ability to influence and persuade stakeholders (schools, parents, health, social care) to support statutory duties.
	• Ability to motivate and support staff, through informal coaching, modelling good practice and peer learning.
	• Competent use of HR processes relevant to line management (supervision, logging concerns, supporting wellbeing).
	• Ability to manage competing priorities and high workloads within tight timescales.
	• Ability to adapt communication style for resistant, anxious or vulnerable families.
	• Ability to develop or improve templates, letters, spreadsheets, workflows or processes.
		strategic level, including with senior leaders and partner organisations.
		• Ability to analyse and interpret complex and varied information to develop strategies, anticipate challenges, and implement effective solutions that support long-term service delivery.
		• Ability to drive a culture of continuous improvement and quality assurance, with a proven track record of leading and implementing strategic change programmes that deliver measurable service impact and meet business objectives.
		• Ability to provide expert strategic advice across all statutory areas, including communicating highly sensitive or contentious information confidently to local authority leadership, legal representatives, and senior safeguarding audiences.
		• Ability to design, lead, and deliver high-impact training programmes and produce expert-level reports and presentations for senior audiences, including oversight boards, elected members, corporate leadership, and multi-agency partners.

Evidence requirements (skills): A • Evidence is demonstrated through clear written and verbal communication in routine correspondence with parents, schools, and colleagues, including accurate and professional emails, letters, conversations, bulletins to schools, briefings, and the use of agreed templates. • Evidence is demonstrated through proficient use of Microsoft Office applications and Teams, showing the ability to produce and adapt documents, briefings, and templates to support day-to-day service delivery.	**Evidence requirements (skills): B** • Evidence is demonstrated through the ability to influence and persuade a range of stakeholders to support service goals, evidenced by examples of successful engagement with schools, families, and partners, outcomes achieved, and clear alignment with statutory duties, legislation, and local authority policy. • Evidence is demonstrated through the ability to motivate and encourage others, supporting team and service goals, evidenced through team feedback, supervision records, and	**Evidence requirements (skills): C** • Evidence is demonstrated through sustained engagement with senior leaders and partner organisations, including records of influencing strategic decisions, feedback from other professionals, and service outcomes showing strengthened partnerships and measurable impact on service direction. • Evidence is demonstrated through analysis of complex and varied information, including strategic reports, risk assessments, dashboards, and briefing papers presented to senior audiences, with KPI data and performance metrics

• Evidence is demonstrated through the production of clear and accurate letters, emails, case notes, briefings, templates, and simple reports, completed under guidance with attention to detail and accuracy. • Evidence is demonstrated through maintaining professional conduct and consistently following Medway policies, procedures, and safeguarding expectations in all aspects of work. • Evidence is demonstrated through the ability to organise workload, prioritise tasks, meet deadlines, and work independently within clear guidance and supervision. • Evidence is demonstrated through the ability to understand and present straightforward data, such as individual pupil attendance, in a clear and meaningful way within reports, briefings, or templates. • Evidence is demonstrated through building and maintaining positive working relationships with schools, families, and partner agencies, supporting effective communication and engagement. • Evidence is demonstrated through contributing to meetings by presenting simple information clearly and accurately, including through briefings or structured templates where appropriate. • Evidence is demonstrated through following financial procedures accurately, ensuring correct handling of information and adherence to guidance. • Evidence is demonstrated through developing confidence in providing basic advice to colleagues, using agreed guidance, templates, or briefings to support consistency. • Evidence is demonstrated through an awareness of expectations when contributing to complaint responses or enquiries, including providing accurate information and following appropriate processes.	examples of improved performance, ensuring practice is consistent with statutory guidance and local procedures. • Evidence is demonstrated through leading on the operational development of the service, using trend information to inform measurable objectives, evidenced through service plans, improvement plans, and performance reports that reflect legislative requirements national and local policy expectations. • Evidence is demonstrated through analysing complex data to identify themes, risks, and priorities, evidenced through reports, dashboards, and analysis outputs, with clear links to informing decisions in line with statutory guidance and service priorities. • Evidence is demonstrated through preparing structured reports for schools, service managers, and partners, evidenced through written reports and briefing documents that are accurate, clearly presented, and grounded in relevant legislation, statutory guidance, and local policy. • Evidence is demonstrated through delivering operational training to internal and external audiences, evidenced through training materials, attendance records, and feedback, ensuring content reflects current legislation, statutory guidance, and Medway procedures. • Evidence is demonstrated through supporting the preparation of complaint responses, evidenced through drafted responses, case summaries, and manager feedback confirming accuracy and appropriateness, and showing clear reference to relevant legislation, statutory guidance, and local policy within responses. • Evidence is demonstrated through motivating and supporting staff via informal coaching and modelling good practice, evidenced through supervision records, peer feedback, and improved practice, ensuring alignment with statutory expectations and local procedures. • Evidence is demonstrated through competent use of HR processes relevant to line management, evidenced through supervision documentation, management actions, and adherence to organisational policy and legal requirements. • Evidence is demonstrated through managing competing priorities and high workloads, evidenced through work planning and delivery within deadlines, maintaining compliance with statutory timeframes and service expectations. • Evidence is demonstrated through adapting communication style to engage resistant, anxious, or vulnerable families, evidenced through case records and outcomes, ensuring	evidencing how analysis has informed strategy, anticipated challenges, and driven solutions. • Evidence is demonstrated through leading continuous improvement and quality assurance activity, including documented change programmes, service improvement plans, audit outcomes, and KPI data and service outcomes showing measurable impact attributable to the postholder's leadership across the service. • Evidence is demonstrated through providing expert strategic advice across statutory areas, including reports and briefings to local authority leadership, legal representatives, senior safeguarding audiences, and other senior stakeholders, alongside professional feedback and service outcomes evidencing influence on decision-making. • Evidence is demonstrated through the design and delivery of high-impact training programmes and production of expert-level reports and presentations for senior audiences, including oversight boards, elected members, corporate leadership, and multi-agency partners, supported by training records, attendance data, participant feedback, and evidence of improved practice and service outcomes.

	approaches are appropriate, proportionate, and aligned with safeguarding duties and statutory guidance. • Evidence is demonstrated through developing or improving templates, workflows, or processes, evidenced through revised documentation and implementation, ensuring consistency with legislation, statutory requirements, and local authority policy.	

