

Education Training & Employment Officer		
EVIDENCE FOR APPOINTMENT AT LEVEL 3A	EVIDENCE FOR PROGRESSION TO LEVEL 3B	EVIDENCE FOR PROGRESSION TO LEVEL 3C
<u>Qualifications:</u> <ul style="list-style-type: none"> Provide original certificates/ work experience competencies at interview stage 	<u>Qualifications:</u>	<u>Qualifications:</u>
<u>Knowledge:</u> <ul style="list-style-type: none"> Demonstrate at interview stage a strong working knowledge of further education college processes, including entry requirements and transition planning, your understanding of special educational needs procedures, particularly Education Health and Care Plan (EHCP) reviews, and demonstrate a trauma-informed approach to supporting young people, using effective strategies to promote engagement and wellbeing. 	<u>Knowledge:</u> <ul style="list-style-type: none"> Provide 3 examples of specific instances where you tailored applications (e.g., EHCPs, bursary applications, school placements) to meet the needs of vulnerable pupils. Highlight the outcomes achieved or measurable improvements (e.g., attendance, attainment, engagement). Professional discussion describing how you have applied this knowledge in practice (e.g., ensuring compliance with bursary eligibility or PEP processes). Mention any policies or procedures you have helped develop or review and any training or courses you've completed on DfE guidance. 	<u>Knowledge:</u> <ul style="list-style-type: none"> Provide 3 examples showing how you have used the Children Act 1989, Children and Families Act 2014, or Education and Skills Act 2008 to shape advice or policy. For example, show how you have adapted national guidance to fit Medway Council's local offer for care leavers, including education, training, and employment pathways or how you have contributed to or used documents like Pathway Plans, Personal Education Plans (PEPs), or the Local Offer to support care-experienced youth. Provide 3 examples of joint initiatives with the Medway IAG Team, such as NEET tracking, careers fairs, or apprenticeship promotion. Highlight how you have worked with

	<ul style="list-style-type: none"> • Provide 3 examples of wellbeing initiatives you have implemented or supported (e.g., Zones of Regulation, mentoring schemes). Mention any mental health first aid or trauma-informed practice training and share feedback from pupils or staff, or data showing improved wellbeing indicators. 	<p>the Leaving Care Aspirations Officer to support education and employment transitions for care leavers and detail outcomes like increased engagement in training or reduced NEET rates.</p>
<p><u>Experience:</u></p> <ul style="list-style-type: none"> • Evidenced on job application and at interview via scenario-based questions and tasks your experience in working with vulnerable young people to improve educational outcomes and provide high-quality pastoral support. You will also demonstrate your compassionate and proactive approach to supporting young people's wellbeing, engagement, and progression. 	<p><u>Experience:</u></p> <ul style="list-style-type: none"> • Demonstrable experience in the service including consistent performance and attendance at Level A for a minimum of 18 months evidenced through personnel records • Professional discussion describing a high-pressure situation: e.g., safeguarding concerns, urgent placement changes, or crisis interventions. Highlight how you remained calm, prioritised tasks, and supported others and say what was achieved and what you learned from the experience. • Provide 3 examples of using systems or bespoke tracking tools. Detail your role, for example were you inputting, analysing, or reporting data and show how the data was used to 	<p><u>Experience:</u></p> <ul style="list-style-type: none"> • Demonstrable experience in the service including consistent performance and attendance at Level B for a minimum of 18 months evidenced through personnel records • Provide 3 examples of service-wide improvements you have led or contributed to (e.g., new frameworks, quality assurance processes, staff development). Share how you identified gaps or opportunities and proposed solutions and highlight how your work led to long-term improvements in service delivery or outcomes. • Provide 3 examples of working with teams like social care, health, education, IAG, or voluntary sector partners. Explain how you aligned different agencies around common objectives (e.g., reducing NEET rates,

	<p>inform decisions or improve outcomes.</p> <ul style="list-style-type: none"> • Provide 3 examples of reporting progress in different formats, e.g., dashboards, written reports, presentations, or at strategy meetings. Show how your reporting led to action or policy change. 	<p>improving transitions) and share examples of co-developed tools, protocols, or events that improved practice.</p>
<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Evidence at job application and/or competency test at interview your ability to build respectful and professional relationships with young people over time, work collaboratively within team environments, and effectively represent pupil voice in reports and key meetings to ensure young people's views are heard and acted upon. 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Provide 3 case studies e.g., a young person at risk of exclusion, a care leaver unsure about post-16 options, or a pupil with multiple barriers to education detailing how your approach, e.g. how did you assess the situation, consult with others, and present options? Set out what was the result of offering multiple pathways? • Provide a minimum of 5 examples of how you have used your communication and interpersonal skills in a range of situations. For example, agendas, slide decks, or feedback forms from training sessions you have led. Mention how you adapted your communication style for different audiences (e.g., staff, young people, external agencies). 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Provide 3 examples of working with careers advisors, social workers, SENCOs or education professionals, parents or carers that detail how you contributed to transition plans, EHCP reviews, or post-16 pathways. For example provide anonymised versions of transition plans, pathway planning documents, or meeting notes showing joint decision-making. Include feedback from professionals or families that highlight your collaborative approach and planning skills. • Provide 3 examples describing how you identified hidden needs (e.g., mental health, housing, SEND), used tools like Early Help Assessments, Boxall Profiles, or pupil voice and introduced interventions e.g., mentoring, counselling, alternative provision. Show how your

	<p>Highlight occasions when your communication helped resolve conflict, clarify misunderstandings, or drive decisions and include feedback from others praising your clarity, empathy, or professionalism. Also mention any courses or certifications in communication, coaching, or leadership you have achieved.</p>	<p>intervention improved outcomes, such as led to improved attendance, better engagement, reduced exclusions and include feedback from the young person or family. Also detail any training in safeguarding, trauma-informed practice, or SEND that supports your ability to identify and respond to needs.</p>
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