



## **Response to consultation on the Restructure of Alternative Education, Behaviour and Attendance Services and final decisions**

21 October 2013

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**\*Appendix Four contains only those job descriptions that have been subject to any changes as a result of the consultation process. A zip file circulated separately includes *all* new job descriptions for the service.**

## 1. Background and context

- 1.1. On 9<sup>th</sup> September 2013 the council set out proposals to restructure its alternative education, behaviour, attendance and looked after children education services within the Education, Health and Social Care Department. The proposals aim to deliver performance improvements and respond to a complex range of policy, financial and operational challenges. The initial proposals are set out in the consultation document: [AE Behaviour and Attendance Services - Consultation Document - Final Draftv1.pdf](#).
- 1.2. This report now outlines the feedback received during the consultation and sets out the management team's response. It also confirms the final decisions on the new structure and the next steps for implementation, including the indicative time-table for interviews of those post holders subject to ring-fenced interviews. The document does not cover issues raised during the consultation which related to individual circumstances – in such cases, responses have been provided to the staff members and will not be reflected in this document.
- 1.3. A range of consultation methods have been used to communicate proposed changes:
  - All staff affected by the proposals and relevant trade union representatives were asked to return comments on the consultation document by 8<sup>th</sup> October 2013;
  - An all staff group session was held on 17<sup>th</sup> September 2013 to explain the rationale for the new structure and give staff the opportunity to raise issues and concerns. A management response to the issues raised at his meeting was subsequently circulated to all staff and trade union representatives;
  - Further opportunities for discussion have been provided to staff through meetings with trade union representatives, team meetings and 121 meetings with the Head of Service; and
  - Staff were offered opportunities to meet with a human resources advisor to raise individual concerns.
- 1.4. Applications for voluntary redundancy were invited in the initial consultation document. Sixteen applications were received and all applicants were offered voluntary redundancy, with staff asked to formally accept/ reject their offer **by noon on 24<sup>th</sup> October 2013**. This will impact on ring-fencing and assimilation arrangements for some posts as currently set out in the matching table at Appendix Five - for example, if some staff accept their VR offer remaining staff may in some cases be directly assimilated into the available post(s).
- 1.5. The final proposals outlined in section three of this report will now be implemented, with interviews for any ring-fenced staff taking place in November 2013. The new Inclusion and Alternative Education Service will go live in January 2014, supported by the transitional arrangements detailed in section two.

## 2. Comments and responses in relation to issues raised

- 2.1. This section includes details of alternative proposals and other issues raised during the consultation process. As indicated above, it does not deal with issues related to individual circumstances where responses have been provide directly to staff. General issues related to assimilation and ring-fencing are dealt with in section five of this response.

## **Role and Structure of the Looked After Children (LAC) Education Team/Virtual School**

- 2.2. Respondents raised a range of concerns about the proposed changes to the LAC Education Team. While the creation of the LAC Information Analyst post was welcomed, there were concerns that the reduction in the number of LAC advisory teachers would reduce the quality of support for LAC, impact negatively on attainment/outcomes, and make it harder for the team to support out of borough LAC effectively and to fulfil its statutory role. There were also concerns about the proposed job descriptions for the LAC Advisory Teachers and LAC Information Analyst, and the proposed pay grades for the advisory teachers.
- 2.3. Managers have considered the points raised by the LAC Education Team/Virtual School carefully, including data on the outcomes that have been achieved to date. However, we still contend that the proposed structure will better meet the often complex needs of LAC and ensure that the focus on improving educational outcomes is strengthened. In terms of overall team capacity and support for LAC, the new service structure provides additional support which we believe will strengthen the overall approach in a number of ways. For example:
- Designation the overall Head of Service as the Virtual Head of the School will increase the status of the team and enhance senior management capacity, ensuring more organisational focus on the corporate parenting role;
  - The creation of the new SEBD Casework Officer will have a specific role in supporting LAC with SEN (roughly 30 per cent of the overall cohort), helping to ensure that they get appropriate school places (and any wider specialist support);
  - The new Inclusion Support Team will ensure that the LAC cohort benefits from a wider range of specialist report than educational professionals can offer, including access to appropriate mental health and therapeutic interventions; and
  - The creation of the new LAC Information Analyst post will ensure that management information is strengthened and help to free up existing management capacity in the service.
- 2.4. Research on best practice in this area has confirmed that there are different ways of managing LAC Education Teams/Virtual Schools and that the casework approach and/or a staffing complement comprised solely of teachers is not necessarily the best way to achieve successful outcomes. For example, OFSTED has suggested that smaller teams, and those with a wider range of skills and professional backgrounds, can be equally (and in some cases more) effective; what is critical is the ability to forge effective working relationships with a wide range of professionals, to monitor the educational progress of children closely; and to target support and resources appropriately.
- 2.5. We do not accept that the new arrangements mean that the team will focus on crisis management and fire-fighting; instead, improved monitoring and information systems, a wider range of specialist support to call upon, and an enhanced focus on supporting the wider professional community who work with LAC, should allow resources to be planned and targeted more effectively. Equally, we do not expect the new model to result in a reduction in out of school support for children, with continuing capacity to flex teachers working hours over the holiday periods. There will still be capacity for teachers and managers to develop key stage cohort specialisms (though some may have to cover more than one key stage).
- 2.6. The need to ensure effective support for out of borough children is recognised and has been considered in developing the new model. However, we believe that the best way to support out of borough children is through strong relationships with professionals in the receiving area, since they are usually better placed to build one-to-one relationships with the young person and coordinate local resources.

- 2.7. We have considered the proposed changes to the job descriptions for the LAC Advisory Teachers and LAC Information Analyst and agree that the amendments strengthen understanding of their roles and responsibilities. These changes have now been incorporated in the revised job descriptions for these roles (see Appendix 4).
- 2.8. We have considered the points raised about the remuneration of the LAC Advisory Teachers and consider that, given the advisory nature of the work, they should receive a teaching and learning responsibility payment to reflect the nature of their work (see further details at paragraphs 2.23 to 2.26).

#### **Role of educational psychologist attached to the LAC Team**

- 2.9. Respondents raised concerns about the future role of the educational psychologist (EP) who currently has a specific role in terms of supporting looked after children, with the Council funding a 0.6 FTE EP post to undertake this work. Benefits of this post were cited as including positive outcomes for LAC, ease of access to a specialist service and effective risk management.
- 2.10. In response, we can confirm that the post, which is part of the Council's Education Psychology Team establishment, will continue to be funded, with the budget for the post to be transferred to the Inclusion Support Team. However, there will be a formal service level agreement with the EP service to more clearly define the role and expected contribution of the post. In the longer-term management arrangements may be subject to change as part of the wider review of the Council's EP service that is currently underway.

#### **Management and support arrangements for health needs education service (HNES)**

- 2.11. Respondents raised a number of issues about the proposals for the health needs education service. These focussed on the adequacy of leadership/management support, the grading of leadership posts, the ability to deliver the service within proposed staffing resources, and future accommodation arrangements.
- 2.12. In response to concerns about the management structure, we have decided to make deputising arrangements within the service more robust, with the proposed Coordinator post formally retitled as Deputy Head (with the proposed Team Leader also been re-designated as Head of the Health Needs Education Team). These changes also take account of issues raised around parity with the HNES and the KS3/4 PRU management structures. The Head of Team will now be on L14 – 18 and the new Deputy Head post will be on L9-13. This brings the leadership arrangements in HNES in line with those of the KS 3 and KS 4 Centres.
- 2.13. The new arrangements should create sufficient capacity within the Team for robust leadership and management and ensure that the Team has a suitably senior post to deputise for the Head when required. The Inclusion and Alternative Education Service senior management structure also includes a new Head of EOTAS post and this post holder directly manages the Head of HNES. This will increase the overall leadership and management capacity of the team.

- 2.14. Concerns that the level of children and young people that would be educated by HNES would be too high for the proposed levels of staffing are not considered to merit further staffing changes. The proposed staffing structure was not devised on the basis of the old BETS model where multiple categories of complex needs were referred to the service, but on the model proposed in the Health Education Needs Policy, where the only criteria for access to the Team is for pupils with significant health needs and who are still on the roll of their home school. Under this model, the home school will maintain responsibility for oversight and monitoring of the education for their pupil whilst out of school and will have to work closely with HNES to provide this. Much of the work described in the consultation response, such as CAFS/ PEPS /delivery of reintegration programmes, and SEN, will remain the responsibility of the home school.
- 2.15. Operating arrangements within the HNES will also be different to those for BETs. Neither pupils in HNES nor in the KS3 PRU are expected to be attending the centres long term. The KS3 PRU will provide short term intervention for pupils and therefore, like the health needs team, will have higher volume of pupils, depending on referrals, but for shorter periods. It may be that each member of the new HNES will have a responsibility as the key worker for a number of students and will be the pastoral lead and contact with the home school.
- 2.16. Changes have been made to the administrative officer job descriptions across the service as resources to support examinations were identified as a gap by respondents. Integration of the examinations officer role into all of three administrative roles will help to ensure effective cover in case of staff absence. The revised job description was re-evaluated following inclusion of the exams role and remain at the SO1 grade.
- 2.17. No decision has been made yet about the location for the Inclusion Support Team. If the new team were to be located at Ashley Gardens this would only be after the usual health and safety assessments had been carried out, with any necessary adaptations made to the building.

#### **TaMHS Project – targeted mental health support in schools**

- 2.18. The TaMHS Project Steering Group/ Project Manager requested that the proposal for the Inclusion Support Team and its relationship with the TAHMS project be reviewed, with further consideration given to funding the TaMHS project as part of the clinical support services commission by the IST. The response suggested that there was an overlap between the two services and that a combined approach would make better use of resources.
- 2.19. In response, we do not accept that the alternative proposal could deliver the objectives of the new service. The consultation document proposes to locate the TAMHS project within the new Inclusion and Alternative Education Service because there is some benefit for both the project and the new Service in having closer working links. However, the service offered by TaMHS and the Inclusion Support Service are complementary but significantly different, and there is no suggestion that the clinical service team and the TaHMS clinical team would be 'joined up'.