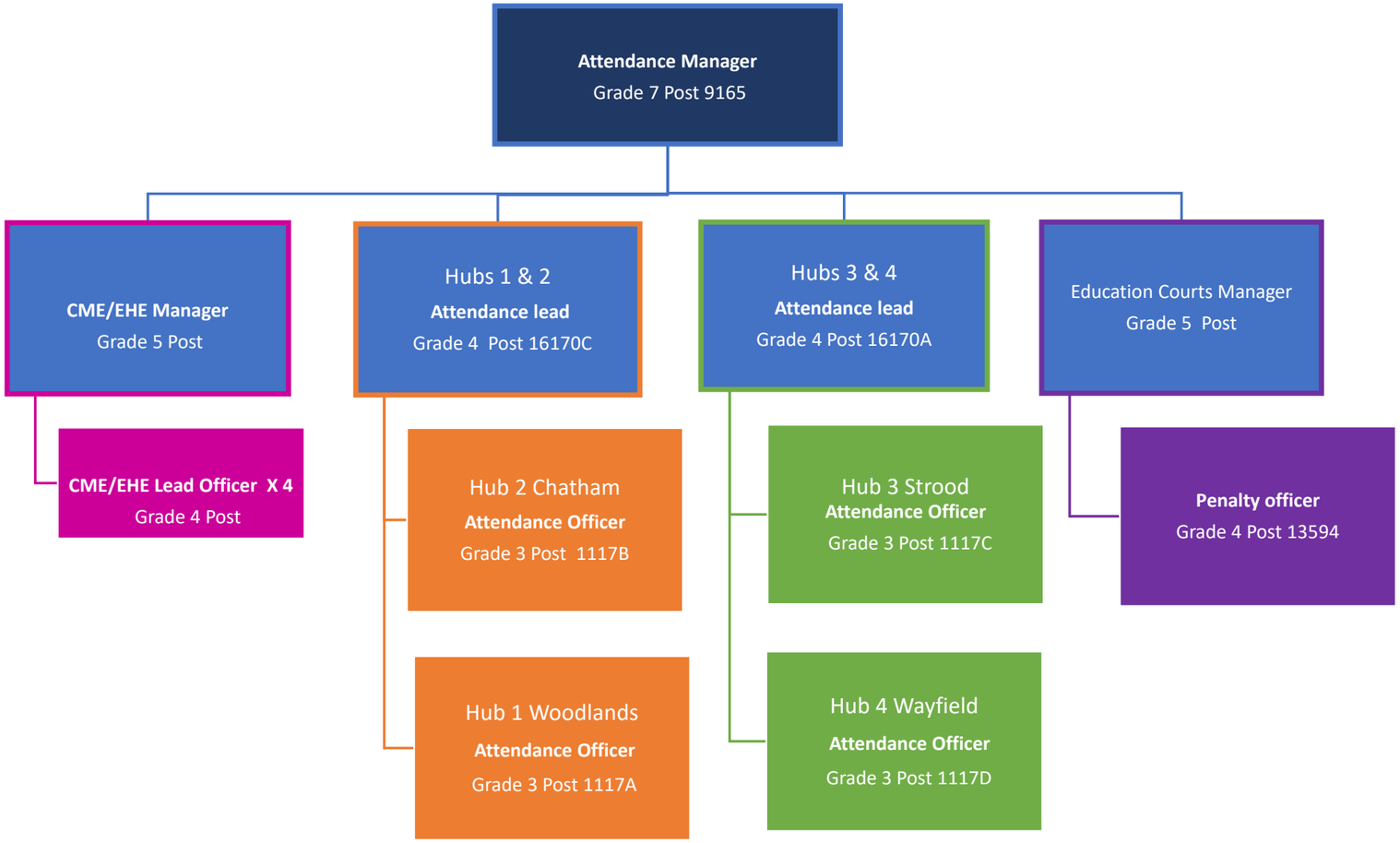
Evidence requirements:

Commented [rm1]: Check and add to the list below any types of evidence that might be used by this team specifically, remove anything that doesn't fit.

Where examples are requested, this should be a **minimum of 3 different pieces of work** (unless otherwise stated), but one piece of work may be used to demonstrate multiple competencies as appropriate. If one individual piece of work does not meet all the required criteria, please ensure additional documentation is provided to evidence all the relevant criteria as detailed in the framework has been met in full.

The discussion / evidence could include, but is not limited to, evidence such as:

- Case files
- Screen shots
- Feedback or testimonials from colleagues
- Meeting notes / minutes
- Spreadsheets
- Project plans
- Feedback from other professionals
- Presentations
- KPI data
- Service Outcomes
- Observation of practice
- Reports
- Witness Statements
- Professional discussion with manager
- Training records
- Email/written correspondence

Evidence may be supplemented with records/manager notes of discussions at 1:1s or by line manager observations

Structure Chart