

Role Title	Virtual School Learning Advocate
Job Family	Children's Services
Competency Level	All Colleagues
Scale	SO2
<p>Purpose</p> <p>Working under guidance to provide:</p> <ul style="list-style-type: none"> • support for children within the Virtual School's remit, including children looked after, children with a social worker, children in kinship care and previously looked after children who need help to overcome barriers to learning • support to enable the children to progress academically and socially and to achieve to their full potential <p>To support the education and welfare of vulnerable children as directed by the Headteacher and Assistant Headteacher of the Virtual School, having due regard to the Virtual School's aims, objectives, schemes of work and policies, and relevant national requirements.</p> <p>In this role you will be working with cohorts of children from across the Virtual School's remit, including children in care, children with a social worker, and children in kinship care or previously looked after children.</p> <p><u>Outcome</u></p> <ul style="list-style-type: none"> • Social Care practitioners more confident in challenging schools where appropriate • Social Care practitioners have a better understanding of the education processes • Impact positively on persistent absence, supporting and enabling change • School knowledge & understanding of safeguarding processes around vulnerable children is developed. 	
Generic Accountabilities	End Results/ Outcomes
Deliver a specialist aspect of service delivery, which engages customers / stakeholders and enables them to make effective use of the service.	<p>The service is delivered to the quality, organisational and professional standards required</p> <p>Customer / stakeholder expectations are managed in relation to what can be delivered.</p> <p>The service meets organisational requirements and reflects customer / stakeholder requirements / needs, within organisational constraints.</p>
Maintain all required records and information. Analyse and interpret complex information, for input into reports.	<p>Procedures are adhered to and all information is correctly recorded and processed.</p> <p>Accurate, complete and relevant information / records / reports are provided for internal and/or external use.</p>

<p>Develop specialist documents / materials / activities to support / promote the service area.</p>	<p>All materials / activities are delivered to the required standards and timescales.</p> <p>Communications are clear, well planned and effectively targeted.</p>
<p>Create document, reports, correspondence from the information provided, using standard formats and software</p> <p>Provide advice and guidance to colleagues, customers and stakeholders. Manage escalated or complex children's issues within the specialist area.</p>	<p>All materials are produced to the required legislative and or Council standards and timescales.</p> <p>Recorded information is accurate.</p> <p>Expert advice, information and support are provided on the full range of issues within the field of expertise.</p> <p>Queries and issues are effectively managed.</p> <p>Appropriate action is taken to resolve any issues</p> <p>Stakeholders are satisfied.</p>
<p>Maintain information systems which support the specialist area. Contribute to the development of these systems.</p>	<p>Reports are accurate, complete and meaningful.</p> <p>Changes to systems, are identified and recommended.</p> <p>Systems meet operational requirements</p>
<p>Work closely with others to analyse changing cohort and organisational requirements.</p>	<p>Work is carried out in a way that is safe and without risks to health.</p> <p>Young people's requirements are identified and documented.</p> <p>Improvement opportunities are identified and recommended.</p>
<p>Act in accordance with all policies and procedures which apply to the job and understand the reasons for this.</p> <p>Young people's requirements are identified and documented.</p> <p>Aspirational opportunities are identified and recommended.</p>	<p>All policies and procedures are complied with.</p> <p>Specialist work area reputation is maintained or enhanced.</p> <p>Stakeholders are engaged with activity relevant to them.</p> <p>Positive feedback is received from stakeholders.</p> <p>Best practice is shared.</p>

