

JOB DESCRIPTION

Job Title	Advisory Teacher
Directorate	Children's Services
Division	Education
Service	Virtual School
Grade	Grade F

DBS Check Required	Enhanced with Children's and Adults Barred List
Justification for DBS	Regulated Activity with Children and Adults
Politically Restricted	No

Responsible to:	Virtual School Head; Virtual School Deputy Head
Employees directly supervised (if applicable):	TBC

Family Tree (job titles only, no employee names)

--

1. JOB PURPOSE:

- Use extensive knowledge to make a positive impact on the achievements of children in care and previously looked after children.
- Support, advise and challenge school leaders, social workers and school staff in order to identify barriers to children in care achieving in education by helping them to develop strategies to improve their educational attainment.
- Delivering high quality training and support for carers and Designated Teachers in schools, you will ensure statutory duties and best practice standards are met.
- Use a high level of technical knowledge in relation to all aspects of education, including Special Education Needs, exclusions, and behaviour management to focus on progress, needs identification, attendance, carefully targeted intervention and enrichment provision, which will meet academic, social and emotional needs.

2. DESCRIPTION OF DUTIES:

1. Provide intensive educational casework for a designated cohort of children and young people looked after to ensure they are provided with appropriate, services and interventions involving multi-disciplinary work.
2. To deliver the education vision for the Virtual School, reflecting local, regional and national priorities, legislation and good practice, with a strong emphasis on raising the educational standard of children and young people that have been looked after.
3. Provide support and direction to the Virtual School team around key priorities in area/age group of specialism.
4. Ensure high-quality Personal Education Plans are in place within agreed timescales for all children and young people looked after in the agreed area of responsibility, ensure that each child is receiving appropriate support with pupil premium being discharged purposefully in line with local authority policy.
5. To undertake direct work with children and young people in educational settings, the community and at home/placement to ensure educational needs are fully met and any barriers identified, this would include observation, mentoring, tuition as appropriate. This will include travel across the country to wherever our children are placed.
6. Developing effective relationships with schools, including senior leaders and designated teachers to support the educational attainment of looked after children, including through:
 - Challenging practices, decisions and approaches that impact educational attainment of looked after children.
 - Agreeing additional support as required to meet the educational needs of the young person.
 - Creating training packages across all curriculum areas to incorporate teaching strategies that remove barriers to learning
 - Sharing best practice around key educational advances to influence school performance against Ofsted and DfE requirements, including the raising of attainment of children in care.
7. To maintain effective systems for tracking pupil progress data, including contribution to and use of data reporting tools/Business Intelligence reports. Using this

information to take prompt action where there are concerns and ensure appropriate interventions are implemented.

8. To support the development and delivery of cross service training for school staff, foster/ residential carers and social workers to raise awareness of the diverse educational needs and complex circumstances which apply to looked after children to drive up educational standards.
9. To maintain productive relationships with partners including traded services and voluntary providers.
10. To develop and teach lessons to groups of pupils in specialist learning programmes. This could include creating bespoke learning packages across a range of curriculum areas including literacy and numeracy.
11. To organise and ensure delivery of events and activities such as training sessions, enrichment activities, homework clubs and celebration events.
12. Implement and monitor with the Virtual School Head/Deputy a strategy to oversee school attendance levels of Children in Care to allow prompt action to be taken should any young person miss significant amounts of schooling.
13. To monitor all Kensington and Chelsea's children in care who do not have access to an education placement and ensure effective plans are developed to support and challenge professionals to overcome issues and ensure children/young people return to education with minimal delay.
14. To provide statistical, management and financial information as required in relation to both the caseload and the service.
15. To understand and implement the Council's policy of Equal Opportunities in employment as well as other relevant council policies and schemes.
16. To perform such duties as may be required by the Virtual School Head consistent with overall job purpose and to meet the exigencies of the service.

These duties may be varied from time to time to meet the needs of the service

SELECTION CRITERIA/PERSON SPECIFICATION

Job Title:	Advisory Teacher
-------------------	------------------

Conditions to Note:

Candidates:

When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

Recruiting Managers:

The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

Values & Behaviours

The Royal Borough of Kensington and Chelsea has identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours.

A	Equal Opportunities Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.
B	Qualifications • Current Qualified Teacher Status • Degree level 2.2 or above
C	Skills; Experience and Attitude • Knowledge and understanding of relevant education and social care legislation and policy relating to children in public care • 2 years+ mainstream teaching experience. • Experience of two or more key stages of education. • Effective communication and presentation skills and an ability to build constructive relationships with a diverse group of clients and professionals • Ability to identify and record evidence of progress (outcomes) by children • Experience and proven capability in the use of IT systems • A high level of organisational skills with a proven ability to prioritise and balance a challenging workload • Experience in compiling reports for a variety of audiences and evidence of ability to meet deadlines

	• Appropriate understanding and approach to children's development • Effective team member • Non-judgemental approach • Clear professional boundaries • Being a reflective practitioner • Evidence of continuing professional development and expert knowledge in relevant professional area. • Demonstrate a strong understanding of current theory and research relating to the education for children in care and previously looked after, that informs effective practice. • Extensive experience of acting as an advocate and champion for children with the ability to positively challenge school practice where it falls short. • Experience of effective implementation of school improvement strategies and initiatives together with successful outcomes. • Experience of building strong networks across schools, to facilitate and support the sharing of expertise and best practice.
--	--

Our Values & Behaviours	
D	PUTTING COMMUNITIES FIRST • We put local people at the heart of decision making in everything we do. • We seek to include and involve: all voices matter. • We provide quality services that are responsive, effective and efficient. The following examples are indicators of effective behaviour: • I actively involve and include the communities that I serve in my work. • I shall reflect the views of the communities in my daily work. • I shall improve the service I provide through seeking feedback from others. Our residents will feel that: • I have been included • I can see how my views have been taken into account • I can see improvements and developments based on my input
E	RESPECT • We listen to everyone and value the personal experiences of people in our communities and of each other. • We adopt a fair, and involving approach regardless of any way in which an individual is different to us.

	The following examples are indicators of effective behaviour: • I adapt my approach to take account of all differences and cultures in the community and with colleagues. • I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves. • I communicate in a way that is respectful, encourages involvement and meets people's needs. Our residents will feel that: • I feel my culture and background are respected. • I have confidence that action is being taken. • I feel I am being treated fairly.
F	INTEGRITY • We act with openness, honesty, compassion, responsibility and humility. • We let people know what we are doing and communicate why and how decisions have been made. The following examples are indicators of effective behaviour: • I demonstrate empathy in my interactions with others. • I am honest and transparent about the decisions I take. • I follow through on the actions I say I will take and take ownership for communicating the outcome. Our residents will feel that: • I am told when something is not possible and the reasons why are explained to me. • I feel my perspective is listened to and understood. • I feel my views are valued
G	WORKING TOGETHER • We work together and in partnership with everyone that has an impact on the lives of our residents. • We want to understand, learn from each other and continually adapt. The following examples are indicators of effective behaviour: • I work with others to provide an effective service for residents, local communities and other departments within the Council. • I seek ways to work with other departments to deliver a seamless service and find opportunities to improve. • I seek out opportunities to learn from my colleagues and build on good practice. Our residents will feel that: • I can get my issue resolved without being passed around departments. • I find it easy to access the services that I need. • I feel the Council is open to new ideas.