Staffordshire County Council

Relational and Restorative Practice Advisor

Grade 8

About the Service

In Staffordshire we want our children who are looked after, have left local authority care or have had a social work involvement 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 stable education placements, in great settings where they understand the impact and potential barriers to achieving in education due to the life experiences that our children 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 disadvantages that our children can experience in education.

The Virtual School is guided by statutory and non-statutory guidance to promote the attainment and progress of our children who have or have had a social care involvement. We undertake the corporate parent role for our children in care, advocating for individual children to ensure that they have the maximum opportunity to fulfil their educational potential.

About the Role

Staffordshire Virtual School Advisors cover the following areas of the business:

- Early Years
- Statutory school age
- Post 16
- Unaccompanied Asylum Seekers

We work with a range of vulnerable children and young people, including children who are accommodated in Local Authority care, children with a social worker, those who have previously been in care, under a Special Guardianship Order (SGO) and those whose accommodation falls under a Kinship Carer arrangement.

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Reporting Relationships

Responsible to: Virtual School RRP Co-ordinator

Responsible for: N/A

Key Accountabilities:

1. Support partnership working and act in an advisory capacity with key professionals including designated teachers, designated safeguarding leads, social workers and carers to raise aspiration and expectations for the educational achievement of our children through the right balance of support and challenge.

2. Ensure the voice of our children and young people informs practice and individual plans and help them to develop their talents and interests by supporting their engagement in wider learning opportunities.

3. Promote the awareness and implementation of effective and evidence-based Relational and Restorative strategies to raise the attainment of care experienced children and children who have a social care involvement.

4. Provide practical support, consultation and advice to school staff and partner agencies working in schools, to ensure that Restorative Practice is delivered within the practice guidelines set out by the Restorative Justice Council (RJC)

5. Support the development and delivery of networks, training, advice and guidance that promote educational aspiration and attainment of care experienced children and children who have a social care involvement.

6. Promote the development of quality practice through modelling of best practice, and participating in supervision, audit and quality assurance activities.

7. Support the completion of effective and quality Vulnerable Children Education Plans (VCEP) for our children who have or have had a social care involvement with the aim of ensuring our children achieve their full potential

8. Support the maintenance of monitoring and tracking systems to ensure effective oversight of children who have or have had a social care involvement.

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9. Support joined up social care and education planning to support the educational stability of our children who have or have had a social care involvement is maintained and where education placements change ensure effective transition plans are in place.

10. Support and respond to identified areas of educational need for our children with a social care involvement e.g. where there is danger of exclusion, emotional wellbeing needs, attendance issues, SEND needs, challenges in securing appropriate education, children not achieving their potential.

11. Support the Relational and Restorative Practice Co-Ordinator in the development of outstanding practice. Implementation and quality assurance of the Relational and Restorative Practice Matrix across education settings.

12. Working with children and their carers to develop Relational and Restorative Practices e.g. Relational Practice Ambassador training for pupils.

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Person Specification

Qualifications/Professional membership

- 5 GCSE Subjects or equivalent including Mathematics and English

Knowledge and Experience

- Substantial experience of working with children and young people in an education setting.
- Significant understanding of the barriers faced by vulnerable children and young people in education.
- Demonstrable knowledge of theories underpinning relational and restorative practice, including a knowledge of trauma informed and attachment aware approaches
- Ability to work restoratively with individuals and groups.
- Ability to understand and promote evidence-based practice to influence others.
- An understanding of assessments tools used in education and how they are used to measure attainment and progress.

Skills

- Demonstrable communication skills both verbally and written for a range of audiences
- Ability to build and establish effective relationships
- Competent in using a range of IT packages
- Commitment to improving outcomes for children and young people
- Commitment to own personal development
- To be able to inform and influence good outcomes
- Eye for detail and accuracy

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.