- 2.20. Funding for the new Inclusion Support Team is from the Delegated Schools Budget and the team are expected to serve all Brent schools, in relation to need. In contrast, The TaHMS service is a traded service, and as such is an optional service for those schools that choose to participate. In addition, the Inclusion Support Team is not solely a clinical team but a multi agency team with education workers, parent support workers, and advisory teachers as well as clinical practitioners who are fully integrated into the overall team.
- 2.21. The Inclusion Support Team will be expected to provide targeted support to schools and pupils in Brent across the continuum of emerging difficulties to children with persistent and complex needs recognised by a statement of SEN and children who are LAC with social, emotional or mental health needs.
- 2.22. It is not the intention as suggested in the TAMHS response that the Inclusion Support Team will mirror the work done in TAMHS “of providing a therapeutic Intervention”. The Inclusion Support Team will prioritise high quality and holistic assessments through the ‘RAFIE’ model and will work with schools to encourage a better understanding and use of standardised assessment tools and thereby better capacity to meet the underlying education .learning and emotional needs of their pupils.

### **Use of teaching and learning responsibility (TLR) payments**

- 2.23. Through the consultation period, staff raised concerns about the removal of TLRs within the PRUs and the impact on day-to-day management of the centres.
- 2.24. Within the new structure TLR payments will be made in line with the School Teachers Pay and Conditions Document. This indicates that TLR payments are made *“for undertaking a sustained additional responsibility in the context of their staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable”*. TLRs would not be payable for just managing programmes of work.
- 2.25. Within the proposed KS 3 / KS 4 PRU we believe that the five leadership roles will be sufficient to pick up specialist work and responsibilities and we have now explicitly included the role of SENCO in the JD for Assistant Head of Centre posts within both the KS3 and KS 4 services.
- 2.26. TLR payments will be made to those teachers within the new structure who have specialist, advisory roles, i.e. the Behaviour Support Teachers and LAC Advisory Teachers, on the grounds that their roles involves leading, developing and enhancing the teaching practice of other staff, has an impact on the educational progress of pupils other than the teacher’s designated classes or groups of pupils, and requires the teacher to lead and manage pupil development across the curriculum.

### **Grading of posts within the new structure**

- 2.27. A number of respondents on the GLPC scale queried the grades for their posts on the grounds that the grading compared unfavourably with other posts in the structure/or wider Council services. However, all GLPC jobs were independently evaluated by job evaluation in accordance with the agreed scheme. Where posts have higher grades, this tends to reflect variations in managerial responsibilities, educational requirements, the complexity of work and/or enhanced levels of responsibility – rather than simply the number/range of tasks completed or where additional tasks have simply been added to the job description.

## **Working hours and flexible working**

- 2.28. As indicated in the consultation paper, support staff (i.e. non teaching posts) within the PRU will be on term time only contracts (41 weeks), ensuring effective support to teachers and pupils during terms time. Non PRU based posts (excluding those on teachers' terms and conditions) will be on 52 week/full time contracts.
- 2.29. We recognise that some staff in the structure currently have flexible working arrangements, including part-time hours or compressed hours. When staff are offered posts /assimilated into posts in the new structure, they will be able to submit a flexible working request for consideration. Management will then make decisions on any requests received, taking into account the operational needs of the service and individual circumstances.

## **KS3 /KS4 PRU Finance Officer Role**

- 2.30. Discrepancies between the job description for the KS 3/ KS 4 Finance Officer post were identified by respondents, with the JD describing a wider role than the consultation paper proposed. The JD has therefore been amended to make clear that the Finance Officer post will provide support to the KS 3 / KS 4 PRU only (see Appendix 4), with other parts of the service supported by the Council's Business Support Service.

## **Referrals and Data Coordinator Role**

- 2.31. In response to issues raised during the consultation, we have changed the title of this post to Referrals and Virtual Learning Coordinator as this better reflects the specialist nature of the role. This has no implications for the grade or ring-fencing arrangement for this post and the details of the job description/grade remain unchanged.

## **Education Welfare Officer (Exclusions)**

- 2.32. In response to issues raised about the clarity and content of the job description for the proposed EWO Exclusions post, we have made some changes to make the requirements in relation to the EWO aspects of the role much clearer. This now ensures that the post has parity with the other PO2 EWO posts in the EWO Service. The revised job description was re-evaluated in light of the changes but the grade remains unchanged (PO2).

## **Managing change and transition**

- 2.33. Staff have raised concerns about the impact of the restructure on students and the need to minimise any negative impact on them, with a staggered approach to voluntary redundancy suggested as one means of managing this effectively.
- 2.34. In response to these concerns, we have decided to stagger the notice periods for voluntary redundancies, with PRU support staff given a notice date of 31<sup>st</sup> January 2014 and teaching staff given a notice date of 30<sup>th</sup> April 2014. Unqualified teachers who have not been matched to new posts in the structure will leave the service on 31<sup>st</sup> December 2013. These arrangements will ensure that we can recruit new staff and manage handovers effectively while ensuring continuity of support for those pupils preparing for public examinations.
- 2.35. In recognition of the need to ensure stable and permanent leadership for the service, we have already advertised the Head of Service post and a number of vacant senior manager posts will be advertised in w/c 21<sup>st</sup> October 2013. We have also issued the tender for clinical support and expect to have this part of the service up and running no later than 1<sup>st</sup> February 2014.

## **Service name**



- 2.36. After further consideration it has been agreed that the service will be known as **Brent Inclusion and Alternative Education Service**. This will ensure that stakeholders, including Brent schools, recognise the service as a single point of contact for alternative education needs. The title also reflects the strong focus on inclusion across the service.

### 3. Final decisions on the new structure and working arrangements

- 3.1. Overall the proposals set out in the initial consultation document have remained largely unchanged. However, as indicated above, some of the initial job descriptions have been amended, with some titles/grades and/or content changed. For clarity, job descriptions subject to *any* changes are listed below and included in full in Appendix Four, with changes highlighted in red:
- LAC Advisory Teacher
  - LAC Information Analyst
  - Head of Health Needs Education Team
  - Deputy Head of Health Needs Education Team
  - Assistant Head of Centre KS 3/ KS 4 (x 2)
  - Administrative and Examinations Officer (x 3)
  - Finance Officer
  - Referrals and Virtual Learning Coordinator
  - Education Welfare Officer (Exclusions)
- 3.2. The new structural proposals will now be implemented in line with the timetable set out in Section 7 of this report. Appendix 2A sets out the existing filled posts that will be deleted as part of this process and Appendix 2B sets out the vacant posts that we intend to delete as part of this process. Appendix 2C sets out the posts that will remain unchanged. The final structure for the new service is set out in Appendix 3A-3F, with all new job descriptions set out in a zip file circulated alongside this report.
- 3.3. The new structure contains 68 posts, compared to 97 in the old structure. However, 36 of the current posts are vacant and only 56 permanent employees are directly affected by these proposals.

### 4. Budgets and Savings

- 4.1. The estimated full year savings to the dedicated schools budget from the final structure are now £675,000. However, £480,000 of these will be in part be used to fund new initiatives, including support payments to schools allocated pupils under Fair Access arrangements, the development of a new virtual classroom resource, commissioned support for the small number of KS1 and KS2 pupils who require out of school placements and clinical input for the new inclusion support team. The remaining net savings will be used to offset the historic deficit in the schools' budget.

### 5. Ring-fencing, assimilation and pay protection

- 5.1. **Appendix Five** sets out the matching process for each role within the new structure. This does not yet take into account those staff who have been offered voluntary redundancy (16 staff). As a result, some staff identified as subject to competitive assimilation may be directly assimilated when voluntary redundancy decisions are known.

- 5.2. Selection for new non-teaching posts has been undertaken in accordance with the Council's Change Management Procedure, based on job descriptions and /person specifications for new and existing posts. The following approach has been taken to the matching exercise:
- **Direct assimilation** occurs when the old and new posts are substantially similar to existing roles within the same grade range, and there is the same number, or fewer potential redeployees.
  - **Competitive Assimilation** – competitive assimilation occurs when there are more potential re-deployees than roles available and the roles are substantially similar.
  - **Ring-fencing** – this occurs when displaced (unmatched) employees are potentially matched to posts using the skills profile information. The post is a maximum of two grades up or one grade below and the role is deemed as a suitable alternative by management.
- 5.3. Non- teaching staff who are not matched at this stage on their basis of their existing job descriptions/ person specification, will be required to complete a skills profile form by **24<sup>th</sup> October** and return this to Heather Renaud, HR Services Manager at [heather.renaud@brent.gov.uk](mailto:heather.renaud@brent.gov.uk), along with an indication of which unmatched posts within the structure they are interested in applying for, preferably in order of preference. Provided that their skills and competencies broadly match those of the new person specifications we will organise interviews for the vacant posts in November 2013, with any candidates identified as suitable through the interview process directly assimilated into the vacancy.
- 5.4. Teaching staff (including leadership grades) on teachers terms and conditions within the scope of the review have been matched to available posts on the following basis:
- Key Stage 3 and Key Stage 4 PRU and Kingsbury Assessment Centre teaching staff were matched to available teaching/leadership posts in the new KS 3/4 PRU.
  - Teaching staff at Brent Education Tuition centre were matched to available teaching/leadership posts in the new Health Needs Education Service.
- 5.5. All teachers matched to teaching posts within the Health Needs Education Service or the Key Stage 3-4 will additionally be required to demonstrate that they have up-to-date expertise / previous qualifications in the required curriculum.
- 5.6. Within the Key Stage 3 and 4 PRU the teaching specialisms required are: English; Mathematics; Science and other enrichment subjects (including PHSE, expressive arts, ICT, food technology, media studies and PE) up to GCSE and BTEC level.
- 5.7. Within the Health Needs Education Service the required teaching specialism are: English; Mathematics; Science and other enrichment subjects (including PHSE, expressive arts, ICT, food technology, media studies and PE) up to GCSE and BTEC level.

