



<b>JOB TITLE:</b>	Key Worker		
<b>GRADE:</b>	G6	<b>SERVICE AREA:</b>	Virtual School
<b>JOB CODE:</b>	CHI133KEYWG6		
<b>REPORTS TO:</b>	Education Advisor	<b>LOCATION:</b>	Townend House
<b>SPECIAL CONDITIONS:</b>	<ul style="list-style-type: none"> <li>This post is covered by the Government's Code of Practice on the English Language Fluency Duty for public sector workers</li> </ul>		

**1. Main purpose of the job role:**

- To work as a member of the Virtual School Team to improve the educational outcomes of all looked after children who are in the care of Walsall Local Authority
- To work with schools, social workers, carers and other related agencies to ensure the needs of Looked after children are identified and met, enabling them to achieve educational outcomes comparative to their peers
- To provide support and guidance to school staff , social workers, parents/carers and other agencies in order to promote improved educational outcomes for looked after children

**2. Role specific duties and accountabilities:**

- To raise the attainment of Looked After Children and Care Leavers (placed in and outside the borough), via a focus on admissions, attendance, attainment, progress, tuition, enrichment and promoting inclusion
- Track the attainment and progress of all Looked After Children and Care Leavers (from Nursery to age 19 and age 25 if still in education)
- Raise the attainment of Looked After Children (placed in and outside the borough) by supporting social workers, personal advisors, carers and schools to fulfil their responsibilities in the delivery of high quality, timely PEPs.
- To work alongside designated teachers to help facilitate personal education plans
- To work alongside school staff to improve the attendance and reduce exclusions of looked after children
- To plan and deliver interventions to support the learning of young people i.e. homework clubs, transition packages and enrichment activities
- To provide support and guidance to Designated Teachers and other school staff in relation to the challenges faced by looked after children
- Provide advice and support to parents/carers, schools, social workers and other key partners in relation to the education of looked after children
- To model and coach strategies to improve outcomes for looked after children to teaching and support staff in schools including emotion coaching, drawing and talking and turnabout training.
- Contribute to the development of policies and procedures
- Contribute to the development and delivery of training to school staff, social workers and foster carers, key workers and those in the wider team around the child
- Contribute to the provision of enrichment and extra-curricular learning activities for Looked After Children and Care Leavers

- Pro-actively develop and maintain effective working relationships with other agencies both in and out of the borough to ensure joined up services for Looked After Children and Care Leavers
- Support Virtual School Education Liaison Officers in the delivery of their areas of responsibility
- To liaise with a variety of agencies particularly to support the reintegration of pupils
- To attend and chair PEP meetings as required
- To develop and deliver personalised learning programmes to identified cohorts of looked after children
- To produce reports relating to progress of pupils as required
- To maintain case recordings in accordance with local guidelines
- To complete departmental procedures so that computer records are up to date and accurate
- To be aware of and to comply with administrative and financial instructions
- To promote the council's health and safety policy
- To carry out such duties appropriate to the post as may be delegated by senior staff

### **3. Corporate duties and accountabilities:**

- The post holder will comply with and promote the Council's Health, Wellbeing and Safety at Work policies and ensure these are implemented effectively within his/her areas of responsibility.
- Through personal commitment and clear action, the postholder will promote the Council's employment policies, with particular reference to diversity, equality of access and treatment in employment, service delivery and community involvement. To support/develop a working culture within these services that reflects the corporate vision.
- Ensure that the services provided aligned to the Council strategy, vision, aims, objectives, priorities and continuous improvement programme and play their part in achieving these. This includes compliance with Standing Orders, Financial Regulations, Code of Conduct and the Councils Policies and Procedures.
- This job description sets out a summary of the duties and accountabilities of the role. It is not intended to be exhaustive.



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Using the Job Description consider what essential behaviours, abilities and knowledge are required by a person to perform each of the main activities and accountabilities of the job safely and effectively.	Indicate when Assessment is possible: at Application form=A interview=I both=A/I test = T	<b>WEIGHT CODE</b> shows relative importance Low=1 Medium=2 High=3
<b>Behaviours:</b> refer to corporate behaviours document		
<b>Professionalism</b> - Actively seek ways to prevent over-complication or confusion of service delivery through innovation, being open to change and the removal of barriers including challenging negative behaviours.	I	3
<b>Leadership</b> - Leads by example, optimising those resources allocated, Communicates clearly taking account and welcoming feedback. Takes a positive and resilient approach to change understanding the longer-term vision of the Council and/or service areas.	Not Applicable	
<b>Accountability</b> - Adopt a 'can do' attitude in the work that I deliver taking accountability for my own performance and development and responsibility for my actions and decisions. I will demonstrate inclusivity and promote the values of diversity and equality.	I	3
<b>Transparency</b> - Work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or communities we serve.	I	3
<b>Ethical</b> - Aware of own impact on others through valuing openness, treating everyone with respect and listening carefully to understand the views of others in order to build trust.	I	3
<b>Abilities/Skills:</b>		
To be familiar with the education legislation and statutory guidance pertaining to looked after children	A/I	3
Working knowledge of the Personal education plan process	A/I	3
Significant experience of working with children and young people either in the secondary or primary phase of education	A/I	3
Experience of assessment, care planning and identifying risk in the context of looked after children and care leavers	A/I	3
Experience and Knowledge of the national curriculum, key stage assessments and appropriate targeting, SEND Code of Practice	A/I	3
Ability to develop and maintain good relationships across the service and external agencies	I	2
The ability to collate and use data to analyse good practice and identify areas for development	I	2
Experience of chairing multi-agency meetings	A/I	3
To demonstrate an ability to communicate effectively in verbal and written form	A/I	2
To have the ability to identify training needs and design, develop and implement staff training and development programmes	A/I	2
The ability to organise, plan and manage own time	I	3

Excellent verbal and written communication skills; the ability to communicate verbally with customers and provide advice and/or information in accurate spoken English is essential for the post.		I	3
<b>Qualification:</b> Specify any qualifications that are a minimum requirement, please include any equivalent qualifications that would be deemed acceptable or if this can be obtained through on the job experience.			
Minimum of 5 GCSE (A*-C) or equivalent, including maths and English Language. Plus a Level 3 qualification in a relevant area		A	
<b>Other Essential Requirements</b>			
An awareness of, and commitment to, equality of opportunity		I	3
Awareness of, and commitment to, confidentiality and handling data		I	3
<b>Prepared by:</b>		<b>Date:</b>	
Lorraine Thompson		April 2015	