

Education Inclusion Officer

Grade 10

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.

Reporting Relationships

Responsible to: Deputy District Lead and Head of attendance and inclusion

Responsible for: N/A

Key Accountabilities:

1. To work with district-based colleagues, local schools, in establishing appropriate systems of data collection and on-going monitoring of information relating to fixed-term and permanent exclusions. Present this data to key stakeholders enabling the identification of gaps, need and support at a local and county level.
2. To provide specialist legislative information and guidance to head teachers, governors, parents, LA colleagues, and appropriate staff from other agencies, to support the Local Authority to deliver its' statutory functions regarding Exclusions and Special Educational Needs Code of Practice. Provide challenge to school leaders in respect of any unlawful or poor practice e.g., Parent Partnership, Social Care and

Health etc. about the county's procedures on fixed term and permanent exclusion, (within DfE guidance) and criminal law.

3. To signpost schools and parents to relevant support services as per Staffordshire's Local Offer and/or resources and where applicable to the SEND Pathway when an Education, Health and Care Assessment is appropriate. Advise on policy and practice in relation to Children's Act, SEND code of practice (CoP), Equality Act and any other relevant local and national policy
4. To work with service leads in the Alternative Provision Panel to agree provision for child and young people including those with SEND, offering challenge alongside specialist information advice and guidance.
5. Take responsibility for the application to, and moderation of the Dynamic purchasing system to procure alternative education provision for children and young people. Approval of ongoing invoices and monitoring of the effectiveness of the alternative provision.
6. Provision of high-quality information and appropriate advice to the Council and Senior Officers. Interpreting and preparing briefing notes on new, current, or proposed legislation on relevant issues. Responding to requests for information from Members, Officers, other organisations, and the public. Preparing and providing input to Government and other bodies' statistical information requirements.
7. To represent the Local Authority at schools' governors' disciplinary committees and independent review panels, SEND medication meetings and Local Authority SEND tribunals with specific regard to the permanent exclusion process.
8. To represent the Local Authority in the Locality Management Groups (LMG), in respect of the inclusion agenda for both the individual students and strategic commissioning
9. To participate and lead in partnership-based activities as determined by the Head of attendance and inclusion.
10. To be responsible for the development and delivery of effective and good quality interventions and plans both across schools and in partnership with members of the wider Special Educational Needs, Inclusion and Education Teams.

11. Deliver effective service development and improvement to ensure the maintenance of high performing, evidence based and outcome focused service.
12. To represent the Local Authority at LMG meetings and, where appropriate, facilitate the referral of children and young people at risk of exclusion to the Hubs. Work closely with leads and managers of education, health, and social care services to ensure effective delivery in meeting the needs of all children and young people in Staffordshire including those with Special Educational Needs
13. Under the direction of the line managers, work effectively with LA officers to break down barriers and avoid unnecessary time delay or duplication of provision
14. To monitor and record progress towards locally set and agreed targets for vulnerable children and young people at risk of school/social exclusion. To provide local, regional and national statistical data (DCSF requirement) in the areas of:
 - access to alternative education provision
 - reintegration into education provision
 - attainment/achievement through the DIP structure
 - meeting day 6 education provision following a permanent exclusion
15. To develop and maintain a sound working knowledge and relationship with Alternative Provision providers to ensure access to education is appropriate and available for excluded young people.
16. To ensure the LA's responsibility for 6th day education provision in cases of permanent exclusion is carried out effectively through, Pupil referral unit and alternative provision and transport co-ordination and support where appropriate (DfE Improving Behaviour and Attendance guidance)
17. To manage and document a number of excluded children and young people, utilising the Capita One database ensuring data is up to date and accurate at all times
18. To highlight and share good practice in relation to the prevention of fixed term and permanent exclusion.

19. To ensure that all relevant and appropriate professionals comply with local policies and Staffordshire Safeguarding Children Board procedures and promotes and champions these procedures to other providers.

Person Specification

Qualifications/Professional membership

- Degree in an appropriate discipline or a professional qualification at an equivalent level (such as social work or teaching) or equivalent experience
- A relevant educational qualification and/or experience as a caseworker/EWO/other. Within an education/education support setting
- Current driving licence

Knowledge and Experience

- A thorough understanding of the complex factors which may influence behaviour in educational settings and have a sound knowledge of strategies to support early intervention and positive change.
- Demonstrate an understanding of exclusion procedures, legal framework, Fair access Protocol, DfE Guidance on Exclusion from Schools and Pupil Referral Units.
- To ensure that all relevant and appropriate professionals comply with local policies and Staffordshire Safeguarding Children Board procedures and promotes and champions these procedures to other providers.
- Proven ability to work in partnership with families, professionals and schools to bring about positive change
- Demonstrate an understanding of the importance of confidentiality and effective record keeping.
- A sound working knowledge of safeguarding children, with an emphasis in education settings.
- Ability to use own initiative and take responsibility.
- Flexible approach to working arrangements.
- Self-motivated, team player

Skills

- Ability to use IT programmes such as Word, Outlook, Excel.
- Have good interpersonal skills and the ability to develop good working relationships with pupils, parents and with colleagues in both schools and the local authority.
- Ability to lead and/or work collaboratively with a wide range of professionals from both statutory and voluntary agencies
- Managing an area of work
- Ability to network with a range of professionals
- Ability to advise and influence people at a senior level
- Have effective communication skills in a variety of contexts, i.e. in writing, one-to-one, group discussions, formal meetings

- Creative approach to problem solving, including conflict management and negotiation skills.
- Time management skills with proven ability to prioritise work and meet deadlines
- Ability to work under pressure
- Ability to work on own initiative
- Ability to develop effective working relationships
- Ability to interpret complex situations and offer a solution focused approach to problem solving
- Excellent written and verbal communication skills
- To promote equality and diversity and anti-discriminatory practice
- A commitment to ongoing personal development
- Car Driver, although suitable adjustments will be made in accordance with the Disability Discrimination Act
- Enhanced DBS check
- Demonstrates informed decision making and professional judgement

This post is designated as a Casual Car user

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