

Hertfordshire County Council

Job Outline



JOB TITLE: Secondary Phase Lead

CONTRACT: Permanent

GRADE: Soulbury 15-18

REPORTS TO: Virtual School Head

TEAM: Virtual School

DEPARTMENT: Children's Services

HOURS: 37 hours per week, 52 weeks (pro rata for part time)

LOCATION: Apsley or Stevenage

Purpose of the Job

To lead a team of Secondary Education Advisors. To contribute to the strategic work of the whole Virtual School alongside the Virtual School Head (VSH) and leadership team, driving up educational standards for Children Looked After (CLA) and Previously Looked After (PLAC) and contributing to the extended duties remit of the VSH.

To lead on the development of outcomes and targeted educational strategies for Children Looked After and PLAC.

To lead on self-evaluation, including the analysis of data in the full range of educational settings, including those with SEN and Disabilities (SEND), and those being educated in Council area schools but in the care of another Council.

To be the secondary operational phase lead, ensuring the Virtual School is up to date with all relevant National and Local policy and guidance from e.g., Ofsted, DfE and regional initiatives.

Main Areas of Responsibility

To support and lead a team of Educational Advisers, providing line management, monthly supervision and relevant CPD support and guidance.

Supporting and challenging schools' senior leadership teams to promote an environment of high expectations and aspiration for all CLA and PLAC through the

school culture and the status of the Designated Teacher, so that relevant statutory guidance and best inclusive practice is embedded.

Advising schools and their governing bodies on effective approaches and interventions and the practicalities of monitoring and improving outcomes for CLA/PLAC, ensuring that DTs have access to all the best educational intervention strategies.

To provide foster carers, social workers, SEND staff and other relevant professionals with knowledge, confidence and understanding of how children with adverse childhood experiences can be particularly supported with learning and achieving their educational potential.

To design and deliver training sessions, briefings and bespoke CPD for senior leaders, designated teachers, foster carers, IROs and other professional individuals and groups as and when required.

To work in partnership with, and effectively direct and evaluate, a range of commissioned services and stakeholders, including MIS, social care and education providers to rigorously track and monitor the attainment and progress of children looked after as if they were in a single school.

To lead effective monitoring, impact assessment and participative evaluation of the work of the Virtual School, analysing and reporting on the progress of all looked after children and identifying actions to improve provision and outcomes. This will include researching, writing and presenting reports for key stakeholders; Councillors, Corporate Parenting Board, Ofsted, Regional Schools Commissioner and other partners and which presents relevant information on achievement as well as a range of stakeholder views.

To provide high level strategic support to the Virtual School Head, leadership team and secondary team to represent the Virtual School at a range of multi-agency meetings.

To provide appropriate and timely information and analysis for the Virtual School Governing Body, Ofsted, DfE, the Director of Children's Services and other professional individuals and bodies.

To support training and professional development so that designated teachers, social workers and carers have high aspirations for CLA and children previously looked after during their school career and beyond.

To work effectively with the Data and Performance Manager to oversee the collation and analysis of attainment, achievement and attendance data and the part time, special school and alternative provision register.

Person Specification

Please provide a supporting statement which includes examples and evidence of when you have demonstrated the attributes listed below.

You will be expected to address each point separately, in the order listed.

If you do not complete a full supporting statement in the requested format, your application may be rejected.

1. Education to Honours degree level, qualified teacher status with at least 5 years' experience and, preferably, an educational leadership qualification.
2. Understanding and experience of how to develop equity and best inclusive educational practice for all children and young people with adverse childhood experiences and in particular, knowledge of how to support the accelerated educational attainment of Children Looked After.
3. Significant experience as a senior educational leader with strategic and management responsibility. Track record of improving educational outcomes for children with adverse childhood experiences.
4. Strong self-awareness and interpersonal, communication and networking skills to build trust in professional relationships. Partnership development skills - working collaboratively and strategically with senior leaders in education and other sectors to promote outcomes for CLA/PLAC and children with a social worker.
5. Ability to research, design/produce and deliver engaging training, presentations, seminars and reports to a range of stakeholders and audiences.
6. Experience of effectively challenging discrimination and promoting equity and inclusion, using evidence-based strategies to close the educational attainment gap.
7. Ability to interpret and analyse key educational data from a range of sources, including RAISEonline, Statistical First Release and Nova. Analytical skills in synthesising qualitative and quantitative data, with support from the Data and Performance Manager, to ensure that the tracking and reporting of pupil progress across different phases is robust and accurate.
8. An understanding of current National and Local Educational initiatives and up to date research about improving outcomes for vulnerable children and young people. Ability to collate, distil and disseminate best practice to schools and other professionals.
9. Proactive and self-directed in preparing information in accordance with the strategic priorities and annual VS activity and meetings schedules, e.g., the Pupil Progress meetings, VS Governing Body, DT conference, Self-evaluation form.

10. Ability to challenge effectively, solve complex problems and find creative solutions, working in partnership with school leaders and other professionals to champion children looked after and previously looked after.

Criminal Background Check

Safeguarding children and adults is of utmost importance to Hertfordshire County Council. The Council requires employees to abide by legislation and best practice to enable Hertfordshire to achieve this. This role has been identified as requiring a Disclosure & Barring Service (DBS) check or Basic Disclosure. You must therefore ensure that any relevant criminal record check application is completed and returned as requested by the Council, as this is deemed a contractual requirement of employment. In addition, you consent to allow the Council to retain a copy of the disclosure certificate within your personal file.

It is a contractual obligation to disclose any cautions, reprimands or convictions and to update your manager of any changes to your status whilst in employment. Enhanced DBS roles will be reviewed periodically during employment, by means of DBS Dip Sample or three yearly rechecks. Failure to disclose changes to your status may be detrimental to your employment and you may be subject to disciplinary action.

Please note that additional information referring to the check is in the guidance notes to the application form. If you are invited to interview you will receive more information.

Diversity & Inclusion

Hertfordshire County Council is committed to making inclusion part of our DNA, both as a large employer of people and as a provider and commissioner of services.

We strive to positively promote diversity and inclusion across the delivery of services and within our workforce. We want everyone at work, regardless of their background, identity or circumstances to have a sense of belonging to the organisation. We want all employees to feel valued, accepted and supported to succeed at work and reach their full potential.

Health and Safety

It will be the duty of every employee while at work to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work.

Additional Information: Code of Practice on the English Language Requirements for Public Sector Workers

Public Authorities must ensure that all members of staff in customer facing roles, whatever their nationality or origins, are able to communicate the English language fluently with the general public, verbally and in written format (access needs will be met for those with a disability).