- 5.8. Teachers who do not teach one of the core subjects to GCSE level (English, Maths; and Science) are expected to teach at least two of the subjects identified as enrichment subjects.
- 5.9. Once the level of voluntary redundancies among teaching staff is confirmed, managers within the service will assess the remaining teachers against the criteria outlined above. Those who meet the criteria will be notified of their proposed assimilation in writing in the week commencing **28<sup>th</sup> October 2013**. Those teachers who do not meet the above criteria will be notified that they are at risk of redundancy and given an opportunity to apply for voluntary redundancy on existing terms and conditions.

### **Pay protection for non teaching staff**

- 5.10. Where non-teaching staff (including those on Soulbury and GLPC grades) suffer financial loss by accepting a post on a lower grade than their current post, pay protection will apply provided the drop in grade is no more than 2 grades (in accordance with the previous Managing Change Policy – May 2011) . Pay protection is for a period of one year. This does not apply to a reduction in the number of hours worked.
- 5.11. Pay protection will apply where a notice of redundancy has been issued and have found redeployment; or for those who have been offered suitable alternative employment due to organisational change.
- 5.12. When the protected period has ended, the salary will be revised immediately and paid in accordance with the salary grade on appointment and which protection was given. No other allowances or payments, which are not relevant to the new appointment, will continue to be paid beyond the pay protection period.

- 5.13. Protection of salary will cease when:
- the protection period has ended
  - the salary of the new post reaches or overtakes the protected salary
  - If an employee applies voluntarily for, and is appointed to, another position within the authority, where the salary is lower than that protected

#### **Pay Protection for Teaching Staff**

- 5.14. Pay protection for non-teaching staff is set out in the Council's Managing Change Policy. Pay protection for teaching staff will be in accordance with School Teachers' Pay and Conditions Document 2013. At the time of writing this document the final document has not been issued (publication expected September 2013).

## **6. Support and development**

- 6.1. Support will continue to be provided to staff affected by these proposals, with access to half day sessions on job search and e-learning modules on interview skills and CV and application form writing. Staff can also get support during the change process through the Council's employee assistance programme. The scheme included face to face counselling as well as telephone counselling. The service is free and confidential, and telephone lines are open 24 hours a day, seven days a week. Details of the range of support available are set out in **Appendix 6** of this document.
- 6.2. Members of the Children and Families HR team will also be available for one to one sessions with staff during the implementation period. Sessions can be booked through sending an email to [brenteducationconsultation@brent.gov.uk](mailto:brenteducationconsultation@brent.gov.uk).
- 6.3. Staff appointed to posts within the new structure will also benefit from professional, management and IT training as appropriate. Training will be implemented as part of a wider service improvement plan and be supported by a needs analysis to identify individual training needs.

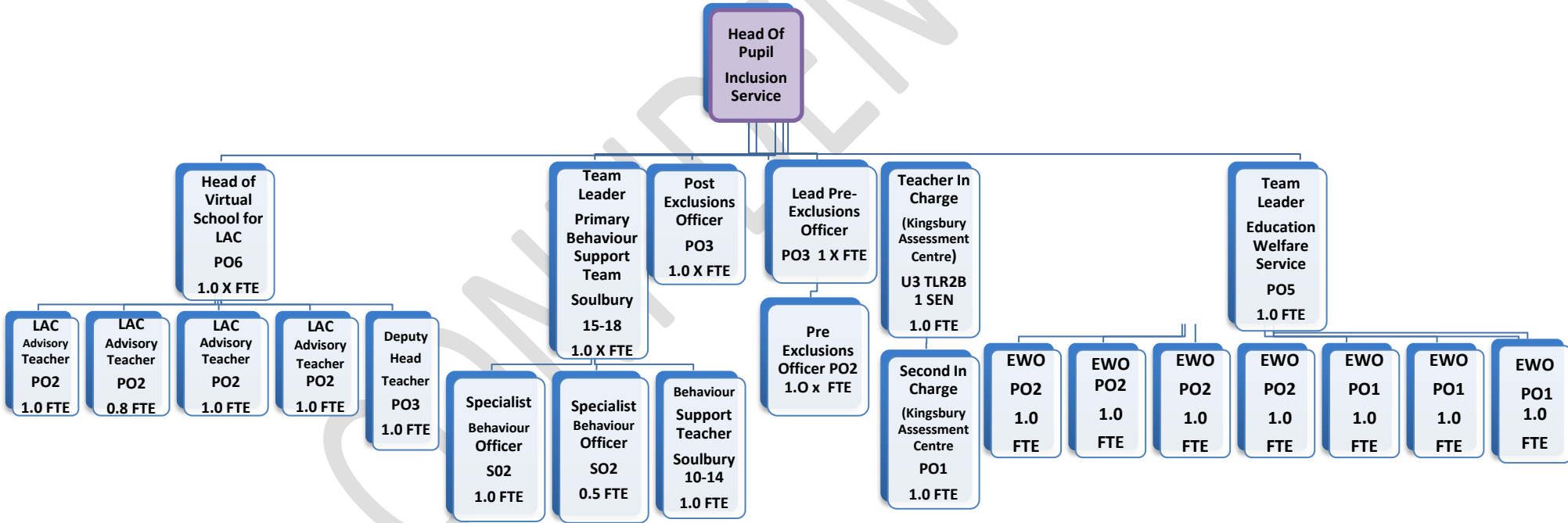
## 7. Timetable for Implementation and Ring-Fenced Interviews

To Whom	What	When	Documents/method
All staff affected and trade unions	Final version of the consultation document published, setting out the response to comments received during feedback (including final assimilation and ring-fencing decisions)	21 <sup>st</sup> October 2013	Consultation feedback and final proposals circulated
All staff affected	Ring-fenced/staff subject to competitive assimilation processes advised of dates for interviews and assessment process. All staff to be assimilated are notified and new post confirmed.	21 <sup>st</sup> October 2013	Individual letter
Unmatched staff	Unmatched staff are issued with termination notices and requested to complete skills matching form, and express preference for any unmatched posts in the structure within policy framework (1 up/2 down).	21-24 <sup>th</sup> October 2013	Individual letter
Ring-fenced and unmatched staff	Staff are issued with details of their ring-fenced/preferential interview arrangements.	w/c 28 <sup>th</sup> October 2013	Individual letter
Interviews for ring-fenced posts and unmatched staff	Interviews and presentation – 45 minute interview plus presentation	5 <sup>th</sup> November – 15 <sup>th</sup> November 2013	Interviews/presentation
Staff appointed to new posts/ staff not appointed to new posts	Staff advised of outcome of interviews, and either assimilated into new post or placed on Council redeployment register. Notices of termination issued as individual opportunities in the new structure are exhausted.	5 November – 18 <sup>th</sup> November 2013	Confirmation letter
Director, C&F/Interim Head of Service	Interviews for Head of Inclusion and Alternative Education Post	6 November 2013	Interviews/presentation
HR	Vacant non-teaching posts with no identified internal candidates advertised – higher grade non teaching posts to be advertised as a priority	21 <sup>st</sup> October 2013 onwards	Internal/external advertisement
	New Brent Inclusion and Alternative Education Service goes live	1 <sup>st</sup> January 2013	
HR	Teaching and teaching leadership Posts to be advertised, with appointed staff in place by Spring term	January/March 2013	

