

## Kent County Council

Job Description: *Turn Around Education, Training & Employment (ETE) Officer*

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<b>Directorate:</b>	<b>Children, Young People and Education</b>
<b>Unit/Section:</b>	<b>Adolescent Services/Youth Justice</b>
<b>Grade:</b>	<b>KR7</b>
<b>Responsible to:</b>	<b>Turn Around Practice Supervisor</b>

### **Purpose of the Job:**

Turn Around is a national crime-prevention programme, with a commitment by the Ministry of Justice for funding until the 31<sup>st</sup> March 2025. The programme is aimed at bolstering the holistic Early Help response to children who are at risk of offending and re-offending but have not previously received statutory Youth Justice intervention. The programme requires accurate, timely data returns and evaluation.

In Kent, our approach will enhance the Adolescent Early Help offer to those children who meet the MOJ 'Turn Around' criteria.

Turn Around staff will represent the Local Authority in constructively challenging and supporting ETE providers to progress part time timetables to meet the needs of children so that those children can succeed in ETE, be aspirational for their future, and desist from offending and re-offending.

The post holder is responsible for supporting children and families, engaging and motivating parents and carers to encourage their children to engage in suitable education, training and employment (ETE).

### **Main duties and responsibilities:**

- Accountable to their Practice Supervisor for their time keeping, development and performance including quality standards of practise and record keeping.
- Responsible for intervention with children and their families, working alongside Adolescent Early Help, to improve the education, training, or employment (ETE) offer and engagement of the identified children.
- Work directly with the children, their families, and providers (including schools) to ensure children have an appropriate offer of ETE, and to provide support which overcomes barriers to re-integration, attendance and/or engagement.
- Responsible for engaging and challenging providers (including schools) to ensure children have an appropriate offer of ETE, and to provide support which overcomes barriers to re-integration, attendance and/or engagement.
- Provide advice, consultation and supportive challenge for colleagues and partners working in accordance with current research and theory to ensure evidenced based practice (trauma informed, strength based and solution focused).
- Develop, enhance and maintain excellent working relationships with key/core statutory partners, locality specific service providers, stakeholders, partner agencies (e.g. Police, Education) and the wider community, ensuring positive outcomes for children.

- Work collaboratively with other services who offer support to children. The Turn Around cohort will be those who, in addition to meeting the MOJ defined criteria, have insufficient access to, or aren't engaging in education or training. Ensure that assessments, plans and delivery of services with and to children is part of a coordinated, shared approach with parents/carers and other services.

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: *Turn Around Education, Training & Employment (ETE) 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
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>• GCSE at A*-C or equivalent in Maths and English</li><li>• Level 3 Diploma in Health and Social Care or equivalent qualification or relevant experience</li></ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"><li>• Practitioner experience in a relevant community role (youth work; social work; early help; family support; youth justice, education) including:<ul style="list-style-type: none"><li>- Mediating, or reducing conflict between parents/carers and adolescents</li><li>- Collaborating with parents/carers to be motivated, aspirational and to implement appropriate boundaries (such as ETE attendance)</li><li>- Successfully engaging and motivating vulnerable, resistant, and challenging adolescents with complex needs</li></ul></li><li>• Extensive: establishing and maintaining professional, productive relationships with education, training, or employment providers</li></ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"><li>• Excellent interpersonal skills and communication skills both oral and written, which establish positive and effective working relationships with challenging children, parents/carers</li><li>• Integrity to professionally challenge and offer a supportive and critical perspective whilst delivering difficult messages with sensitivity</li><li>• Ability to negotiate, mediate, advocate and influence Working collaboratively with multi agency partners</li><li>• Ability to keep timely, accurate, professional records, using non-blaming language</li><li>• Ability to use technologies such as email, data recording systems</li><li>• Flexibility to work your hours in times that meet the needs of the target children and families</li><li>• Ability to understand and apply ETE legislation and help families navigate</li></ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"><li>• Knowledge of child-first, trauma-informed, solution-focused, relationship-based, and restorative approaches</li><li>• Understanding of the legal framework and practise approaches relating to education attendance and</li></ul>

	<p>exclusions, including part time timetables</p> <ul style="list-style-type: none"> <li>• Insight into how children can pose a risk of harm to others, and how to address, mitigate and manage risk</li> <li>• Awareness of, and ability to implement safeguarding responsibility</li> <li>• Working knowledge of data protection regulations (GDPR), information governance and confidentiality</li> <li>• Working knowledge of Special Educational Needs landscape including EHCPs and school transport</li> </ul>
<b>KENT VALUES AND CULTURAL ATTRIBUTES</b>	<p><b>Kent Values:</b></p> <ul style="list-style-type: none"> <li>• We are <b>brave</b>. We do the right thing, we accept and offer challenge</li> <li>• We are <b>curious</b> to innovate and improve</li> <li>• We are <b>compassionate</b>, understanding and respectful to all</li> <li>• We are <b>strong together</b> by sharing knowledge</li> <li>• We are all <b>responsible</b> for the difference we make</li> </ul> <p>Our values enable us to build a culture that is:</p> <p><b>Flexible/agile</b> - willing to take (calculated) risks and want people that are flexible and agile</p> <p><b>Curious</b> - constantly learning and evolving</p> <p><b>Compassionate and Inclusive</b> - compassionate, understanding and respectful to all</p> <p><b>Working Together</b> - building and delivering for the best interests of Kent</p> <p><b>Empowering</b> - Our people take accountability for their decisions and actions</p> <p><b>Externally Focused</b> - Residents, families and communities at the heart of decision making</p>