<p>Communicate effectively with internal and/or external services and stakeholders.</p> <p>Provide information and resolve problems, within scope of role.</p> <p>Carry out all duties and responsibilities with reasonable care for the health and safety of self and others and report any potential hazards or unsafe practices to line manager.</p>	<p>Work is carried out in a way that is safe and without risks to health.</p>
<p>Job Specific Accountabilities:</p>	
<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • To work with children, young people and the adults around them to support them to have high aspirations and to achieve their potential • To establish productive working relationships with children and young people, acting as a role model • To develop and implement a range of interventions and mentoring for young people in need of support • To promote positive behaviour and attendance • To work creatively with young people to address a wide range of needs and strengths • Under the guidance of the Virtual School Headteacher, assist in ensuring that Pupil Premium Plus is spent effectively 	<p>Young people have equality of opportunity to achieve their potential</p> <p>Relationships are developed between the young people and the Virtual School Learning Advocate</p> <p>The Team Around the Child challenges and motivates the young person, promoting and reinforcing self-esteem</p> <p>Young people's short and long-term goals are given appropriate weight in care and educational planning</p>
<p>EDUCATION PROVISION</p> <ul style="list-style-type: none"> • To support provision for young people with SEND • To advise schools, social workers and families on the reintegration of 	<p>Education transitions are managed effectively for the benefit of young people.</p> <p>Cohort-wide interventions are in place to maximise young people's achievements</p>

<p>young people who have been excluded from or absent from school</p> <ul style="list-style-type: none"> • Support with the process of applying for In year school admission ensuring all young people have access to outstanding or good education provision • To support young people at times of educational transition 	<p>Appropriately challenge and support schools for young people they are considering excluding and apply statutory legislation and guidance. Applications for schools are made in statutory time frames, including in year admissions</p>
<p>EDUCATION PLANNING</p> <ul style="list-style-type: none"> • To lead on the development and implementation of Personal Education and other education plans • Quality Assure the Personal Education Plans in accordance with the QA process of the Virtual School 	<p>Young people have an up-to-date comprehensive Education Plan with plotted progress and expected age related attainment outcomes. Young people make expected or accelerated progress. Take decisive action when progress is not achieved.</p>
<p>SCHOOL SUPPORT</p> <ul style="list-style-type: none"> • To establish and maintain constructive relationships and ongoing communication with Designated Teachers and key professionals in school • To provide expert advice and guidance to schools about a child's needs and strategies to meet them • To liaise with schools to gather information about the progress of young people, taking account of local protocols and statutory guidance • To hold schools to account and to challenge them if the young person is not making or exceeding expected progress in relation to the agreed strategies • To apply legislation and statutory guidance when working with schools / colleges to encourage increased levels of attendance and reduced numbers of exclusions • To ensure schools are providing the support agreed in PEPs and 	<p>Relationships are developed between schools and Waltham Forest Virtual School, improving the outcomes for young people</p> <p>Schools are trained to understand legislation pertaining to children in and on the edge of care and how it applies to their setting via termly Teacher Training events</p> <p>Information about young people is shared appropriately with schools and colleges with high regard to the need for confidentiality</p> <p>Schools and colleges are challenged and supported to enable young people to achieve their potential</p> <p>Wider professional networks are included to ensure a wrap-around strategy is agreed and implemented to affect best outcomes for young people, taking into account potential home moves.</p>

<p>are using the pupil premium effectively</p>	
<p>PROFESSIONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> • To establish constructive relationships and communicate with other agencies/professionals, in liaison with the line manager, to support achievement and progress of young people • To establish constructive relationships with social care, with parents/foster carers, exchanging information, facilitating support for young people's attendance, access and learning and supporting home to school and community links • To attend and organise other meetings as necessary, including professional meetings, strategy meetings, and SEND meetings, ensuring that the educational needs of young people are fully considered 	<p>Skilled professionals around the young person are better equipped to understand and support their learning profile and are able to respond to need more flexibly.</p> <p>Effective joint working takes place between the Virtual School and other professionals to ensure that young people are at the centre of all planning and decisions</p> <p>Improved life chances for young people</p> <p>The adults around the child are supported and empowered to advocate for their children's education</p>
<p>VIRTUAL SCHOOL SUPPORT</p> <ul style="list-style-type: none"> • To manage a caseload of children in care alongside leading on advising schools and other services for, and supporting adoptive parents, special guardians and kinship carers of, children in need of support for their children's education. • To attend and participate in regular meetings • To participate in training and other learning activities as required • To organise and develop training for school staff, parents/carers and social care colleagues • To supervise young people on visits, trips and out of school activities as required • To liaise and work in partnership with professionals from social care, school pastoral teams and other agencies and services who 	<p>The Virtual Headteacher is able to discharge their statutory duties effectively and has access to a wider team of specialist workforce able to act as a voice across Local Authorities.</p>