APPENDIX ONE: EXISTING STRUCTURE CHARTS

EXISTING STRUCTURE CHART – PUPIL INCLUSION SERVICE

Key	
Fixed Term Contract post holder < 2 years	
Vacant Posts including VR	

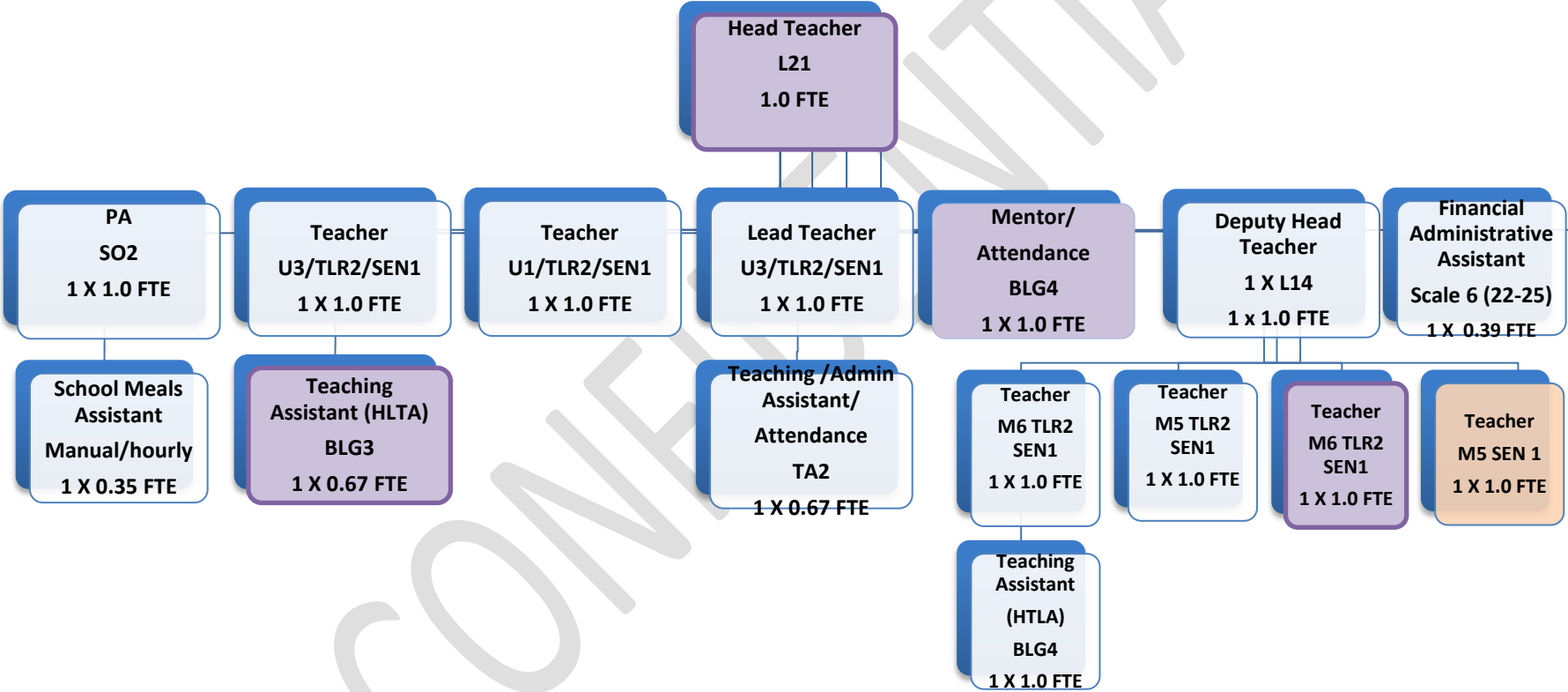


**Total Posts = 24 (23.3 FTE)**

**Total number of staff in post = 23 (22.3 FTE)/1 vacant post with agency cover**

**EXISTING STRUCTURE CHART – KS3 STAG LANE**

Key	
Fixed Term Contract post holder < 2 years	
Vacant Posts including VR	



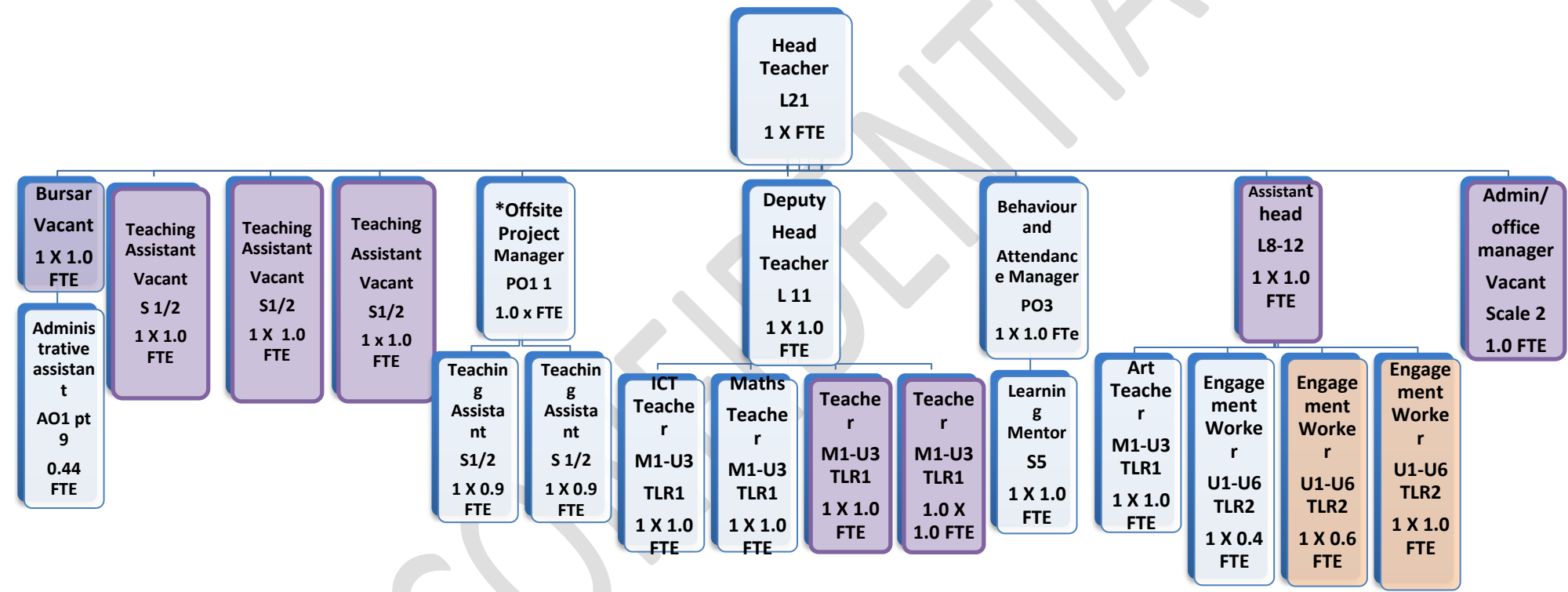
**Total Posts = 16 (14.08 FTE)**

Total number of staff in post = 12 (10.41 FTE) (including 1 fixed term contract)

Total number of vacant posts (including first tranche VR ) = 4

Existing Structure Chart - KS4 Poplar Grove

Key	
Fixed Term Contract post holder < 2 years	
Vacant Posts including VR	



Total Posts = 22 (20.24 FTE)

Total number of staff in post = 14, including two fixed term contracts (12.24 FTE)

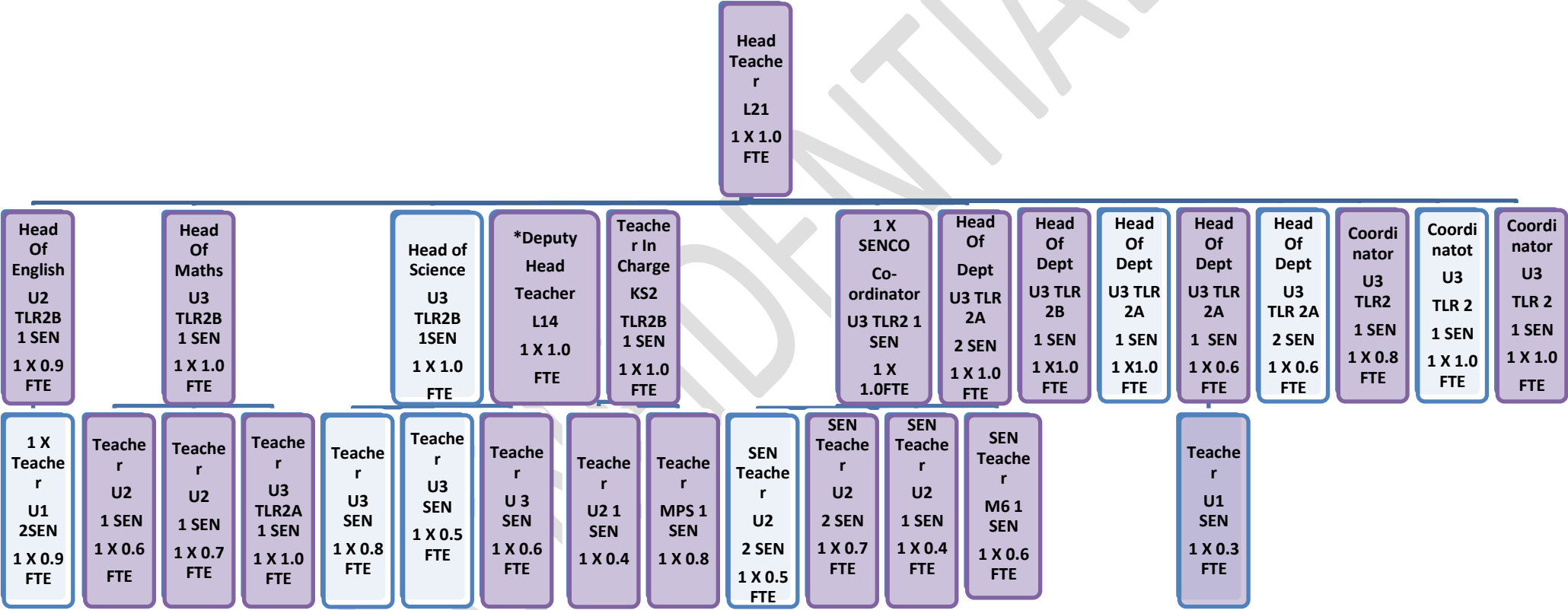
Total number of vacant posts (including first tranche VR) = 8



**\*Offsite project manager – This post is within the Councils central management structure but based at the KS4 poplar grove PRU.**

