**Job Title: Looked After Children Education Advisor (Soulbury 2-4)**

***(Early Years/Primary or Secondary/Post-16)***

Part-time (0.6-0.8)

|  |
| --- |
| **Job Purpose**  To assist the Head in monitoring and championing the educational needs of Sutton Looked After Children, through direct work on Personal Education Plans and through organisation of additional support and deployment of resources where required. This role will support the continuous improvement and development of the Virtual School through support and challenge of all professionals within the Personal Education Plan process, and through audit and quality assurance activities to enhance outcomes for Sutton’s Looked After Children and drive up standards. |

|  |
| --- |
| **Main Duties and Responsibilities**   1. To be responsible for a caseload of Looked After Children, liaising with and advising individual Designated Teachers and Social Workers, ensuring that PEP meetings are organised and PEPs written by the Designated Teacher which are of a high quality: to attend PEP meetings as required. 2. To provide targeted advisory case work for Looked After Children on the allocated caseload, providing additional liaison or outreach in line with needs of children, schools and carers, and acting as commissioner when required to secure and monitor additional support through use of Pupil Premium. 3. To use advisory role to secure timely school admissions for all Looked After Children on caseload, and to progress additional timely assessments or requests for Statutory Assessment in line with the needs of the child. 4. To monitor and maintain an overview of quality of all Personal Educational Plans on allocated caseload, providing a monthly analysis of quality of PEPS for the Virtual School Head, and where quality is less than satisfactory, taking corrective action. 5. To be responsible together with the Head for scrutinising and monitoring the work of the Virtual School within current legislation, regulations, guidance, practice, standards and national and local priorities. 6. To lead on quality assurance and audit activities within the Virtual School to drive up standards and to assist the Head in self-evaluation and service improvement in line with the Virtual School Improvement Plan. 7. To be responsible for monitoring attainment and progress of LAC against national and local outcomes and to ensure ‘best practice’ in the collection and use of management information: to maximise the effectiveness of existing systems and processes for data collection and analysis. 8. All other reasonable requests as required/made by your line manager. Some tasks listed in this job description are subject to change. |
| **Person Specification.**   * Specific knowledge and experience in at least one phase or specialism in education, to include one or more of the following: * Early Years Foundation Stage * Primary * Secondary * Special Educational Needs and Disabilities * ESOL * Careers * Post-16 Education (16-19 and Higher Education). * Qualified Teacher status and any other qualification appropriate to the phase (Early Years, SEN, Post-16). * Knowledge of the phases and pathways through education, from Early Years to Post-16 and beyond and an understanding of the assessment outcomes for each phase or setting and prerequisites for progression. * Knowledge of effective strategies and their implementation to meet the needs of Looked After Children. * Experience in personalised planning and differentiation for a range of special education needs. * Experience in self-evaluation and formulating development plans. * Ability to use data and technology efficiently and effectively; experience of electronic assessment database for data collection and analysis. * Ability to analyse data for allocated caseload, identifying trends and suggesting appropriate action in the best interests of the individual LAC and inform continuous improvement of the Virtual School. * Ability to use data analysis to inform PEP Targets and improve the attainment and progress of LAC. * Ability to communicate effectively, both orally and in writing across a variety of situations. * Ability to work flexibly and to adapt to the different working arrangements of schools, Social Services and the LA and to respond to the reasonable requests made by your line manager. * Some tasks may be subject to the changing needs of the service. |