<p>have responsibility in relation to young people</p> <ul style="list-style-type: none"> • To be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested • To attend to essential administrative tasks associated with the role • Any other reasonable duties which the post holder's line manager may determine from time to time 	
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Nature of Contacts

Ensure the necessary standards relating to safeguarding best practices/protocols are effectively communicated, monitored and maintained as relevant within the scope of this post.

Involves supporting and guiding school staff, foster carers, and young people to ensure a successful service

Involves direct contact with young people including dealing with challenging situations where influence may be needed.

Liaise with and/or advise senior members of staff regarding service issues, problems and processes.

Interact with people at all levels confidently, sensitively and diplomatically.

Procedural Context

Act within guidelines and standard procedures with discretion to allocate or otherwise organise work to meet service delivery requirements.

Working within laid down procedures and deals with day-today issues without always referring to others.

Decisions will be made based on Council and legislative policies and procedures

Responsible for meeting performance standards within a policy framework and regulatory guidelines.

Occasionally the post will be expected to work from other locations

Key Facts and Figures

- This post demands a high level of flexibility, a positive attitude and ability to adapt to changes due to service needs.
- The post holder will be required to travel frequently to schools and meetings inside and outside of the borough, with the expectation that they will normally spend 3 days a week working in-person in offices or locations around the borough.
- They will on occasion be required to work outside of office hours e.g. supporting the team at public events or at offsite meetings or events.

Resourcing

Budget Responsibilities: Nil

Supervisory Responsibilities: Nil

Knowledge, Skills and Experience

Knowledge:

- Knowledge of Children's Services and schools.
- Knowledge of the role of the Virtual School.
- Knowledge of the barriers that Children in Care and children with a social worker have to overcome
- Knowledge of how to support children and young people through educational transitions
- Knowledge of statutory guidance and legislation relating to education and schools as well as in relation to Children in Care and Care Planning
- Understanding of the SEND Code of Practice.
- Understanding of Key stages of development

Skills:

- Ability to work with the minimum of supervision.
- Excellent inter-personal and communication skills, both orally and in writing.
- Ability to prioritise and be highly organised.
- Ability to be solution focussed and proactive.
- Ability to establish productive professional relationships with a range of professionals, including teachers, social workers and foster carers.
- Ability to successfully implement strategies to support children to have high aspirations and achieve, behave and attend well in school, and other settings.
- Ability to be approachable and flexible.
- Have the appropriate ICT skills to perform the role effectively

- Have the skills and determination to make a significant difference to the lives of vulnerable children and young people
- Ability to play a key role in a proactive and supportive team
- Ability to contribute to the personal and social development of vulnerable children and young people

Experience:

Essential

- Experience of establishing successful learning relationships with children and young people across the ability range, including those with challenging behaviour
- Experience of working in an education setting

Desirable

- Lived experience of contact with children's social care
- Experience of multi-agency work e.g children's social care, SEND Services, CAMHS
- Classroom teaching experience

Indicative Qualifications

Numeracy and literacy qualification to at least degree level standard

The above profile is intended to describe the general nature and level of work performed by employees in this role. It is not intended to be a detailed list of all duties and responsibilities which may be required. This role profile will be supplemented and further defined by annual objectives, which will be developed in conjunction with the post holder. It will be subject to regular review and the Council reserves the right to amend or add to the accountabilities listed.