**EXISTING STRUCTURE CHART – BETS Teaching Staff**

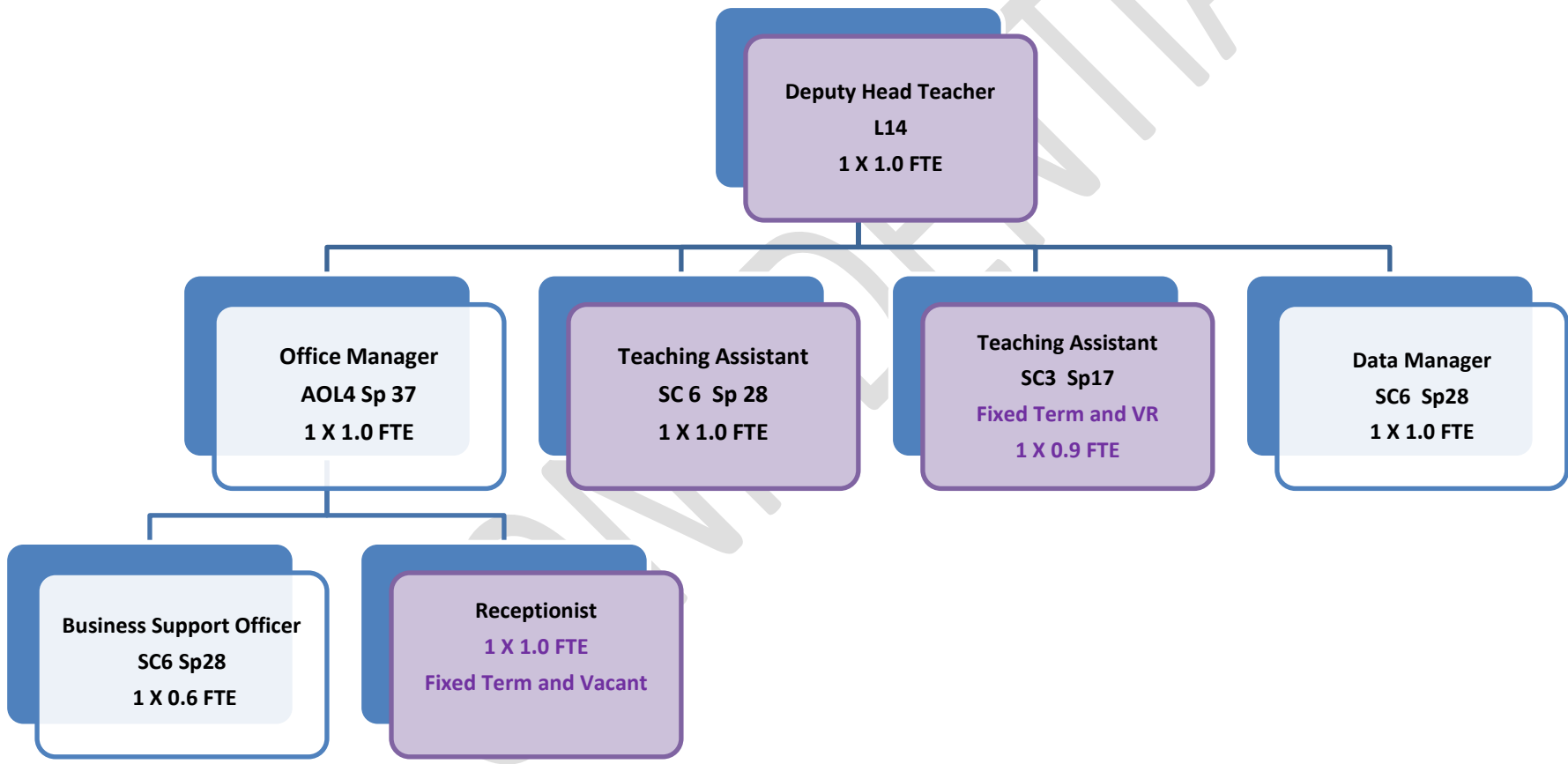
Key	
Fixed Term Contract post holder < 2 years	
Vacant Posts including VR	



**Total posts = 35 (28.2 FTE)**  
**Total number of staff in post = 11 (8.9 FTE)**

Total number of vacant posts (including first tranche VR) = 24

EXISTING STRUCTURE CHART – BETS Support Staff



## APPENDIX 2A – EXISTING FILLED POSTS TO BE DELETED

It is proposed that the following filled posts will be deleted. All posts are based in the Education, Health and Social Care Department. Posts filled with non-permanent staff are highlighted in orange.

	<b>Service Area</b>	<b>Job Title</b>	<b>Grade</b>
1.	Alternative Education	Head of Alternative Education	Soulbury
2.	Looked After Children Education Team	Head of Virtual School For LAC	PO6
3.	Looked After Children Education Team	Deputy Head Teacher	PO3
4.	Looked After Children Education Team	LAC Advisory Teacher	PO2
5.	Looked After Children Education Team	LAC Advisory Teacher	PO2
6.	Looked After Children Education Team	LAC Advisory Teacher	PO2
7.	Looked After Children Education Team	LAC Advisory Teacher	PO2
8.	Behaviour Support	Team Leader, Primary Behaviour Support	Soulbury 15-18
9.	Behaviour Support	Behaviour Support Teacher	Soulbury 10-14
10.	Behaviour Support	Specialist Behaviour Officer	SO2
11.	Behaviour Support	Specialist Behaviour Officer	SO2
12.	Alternative Education	Post Exclusions Officer	PO3
13.	Alternative Education	Lead Pre-Exclusions Officer	PO3
14.	Alternative Education	Pre- Exclusions Officer	PO2
15.	Alternative Education	Off-site Project Manager	PO1
16.	Kingsbury Assessment Centre	Teacher in Charge	MPS + 1SEN &TLR 2
17.	Kingsbury Assessment Centre	Second in Charge	PO1
18.	Stag Lane – Pupil Referral Unit	Personal Assistant to Head	SO2
19.	Stag Lane – Pupil Referral Unit	School Meals Assistant	Manual
20.	Stag Lane – Pupil Referral Unit	Teacher	MPS + 1 SEN TLR 2
21.	Stag Lane – Pupil Referral Unit	Teacher	MPS + 1 SEN TLR 2
22.	Stag Lane – Pupil Referral Unit	Lead Teacher	MPS + 1 SEN TLR 2
23.	Stag Lane – Pupil Referral Unit	Teacher	MPS + 1 SEN TLR 2
24.	Stag Lane – Pupil Referral Unit	Teacher	MPS + 1 SEN TLR 2
25.	Stag Lane – Pupil Referral Unit	Teacher	MPS + 1 SEN
26.	Stag Lane – Pupil Referral Unit	Teaching Assistant – Attendance	TA Level 2
27.	Stag Lane – Pupil Referral Unit	Teaching Assistant - HLTA	TA Level 4
28.	Stag Lane – Pupil Referral Unit	Deputy Head Teacher	Leadership
29.	Stag Lane – Pupil Referral Unit	Financial Administrative Assistant	Scale 6
30.	Poplar Grove – Pupil Referral Unit	Head Teacher	Leadership
31.	Poplar Grove – Pupil Referral Unit	Administrative Officer	Scale 1
32.	Poplar Grove – Pupil Referral Unit	Deputy Head Teacher	Leadership
33.	Poplar Grove – Pupil Referral Unit	Behaviour & Attendance Manager	PO3
34.	Poplar Grove – Pupil Referral Unit	Teacher	MPS – TLR 1
35.	Poplar Grove – Pupil Referral Unit	Teacher	MPS – TLR 1
36.	Poplar Grove – Pupil Referral Unit	Teacher	MPS – TLR 1
37.	Poplar Grove – Pupil Referral Unit	Teaching Assistant	Scale 1/2
38.	Poplar Grove – Pupil Referral Unit	Teaching Assistant	Scale 1/2
39.	Poplar Grove – Pupil Referral Unit	Learning Mentor	Scale 5

	<b>Service Area</b>	<b>Job Title</b>	<b>Grade</b>
40.	Poplar Grove – Pupil Referral Unit	Engagement Worker	U1-U6 TLR 2
41.	Poplar Grove – Pupil Referral Unit	Engagement Worker	U1-U6 TLR 2
42.	Poplar Grove – Pupil Referral Unit	Engagement Worker	U1-U6 TLR 2
43.	BETS – Pupil Referral Unit	Head of Science	MPS – TLR 2 plus 1 SEN
44.	BETS – Pupil Referral Unit	Head of Department	MPS – TLR 2 plus 1 SEN
45.	BETS – Pupil Referral Unit	Head of Department	MPS – TLR 2 plus 1 SEN
46.	BETS – Pupil Referral Unit	Coordinator	MPS – TLR 2 plus 1 SEN
47.	BETS – Pupil Referral Unit	Teacher	U1 plus 2 SEN
48.	BETS – Pupil Referral Unit	Teacher	U3 plus 1 SEN
49.	BETS – Pupil Referral Unit	Teacher	U3 plus 1 SEN
50.	BETS – Pupil Referral Unit	SEN Teacher	U2 plus 2 SEN
51.	BETS – Pupil Referral Unit	Office Manager	PO1
52.	BETS – Pupil Referral Unit	Business Support Officer	Scale 6
53.	BETS – Pupil Referral Unit	Data Manager	Scale 6

## APPENDIX 2B – EXISTING VACANT POSTS TO BE DELETED

It is proposed that the following filled posts will be deleted. All posts are based in the Education, Health and Social Care Department.

