

Education Welfare Officer

Grade 8

Our Vision

A county where big ambitions, great connections and greener living give everyone the opportunity to prosper, be healthy and happy.

Our Outcomes

Everyone in Staffordshire will:

- Have access to more good jobs and share the benefit of economic growth
- Be healthier and more independent for longer
- Feel safer, happier and more supported in their community

Our Values

Our People Strategy sets out what we all need to do to make Staffordshire County Council a great place to work, where people are supported to develop, flourish and contribute to our ambitious plans. Our values are at the heart of the Strategy to ensure that the focus is on what is important to the organisation and the people it serves:

- Ambitious – We are ambitious for our communities and citizens.
- Courageous – We recognise our challenges and are prepared to make courageous decisions.
- Empowering – We empower and support our people by giving them the opportunity to do their jobs well.

About the Service

Our aim is to create an environment where families are supported to stay together safely and live well in their communities by building on their strengths.

This is the right thing to do. Families tell us they do not want to be in services and evidence says that lives are better when needs can be met early within the family or community.

Working in this way is also more sustainable. We can support more families to live better lives if we focus on addressing needs as early as we can.

About Attendance and Inclusion

In Staffordshire we want our children to have the best opportunities to be successful in education, through being supported by people who have high aspirations for them at all stages of their education.

We want our young people to have a good education experience, in great settings where they understand the impact and potential barriers to attending and achieving in education due to the life experiences that our children may have had. As a team we work closely with our partners to ensure that they understand and support us in our role to address the barriers to education and promote a positive culture towards attendance and attainment.

The services are guided by statutory and non-statutory guidance to promote the attainment and progress of our children.

Reporting Relationships

Responsible to: Education Welfare Practitioner Lead, Deputy Head of attendance and inclusion

Key Accountabilities:

- To act as children's education advocate and to facilitate the educational partnership between home, school, community and Local Authority, by support, liaison and negotiation; and where conflict arises to give paramount consideration to the interests of the child.
- To support and under the direction of the Education Welfare Practitioner Lead / Deputy Head – Attendance and Inclusion take statutory action over non-attendance cases when necessary, including presentation of cases in court, under the Education Act 1996 and the Children Act 1989; and to be the designated supervisor for Education Supervision Orders.

- Inspection of maintained school registers as required.
- To support and under the direction of the Education Welfare Practitioner Lead /Deputy Head – Attendance and Inclusion, take statutory action for the Local Authority in delivering its statutory functions with regard to Elective Home Education and Children Missing Education.
- Support the Local Authority in the delivery of its functions regarding children missing education
- To participate in the delivery of child entertainment and employment statutory functions of the Local Authority, undertaking site visits and promoting the safeguarding and welfare of children.
- To advise and support schools in the implementation of School Attendance Regulations
- To participate in child protection procedures, as appropriate, including making contribution to the design and implementation of child protection plans.
- Support the Local Authorities Education Safeguarding Officer to review school's response to meeting their safeguarding responsibilities, and support the implementation of improvements where these are identified as necessary
- To contribute to Early Help activity where appropriate.
- Acquire knowledge/expertise in agreed specialist area(s) of education practice as agreed with Education Welfare Practitioner Lead /Deputy Head – Attendance and Inclusion
- To maintain all appropriate records, prepare assessments and reports; and provide statistics as required.

- The post holder will carry out any other reasonable duties within the overall function commensurate with the grading and level of responsibilities of the post.

Professional Accountabilities:

The post holder is required to contribute to the achievement of the Council objectives through:

Financial Management

Personal accountability for delivering services efficiently, effectively, within budget and to implement any approved savings and investment allocated to the service.

People Management

Engaging with People Management policies and processes

Equalities

Ensuring that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

Delivering energy conservation practices in line with the Council's climate change strategy.

Health and Safety

Ensuring a work environment that protects people's health and safety and that promotes welfare, and which is in accordance with the Council's Health & Safety policy.

Safeguarding

Commitment to safeguarding and promoting the welfare of vulnerable groups.



The content of this Job Description and Person Specification will be reviewed on a regular basis.




Person Specification

A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

Minimum Criteria for Disability Confident Scheme *	Criteria	Measured by
 	Qualifications/Professional membership <ul style="list-style-type: none"> Significant experience of education/ welfare and working with schools. Minimum standard of NVQ 3 in respect of working with children and their families or equivalent. 	A A
	Experience and Knowledge <ul style="list-style-type: none"> A detailed knowledge of the Education Welfare role and responsibilities, including associated legislation and statutory responsibilities Demonstrate an understanding of effective challenge to discriminatory or inappropriate behaviour within families and agencies. An understanding of, and ability to comply with, Safeguarding Procedures. An understanding of the key pieces of legislation which govern children's safeguarding, welfare in education. An understanding and experience of multi-agency working. Knowledge of partners, agencies and their role in supporting families. Knowledge and ability to undertake assessments and make appropriate decisions, in line with professional accountability. Knowledge of mental health, substance misuse, domestic abuse, poverty and other vulnerabilities and how these impact on school attendance and attainment. Detailed knowledge of the education system. Must be able to work independently although part of a team. Must have a desire to help children to take full advantage of the educational opportunities available. A desire to help young people and parents to identify, address and resolve their problems and to guide them to change in attitude. 	A/I I A/I A/I A/I A/I A/I A/I A/I I

	<ul style="list-style-type: none"> An understanding of how to appropriately signpost or intervene with those families with identified unmet needs. 	
  	<p>Skills</p> <ul style="list-style-type: none"> Must be able to organise own daily work routine and manage a personal caseload; this may include work outside the normal Flexible Working Hours Scheme. Must have good written and oral communication skills appropriate to both adults and children; ability to write clear, concise reports; human relationship skills; Familiarity with computers and a level of computer skills to operate a database and word processing. A demonstrable ability to maintain all appropriate records Prepare assessments and reports; and provide statistics as required. Models a personal commitment to inclusivity and the welfare of others <p>An Enhanced DBS will be needed for this post</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>

If a disabled person meets the criteria indicated by the Disability Confident scheme symbol and provides evidence of this on their application form, they will be guaranteed an interview.



We are proud to display the **Disability Confidence Symbol**, which is a recognition given by Job Centre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.

If you need a copy of this information in large print, Braille, another language, on cassette or disc, please ask us by contacting the **Talent and Resourcing Team on 01785 278300**