Kent County Council
Job Description: Virtual School Kent Education Support Officer

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Directorate:	**Children, Young People and Education**
Unit/Section:	**Children's Countywide Services - Virtual School Kent**
Grade:	**KSE**
Responsible to:	**VSK Team Lead**

Purpose of the Job:

The primary focus of the post is to promote the educational engagement, attainment and progress of pupils who are either:

- in care to Kent or
- who left care under a permanency order or
- who have or have had a social worker

to achieve the best outcomes for each pupil or cohorts of pupils and to promote the voice of the child and their wellbeing.

Main duties and responsibilities:

- Have a sound knowledge of the National Curriculum, attainment and progress measures and provide advice, support and training to professionals in children's networks, schools, colleges, and other educational institutions to attain best possible outcomes in education, promoting individual achievement and wellbeing, including challenge where necessary.

- Record relevant data within given timescales to enable tracking, monitoring, interpretation and evaluation of the information and contribute to decisions about any resulting action to be taken sharing feedback and best practice with their team.

- Attend training sessions as required by VSK and KCC and be accountable for maintaining and improving individual practice and performance in line with professional development targets as agreed with line manager through supervision and use CPD opportunities to develop their own knowledge and understanding of areas associated with education or well-being of children and young people.

- Improve awareness of, and access to, specialist services within children's networks by signposting to professional advice and guidance on education, training and employment, including facilitating training for educational providers and other professionals in conjunction with team lead and in collaboration with specialist providers where necessary.

- Have excellent and effective communication skills whilst working in a range of professional meetings in partnership with others and reporting to team lead, as necessary.

- Be able to work autonomously and as part of a team and be able to prioritise workload to meet deadlines and ensure children are well supported, understand and have responsibilities for safeguarding matters following KCC regulations and to understand when to escalate and how to do this.

- Promote good attendance, using the guidance '*Working together to improve School Attendance'* where appropriate, seeking advice, responding to concerns and escalating where necessary, including advocating for stability of placement at school or college and ensuring any transition is supported to make sure that the child / YP is fully supported during the transition and any impact to continuity of education is minimised.

- Be able to advise of basic funding matters pertinent to the workstream to include measuring impact where relevant

- Be aware of the aims and objectives recorded in the VSK whole school development plan and contribute to achieving these through the area/ team development plan

- Ensure the voice of the YP is recorded and heard and that the YP's wellbeing and learning are at the centre of all decisions and actions taken by the network

- Promote the 6 key principles of the NNSP

In addition there are role specialisms within the ESO workstream for Post 16, Area teams (working with statutory school age children), KS4 progression advisors, and the Advisory Team.

Footnote: This job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

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Person Specification: Virtual School Kent Education Support Officer

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	• Meet Higher Level Teaching Assistant standards – see tda document "Professional standards for HLTA status" for further information. • Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ2
EXPERIENCE	• Successful relevant experience of working with children of relevant age within a learning environment.
SKILLS AND ABILITIES	• Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative. • Must be flexible with effective time management skills. • Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations. • Have a creative approach to problem solving and use this to inspire and motivate pupils. • Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing. • Must have ability to critically evaluate own performance.
KNOWLEDGE	• Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing national curriculum and other relevant learning programmes. • Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.
KENT VALUES AND CULTURAL ATTRIBUTES	**Kent Values:** • We are **brave.** We do the right thing, we accept and offer challenge • We are **curious** to innovate and improve • We are **compassionate**, understanding and respectful to all • We are **strong together** by sharing knowledge

	• We are all **responsible** for the difference we make Our values enable us to build a culture that is: **Flexible/agile** - willing to take (calculated) risks and want people that are flexible and agile **Curious** - constantly learning and evolving **Compassionate and Inclusive** - compassionate, understanding and respectful to all **Working Together** - building and delivering for the best interests of Kent **Empowering -** Our people take accountability for their decisions and actions **Externally Focused** - Residents, families and communities at the heart of decision making