	Service Area	Job Title	Grade
1.	Stag Lane – Pupil Referral Unit	Head Teacher	Leadership
2.	Stag Lane – Pupil Referral Unit	Mentor/Attendance	
3.	Stag Lane – Pupil Referral Unit	Teacher	MPS TLR2 plus 1 SEN
4.	Stag Lane – Pupil Referral Unit	Teaching Assistant	Level 3
5.	Poplar Grove – Pupil Referral Unit	Teaching Assistant	Scale 1/2
6.	Poplar Grove – Pupil Referral Unit	Teaching Assistant	Scale 1/2
7.	Poplar Grove – Pupil Referral Unit	Teaching Assistant	Scale 1/2
8.	Poplar Grove – Pupil Referral Unit	Teacher	MPS – TLR 1
9.	Poplar Grove – Pupil Referral Unit	Teacher	MPS – TLR 1
10.	Poplar Grove – Pupil Referral Unit	Assistant Head	Leadership
11.	Poplar Grove – Pupil Referral Unit	Office Manager	SO2
12.	Poplar Grove – Pupil Referral Unit	Bursar	
13.	BETS – Pupil Referral Unit	Head Teacher	Leadership
14.	BETS – Pupil Referral Unit	Deputy Head Teacher	Leadership
15.	BETS – Pupil Referral Unit	Head of English	MPS plus 2 TLR / 1SEN
16.	BETS – Pupil Referral Unit	Head of Maths	MPS plus 2 TLR / 1SEN
17.	BETS – Pupil Referral Unit	Teacher in Charge KS2	MPS plus 2 TLR / 1SEN
18.	BETS – Pupil Referral Unit	SENCO Coordinator	MPS plus 2 TLR / 1SEN
19.	BETS – Pupil Referral Unit	Head of Department	MPS plus 2 TLR / 1SEN
20.	BETS – Pupil Referral Unit	Head of Department	MPS plus 2 TLR / 1SEN
21.	BETS – Pupil Referral Unit	Head of Department	MPS plus 2 TLR / 1SEN
22.	BETS – Pupil Referral Unit	Coordinator	MPS plus 2 TLR / 1SEN
23.	BETS – Pupil Referral Unit	Coordinator	MPS plus 2 TLR / 1SEN
24.	BETS – Pupil Referral Unit	Teacher	MPS plus 1 SEN
25.	BETS – Pupil Referral Unit	Teacher	MPS plus 1 SEN
26.	BETS – Pupil Referral Unit	Teacher	MPS plus TLR plus 1 SEN
27.	BETS – Pupil Referral Unit	Teacher	MPS plus 1 SEN
28.	BETS – Pupil Referral Unit	Teacher	MPS plus 1 SEN
29.	BETS – Pupil Referral Unit	Teacher	MPS plus 1 SEN
30.	BETS – Pupil Referral Unit	SEN Teacher	MPS plus 2 SEN
31.	BETS – Pupil Referral Unit	SEN Teacher	MPS plus 1 SEN
32.	BETS – Pupil Referral Unit	SEN Teacher	MPS plus 1 SEN
33.	BETS – Pupil Referral Unit	Teacher	MPS plus 1 SEN
34.	BETS – Pupil Referral Unit	Teaching Assistant	Scale 6
35.	BETS – Pupil Referral Unit	Teaching Assistant	Scale 3
36.	BETS – Pupil Referral Unit	Receptionist	Scale 2

## APPENDIX 2C – POSTS THAT REMAIN UNCHANGED

It is proposed that the following filled posts will remain unchanged and staff will be directly assimilated into the new structure on their existing job descriptions. All posts are based in the Education, Health and Social Care Department.

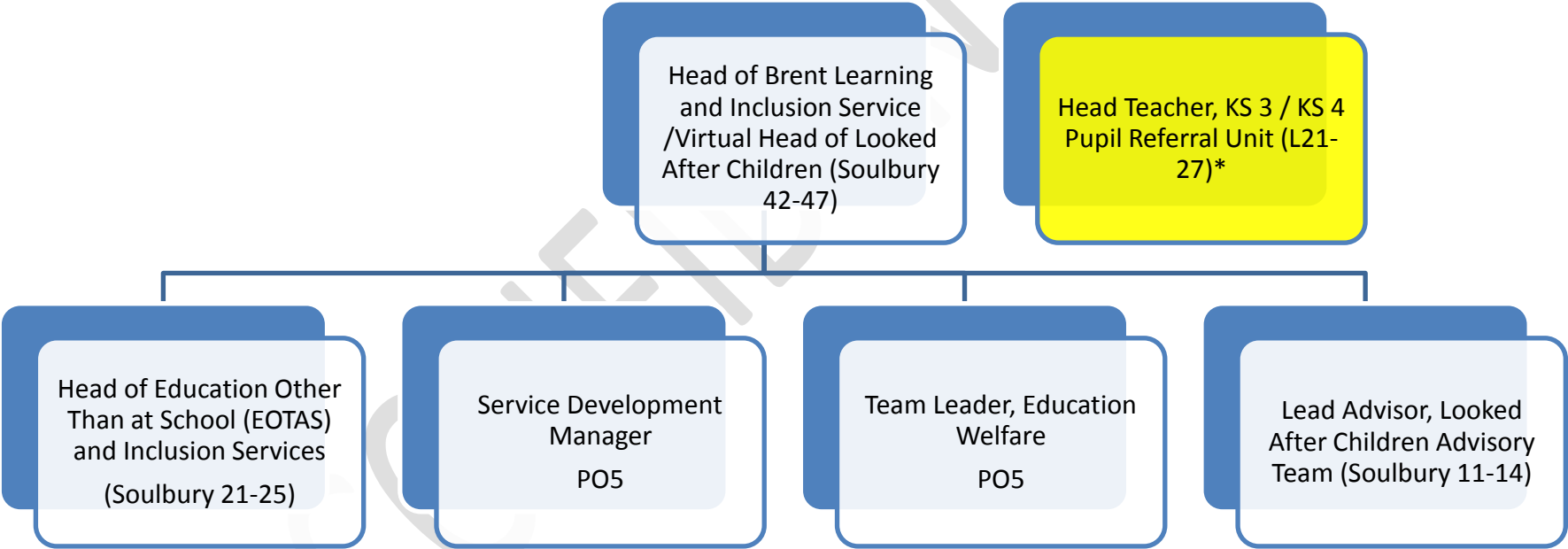
	<b>Service Area</b>	<b>Job Title</b>	<b>Grade</b>
	Education Welfare Service	Team Leader	PO5
	Education Welfare Service	EWO/Finance Officer	PO2
	Education Welfare Service	EWO/Licencing	PO2
	Education Welfare Service	EWO/Home Education	PO2
	Education Welfare Service	EWO/CME	PO2
	Education Welfare Service	EWO	PO1
	Education Welfare Service	EWO	PO1
	Education Welfare Service	EWO /Gypsy & Travellers	PO1

APPENDIX THREE: NEW STRUCTURE CHARTS

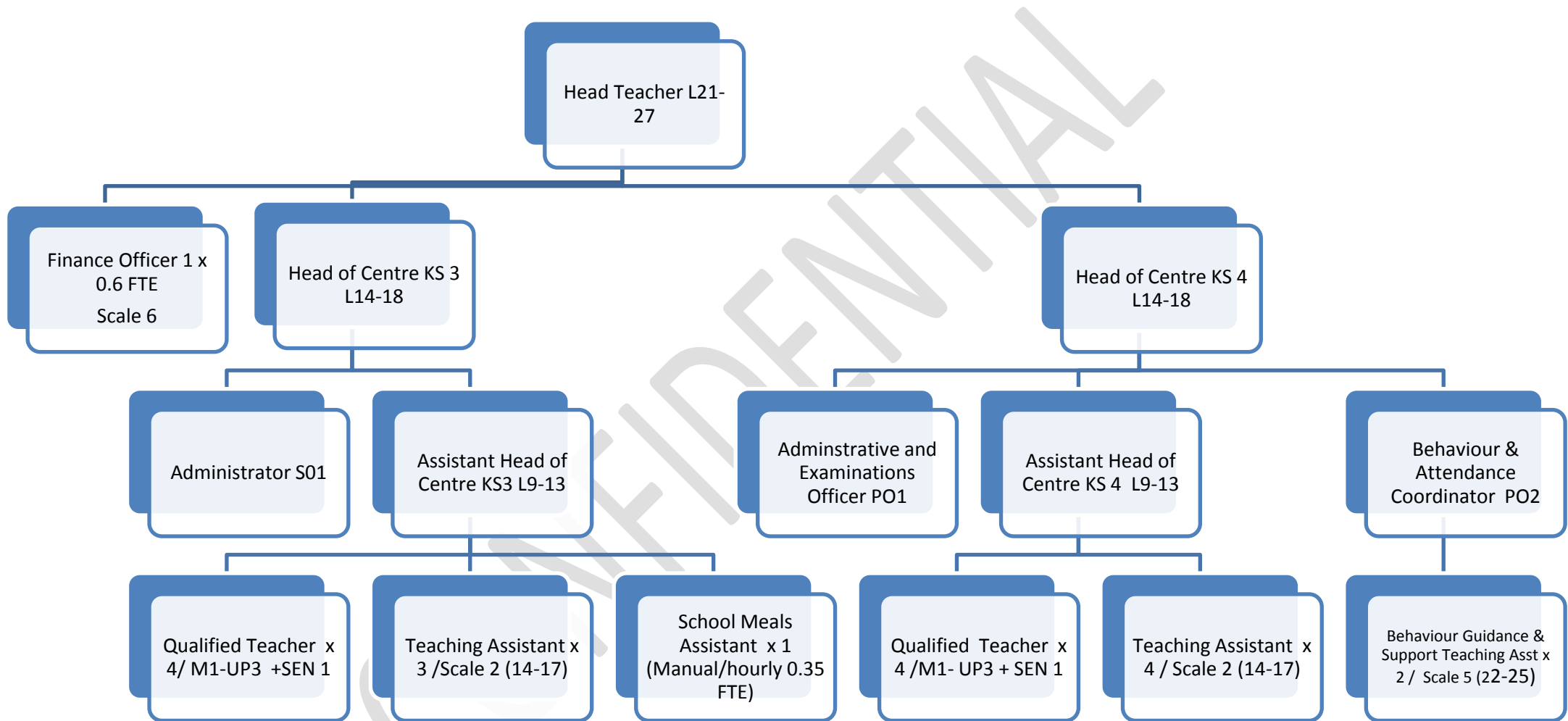
APPENDIX 3A: BRENT INCLUSION AND ALTERNATIVE EDUCATION MANAGEMENT STRUCTURE (6 POSTS/ 6 FTE)

NB: All posts are full time unless stated.

\*Head Teacher of KS 3-4 is accountable to the PRU Management Committee and matrix managed by the Committee’s Performance Sub Committee and Head of Service.



