**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL**

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| **JOB PROFILE DEPARTMENT: Children’s Services** | **SERVICE GROUP: Education and Learning** |
| **POST TITLE:**  **Head of the Virtual School for Children Looked After** | **REPORTS TO:**  **Education and Learning Strategic Manager** |
| **GRADE: Soulbury 21-24(+3SPA)** | **SAP POSITION NUMBER :** |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

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| **Key Purpose of Post:** |
| * Ensure effective education for children for whom the Council is the corporate parent, by leading, supporting and challenging Headteachers and school based designated lead teachers. * Work in partnership with senior managers, social workers, carers and elected members to secure the best possible educational provision and outcomes for Children Looked After, as well as those children and young people placed in Bradford by other Local Authorities. * Lead and develop strong, forward thinking partnership arrangements with external bodies from the public and private sector locally, regionally and nationally in order to engage others in supporting and improving the outcomes for Children Looked After. |
| **Main Responsibilities of Post:** | |
| * Strategically lead the Virtual School for Children Looked After (CLA) Team ensuring the team contributes to the raising of attainment for all Bradford CLA wherever they are placed and Children Looked After by other authorities attending Bradford schools. * Work with all partners to promote a vision and shared responsibility for the aspirations and achievement of all CLA in the District. * Analyse the attainment and progress of children who are looked after by the authority and those being educated in the authority but in the care of another, including those with SEN and disabilities, in the full range of educational settings, as though they attended a single ‘virtual school’. Use the analysis to identify, support and challenge schools, settings and colleges where CLA ‘on roll’, and those previously looked after, are doing less well than those in similar institutions. * Monitor and direct the admissions for Bradford CLA ensuring they are placed in institutions which best meet their needs. * Work in partnership with other key services and staff to improve the attendance, emotional well-being and safety for Bradford CLA. * Work closely with Social Workers to raise their awareness about the importance of education, including early years' provision for children in care, and ensure that they treat it as a high priority as well as ensuring they have the knowledge and/or are supported to challenge exclusions through attendance at discipline committee meetings, or independent appeals. * Provide professional leadership and development for designated lead teachers and organise training events for school staff, early years' providers, carers and Social Workers to increase their awareness of the diverse educational needs of CLA dispelling myths and stereotypes about their capacity to succeed. * Be proactive in disseminating good practice about the provision for children in care ‘on roll’, especially in relation to supporting schools, settings and social workers to have high aspirations for them during their school, or early years and in progression to further and higher education or career. * Be responsible for monitoring, sanctioning and recording any expenditure from the Virtual School budgets including the spend of the Pupil Premium Plus funding for supporting the education of young people in care. * Ensure the local authority fulfils its duties in promoting the education of children previously looked after. * As the LA representative, attend network meetings for lead officers of CLA and share the good practice with staff and educational settings. * Contribute and participate in corporate policies and initiatives that drive the council’s commitment to improving life chances and outcomes for CLA * Secure the implementation of the Council’s commitment to equal opportunities and promote non-discriminatory practice in all aspects of work undertaken. * Ensure the effective use of management information in order to support decision making and long term planning for Children Looked After. * Ensure social workers, designated lead teachers and schools, carers and Independent Reviewing Officer understand their role and responsibilities in initiating, developing, reviewing and updating the child’s Personal Education Plans (PEP) and how they help meet the needs identified in that PEP | |

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| **Structure:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  | HT VS  F/T |  |  |  | |  |  |  |  |  |  |  | |  |  |  | DHT VS  F/T |  |  |  | |  |  |  |  |  |  |  | |  | Primary Lead  F/T |  | SENCo  F/T |  | Secondary Lead  F/T |  | |  |  |  |  |  |  |  | | Post 14 +  Advisor  (0.5) |  | Specialist Teacher (Children’s Homes (0.2) |  | 5 x teachers  F/T – primary and secondary |  | 1 x SEN support officer HLTA | |  |  |  |  |  |  |  | | Data & Attendance Lead x2 (30 hrs, 1 term time, one F/T  Level 7 |  | Business Support x1 F/T  Level 6 |  |  |  |  | | | | | |
| **Special Knowledge Requirement: Essential for shortlisting** | | | | |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column** | | | | |
| Due to the Government’s Fluency in English, posts where employees speak directly to members of the public are required to meet the Advanced Threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public.  The person is able to demonstrate that they can, during the interview, express themself fluently and spontaneously. | | | X |
| Carry out the working practices, procedures and basic operations across a specialist area, or number of specialist areas, to raise the achievement of CLA in Bradford | | | X |
| Understand and implement strategies to support colleges, schools and other providers to raise the achievement of Bradford CLA | | | X |
| Produce and analyse statistical and performance-related data in support of the service provided to schools in order to promote improved outcomes for CLA. | | | X |
| Use, interpret, analyse and communicate complex information from a variety of sources. | | | X |
| Understand and implement legislation, policies and procedures relating to child protection, health and safety and security, confidentiality and data protection. | | | X |
| Integrated Working – Working with others in the children and young people’s workforce to put the child at the heart of decision making, offering help at the earliest point:   * Communicating well, sharing appropriate, succinct, objective information and analysis to aid joint decision making * Being proactive, persistent and prepared to challenge and be challenged | | | X |
| **Relevant experience requirement: Essential for shortlisting** | | | | | |
| The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the Advanced threshold level outlined under Special Knowledge above. | | | | | |
| 5 years teaching experience | | | | | |
| 3 years school or LA managerial experience | | | | | |
| **Relevant professional qualifications requirement: Essential for shortlisting** | | | | | |
| Qualified Teacher Status | | | | | |
| Graduate level or equivalent | | | | | |
| Significant post graduate training and development, particularly in relation to school improvement and a personal commitment to continuing professional development | | | | | |
| **Core Employee competencies at manager level to be used at the interview stage.** | | | | | |
| **Carries Out Performance Management** – covers the employee’s capacity to manage their workload and carry out a number of specific tasks accurately to a high standard. | | | | | |
| **Communicates Effectively** - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information, building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. | | | | | |
| **Carries Out Effective Decision Making** - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work. | | | | | |
| **Undertakes Structured Problem Solving Activity** - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships. | | | | | |
| **Operates with Dignity and Respect** - covers treating everyone with respect and dignity, maintaining impartiality and fairness with all people and an awareness of the barriers people face. | | | | | |
| **Management Competencies: to be used at the interview stage.** | | | | | |
| **Operates with Strategic Awareness** Our managers work with others using corporate priorities and policies in a joined up way, internally and externally. The work democratically, transparently and accountably. | | | | | |
| **Practices Appropriate Leadership** Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self-interest for the sake of the team or service. They consider serving the District in all that they do. | | | | | |
| **Delivering Successful Performance** Our managers monitor the performance of services, teams and individuals against targets and celebrate great performance. They promote the District’s vision and work to achieve the Council’s values and agreed outcomes. | | | | | |
| **Applying Project and Programme Management** Our managers work to ensure that outcomes and objectives are achieved within desired timescales and make best use of resources, taking a positive approach to contingency planning. | | | | | |
| **Developing High Performing People and Teams** Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals. | | | | | |
| **Working Conditions:** | | | | | | |
| The post-holder will be required to work as and when necessary, including weekends or out of office hours on some occasions.  Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. | | | | | | |
| **Special Conditions:** | | | | | | |
| This post will require an enhanced DBS check. | | | | | | |
| **Compiled by:**  **YU**  **Date: March 2019** | **Grade Assessment Date:** | **Post Grade: Soulbury 21-24 (+3SPA)** | | | | |