

Transition Tutor

Grade 08

Our Vision

We have a clear vision for Staffordshire - an innovative, ambitious and sustainable county, where everyone has the opportunity to prosper, be healthy and happy.

Our Outcomes

We want everyone in Staffordshire to:

- Have access to more good jobs and share the benefit of economic growth
- Live in thriving and sustainable communities
- Be healthier and more independent for longer

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

Staffordshire County Council is one of the largest local authorities in the UK with an ambitious vision for Staffordshire and its people. Achievement of that vision will be underpinned by the support of the County Council's Economy, Infrastructure and Skills Directorate (EIS). The vision for EIS is to help Staffordshire's economy grow, so that everyone has the opportunity of a good

job and good prospects in a beautiful, safe, accessible, vibrant, cultural, prosperous, business friendly and sustainable county.

Skills & Employability purpose is to improve people's lives through learning and training, leading to employment and/or increased personal fulfilment, supporting the growth of Staffordshire's economy and society:

Ensuring provision of a wide range of high-quality learning opportunities to reflect identified local needs and wishes of Staffordshire's '16+' residents, by enabling provider partnerships and through direct delivery.

- Providing support, with a focus on targeted groups, to improve participation in learning across Staffordshire.
- Ensuring provision of work-related experience and advice to increase the employability of targeted groups and/or individuals.
- Working with providers and partners to ensure that Staffordshire's social, employment and economic skills demands are met.

The Careers and Participation Service, in which this post sits, is located within Skills and Employability.

The Careers and Participation Service works with young people at risk of not participating in learning, or those who are not participating in employment, education or training (NEET) to provide support to enable them to participate.

Work in relation to participation also includes the tracking of all young people resident in Staffordshire of academic age 16 and 17 in relation to their participation status.

The Careers and Participation Service also offers a traded Careers Guidance service to schools and colleges, primarily, though not exclusively in Staffordshire.

About the Role

The Transition Tutor will work with young people who are not currently engaged in education, employment or training. This role involves the development and delivery of a re-engagement programme, identifying barriers

and providing advice and guidance to promote educational aspiration and attainment leading to good outcomes.

The nature of the work will require the postholder to work evenings and Saturday, as required.

Reporting Relationships

Responsible to: Head of Service Careers and Participation

Relationship with:

- Young people in priority groups
- Post 16 Education Providers, employers and agencies
- Children, Young People and Families Services
- Staffordshire Jobs and Careers Brokerage Service

Key Accountabilities:

1. Proactively manage a caseload of young people who are not engaged in employment, education or training (NEET) providing advice and guidance to support progression into employment, education or training.
2. Co-ordinate and support the enrolment, training and assessment of young people aged 16 to 24 undertaking re-engagement activities.
3. Use a range of diagnostic tools and techniques to identify barriers to participation, conduct initial assessments to identify methods and guidance required to meet the young people's varying needs and interests.
4. Lead on planning and developing re-engagement activities, including Employability Skills and math's and English Basic Skills to support progression into employment, education or training.
5. Undertake flexible and imaginative approaches to delivery of re-engagement activities, incorporating strategies to address and overcome multiple and complex barriers to engagement in education and employment.
6. Assess, observe and evaluate young people's performance; providing guidance or assistance as required to support re-engagement in learning, and progression into employment, education and training .

7. Develop positive working relationships with education providers, employers and agencies, keeping abreast of public services, community offerings and funding streams to identify progression opportunities for young people.
8. Prepare young people for work experience placements according to their individual needs, review and monitor participation, liaising with employers, to prepare for future employment opportunities.
9. Use local and national labour market information to provide independent and impartial Information Advice and Guidance (IAG) to young people through one-to-one interview's or group sessions; support and facilitate young people to inform realistic choices and decisions and positive outcomes
10. Maintain contact with young people to monitor, review and support engagement and sustainment in education, employment and training.
11. Record all contacts with young people, parents/carers, partners, and employers in detail and timely in a learner record database to enable accurate reporting to the Department for Education.
12. Promote the development of quality practice in the planning and delivery of re-engagement activities monitored by audit and quality assurance.

This post is designated as a casual car user.

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.

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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
  	<p>Qualifications/Professional membership</p> <ul style="list-style-type: none"> • Maths and English GCSE Grade 9-4 / A-C (or equivalent) • Minimum Teaching qualification level 3 (PTLLS, CTLLS, Education and Training Award Level 3) • Advice and Guidance Qualification Level 3 or equivalent 	<p>A/I A/I A/I</p>
  	<p>Knowledge and Experience</p> <ul style="list-style-type: none"> • Demonstrable experience of working with young people, particularly those at risk of NEET and/or NEETs/Vulnerable Groups, individually and in group settings. • Experience of planning and facilitating activities for young people leading to positive employment or education outcomes • Experience of delivering Employability Skills and basic maths and English skills • Knowledge and understanding of the needs and barriers facing young people and how these impact on young people's transition to Post 16 employment, training and education. 	<p>A/I A/I A/I A/I I</p>

If you need a copy of this information in large print, braille, another language on cassette or disc, please ask us by contacting
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