**APPENDIX 3B: KEY STAGE 3/4 PUPIL REFERRAL UNIT – TOTAL POSTS = 27 (25.95 FTE)**

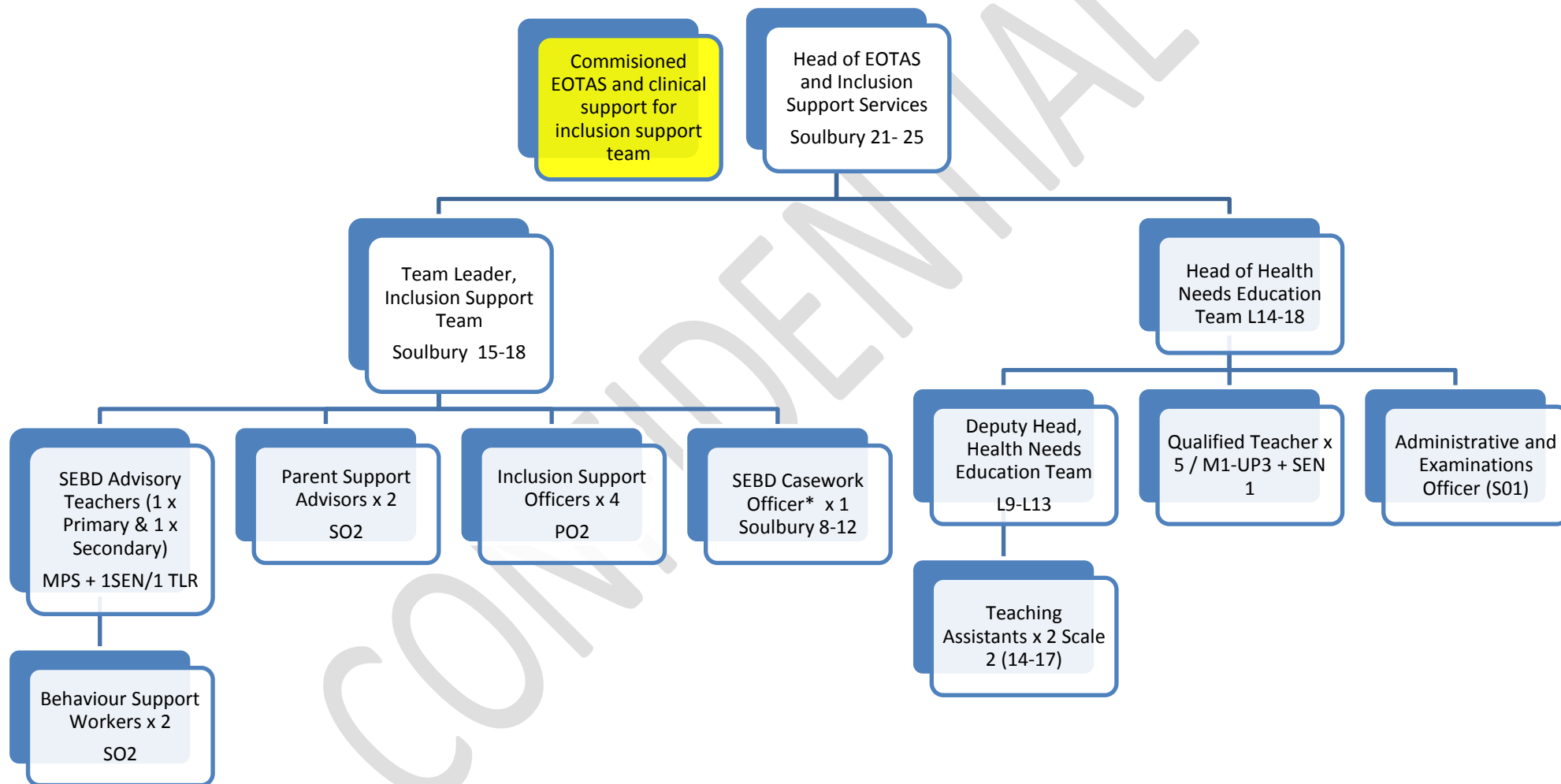


**NB: All posts are full-time unless stated. Staff within the PRU will be expected to work across KS 3 and KS4 Centres as required.**



## APPENDIX 3C – EDUCATION OTHER THAN AT SCHOOL AND INCLUSION SERVICES (23 POSTS /23 FTE)

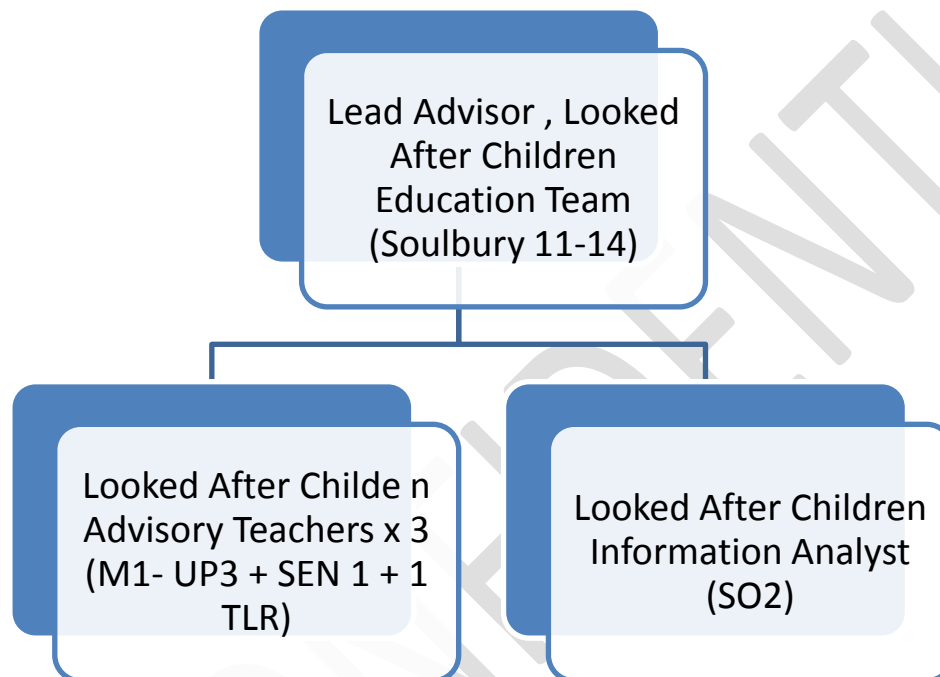
NB: All posts are full-time unless stated.



\*SEBD Casework Officer will be jointly managed with SENAS.

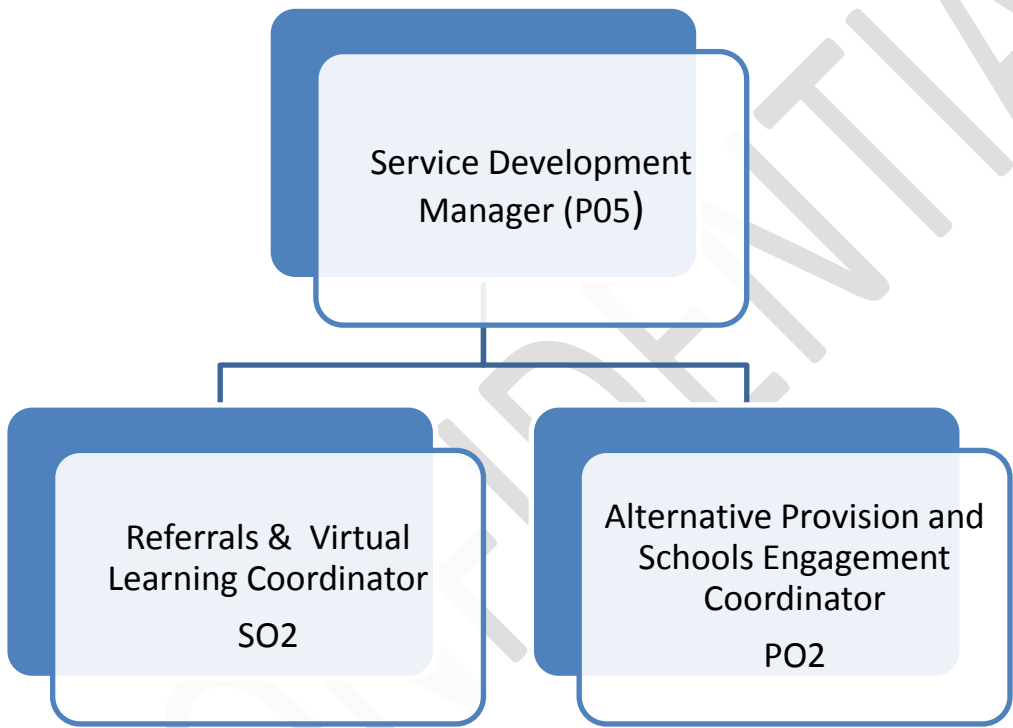
### APPENDIX 3D: LOOKED AFTER CHILDREN EDUCATION TEAM (5 POSTS/ 5 FTE)

NB: All posts are full-time unless stated.



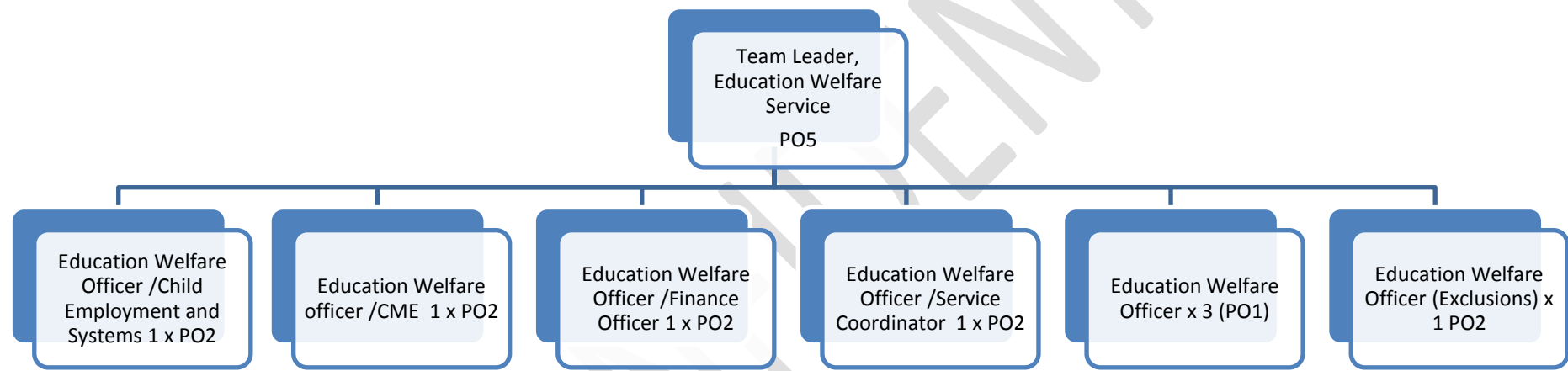
**APPENDIX 3E – LEARNING AND INCLUSION RESOURCE TEAM (3 POSTS/3 FTE)**

**NB: All posts are full-time unless stated**



**APPENDIX 3F: EDUCATION WELFARE TEAM (9 POSTS /9 FTE)**

**NB: All post are full time unless stated**



## **APPENDIX FOUR : REVISED JOB DESCRIPTIONS**

# Job Description

## H1



**SERVICE AREA:** EDUCATION, HEALTH AND SOCIAL CARE

**LOCATION:** BRENT CIVIC CENTRE

**UNIT/SCHOOL:** LOOKED AFTER CHILDREN EDUCATION TEAM

**SECTION:** INCLUSION AND ALTERNATIVE EDUCATION SERVICE

**JOB TITLE:** LOOKED AFTER CHILDREN ADVISORY TEACHER

**CURRENT GRADE:** M1-UP 3 Plus 1 SEN and **1TLR**

**RESTRICTED?** No **POST NUMBER(S):** 3

### PURPOSE OF JOB

- 1.1. To work with a variety of professionals including schools/FE settings and social care to meet statutory requirements and improve the educational outcomes of children looked after by Brent.
- 1.2. To participate in the implementation and development of the relevant government / Department of Education Guidance regarding the education of looked after children (LAC) and care leavers
- 1.3. To track and monitor all the children looked after on their relevant Key Stage, LAC Advisory Teacher Case List, targeting individual children where appropriate to ensure that they are in full-time education and are making the appropriate levels of progress.
- 1.4. To provide teaching, education support, advice and guidance for children and young people in care to Brent.
- 1.5. To support schools/FE settings and designated teachers in raising the achievement of looked after children and care leavers within their setting.

**DIRECTLY RESPONSIBLE TO:** Lead Advisor, Looked After Children Education

**FUNCTIONALLY RESPONSIBLE TO:** Lead Advisor, Looked After Children Education Team

**RESPONSIBLE FOR:** N/A

### PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES

1. The postholder must at all times carry out her/his duties with due regard to the Council's Customer Care, Equal Opportunities and Best Value Policies and incorporating the Council's Core Competencies.
2. The post holder is required to take reasonable care for the safety and health of themselves and others who may be affected by their acts; and to work with management to comply with Service/Unit procedures and protocols and with Brent Council's Health and Safety Policy and all guidance, instructions and risk assessments. In particular the jobholder is required to attend training relevant to their post in order to ensure their health and safety responsibilities are met.
3. To understand the value of information to the council and to contribute to good information governance by keeping information safe, accurate and up to date and available to those who need it. Abide by the Council's information governance policies.
4. Work with others to ensure that LAC are supported to meet government performance indicators and other relevant DfE guidance related to looked after children **and care leavers**.
5. Respond quickly to the educational needs of Brent children looked after, including those aged 16+.
6. Undertake educational intervention in individual cases where required for children **and young people** placed both in and out of borough.
7. Advise, **provide guidance** and liaise directly with social work staff, on issues related to educational attainment and educational placements **and for LAC 'out of school'**.
8. **To facilitate transition into appropriate educational provision for LAC who have to move provision.**
9. **To monitor and evaluate additional packages of support including those receiving alternative provision in residential schools.**
10. Advise and liaise directly with designated teachers identifying children looked after by Brent who are in need of support such as a statement of special educational needs (SEN).
11. Advise on and work with schools/**FE settings** to raise the achievement of children looked after **and care leavers, including delivering training / INSET where appropriate.**
12. Be proactive in preventing exclusions of children looked after **and the withdrawal of care leavers from FE/HE settings** through advocacy and early intervention.
13. Facilitate the initiation of Personal Education Plans for children looked after and ensure that PEP for every looked after child meet required quality standards and /or take action to ensure that quality standards are met.

14. Deliver training/advice to social workers and foster carers on the expected educational outcomes of young people at key transition points and the range of qualifications and opportunities available.
15. Work with others on projects that improve the educational outcomes of our children looked after.
16. Advise and contribute to the reviews/education meetings of children looked after, as appropriate.
17. Advise and contribute to training for social workers, foster carers, school governors, designated teachers and members of the corporate parenting group.
18. Advise foster carers on relevant LA / school / FE procedures concerning admission, attendance and exclusion, and other relevant matters.
19. Monitor the attainment and progress of Brent looked after children and care leavers, recording progress as required and ensuring additional support can be accessed where data highlights areas of underachievement.
20. Attend meetings as required to assist in delivering improved life chances for children looked after by Brent.
21. Deliver presentations on the work of the team at Council meetings / Staff Forums as required.
22. Participate in a range of out of school hours activities/events that enhance looked after children's potential to improve attainment and celebrates their achievements.
23. Network with colleagues in Brent and elsewhere as required.
24. To undertake appropriate professional development as agreed with the Lead Advisory Teacher for LAC.

## Person Specification

**Service Area:** EDUCATION, HEALTH AND SOCIAL CARE  
**Unit:** LOOKED AFTER CHILDREN EDUCATION TEAM  
**Post Title:** LOOKED AFTER CHILDREN ADVISORY TEACHER  
**Grade:**

**Please note.** All criteria are essential. The successful candidate must satisfy all off the criteria. Short listing will be on the basis of the criteria indicated in the 'Application Form' Column.


### Method of Assessment

	Application Form	Interview	Test
Education, Training & Qualifications			



Degree + PGCE or equivalent	*		
Trained Teacher Status + three years mainstream teaching experience	*		
<b>Knowledge &amp; Experience</b> Demonstrates knowledge of the National Curriculum / SEN Code of Practice <b>and other relevant legislation.</b>  Demonstrates an understanding of the complex difficulties facing children looked after, their carers and their natural parents  Demonstrates an understanding of the conflicting pressures on school and LA in seeking to promote the attainment of children looked after  Demonstrates experience of working with children with challenging behaviour  Demonstrates experience of working in a multi-cultural community  <b>Demonstrates experience of developing and delivering formal INSET/Training</b>	*  *  *  *  *  *	*  *  *  *  *	*  *  *  *
<b>Skills &amp; Abilities</b> Ability to adapt educational programmes for children who may need specialised assistance to achieve their potential  Perseveres with difficult students, sees task through to completion, overcoming obstacles and setbacks.  Demonstrates ability to assess students' skills and plan a series of interventions that will help LAC reach their objectives  Plans well in advance, organises and monitors plans  Ability to communicate and liaise effectively with a range of other professionals in the field  Ability to keep accurate and efficient records especially those pertaining to attendance and attainment  Ability to use a computer, email, excel and other electronic equipment, with ease  Demonstrates a clear understanding of the importance of working in a team.	*  *  *  *  *  *  *	*  *  *  *  *  *	*  *  *  *

## GLPC Job Description *Non-Manager*

	<b>Job Title</b>	Looked After Children Information Analyst
	<b>Department</b>	Education, Health and Social Care
	<b>Section</b>	Inclusion and Alternative Education Service
	<b>Grade</b>	SO2
	<b>Reports to</b>	Lead Advisor, Looked After Children Education Team
	<b>Staffing Responsibility</b>	None
	<b>Organisation</b>	Enclosed

### Job Purpose:

*(Summary of the overall purpose of the job)*

**To contribute to raising standards and improving outcomes for all children and young people in Brent by :**

- Providing the Looked after Children Education Team/Virtual School, schools, and social care services with effective statistical, information management and research data about looked after children in order to support operational delivery, performance management, and to meet corporate parenting requirements.
- **Providing accurate and timely information to inform the development of strategies, plans and targets for the Children and Families department, schools and partner agencies.**
- Responsible for the creation and development of ICT solutions to meet individual pupil tracking, monitoring and performance requirements of the looked after children education team.
- To contribute to the delivery of Brent Council's corporate priorities and objectives

### Principal Accountabilities and Responsibilities:

*(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient)).*

1. Analyse, interpret, benchmark and evaluate data, to ensure effective risk management and inform targets and priorities for the looked after children service.
2. Develop and implement effective quality assurance systems for the Personal Education Planning (PEP) process and ensure effective management of the overall process, including development and use of E-PEP systems.
3. Ensure effective use and analysis of the team's welfare call data and ensure it is used effectively to manage risks in real time.
4. **Responsible for maintaining and recording up to date accurate LAC information for the**

Virtual School including: new/ceased LAC, educational and home placements, PEP completion dates etc.

5. Establish links and ensure effective information sharing with the LAC team in social care, including the development of joint monitoring and performance reporting arrangements where appropriate.
6. Responsible for the management and commissioning of specific information management and research projects focussing on looked after children and related educational issues, including evaluation of specific initiatives, policies and interventions.
7. Responsible for the production of reports and information that support designated teachers, social care staff and other stakeholders and raise the profile and awareness of LAC education issues and the role of the team.
8. To undertake data analysis on the overall performance of Brent's Looked After Children, linking education attainment, stability of placements and health outcomes and presenting this information in a clear and accessible way to a variety of audiences.
9. To collect and analyse progress-tracking information from schools, in relation to children looked after by Brent.
10. To be responsible for the production of timely and accurate comparative data that can inform strategic decision making across the Children & Families Department.
11. Develop effective links and work collaboratively with internal (e.g. social care, policy and ICT teams) and external bodies (e.g. DfE, schools) to improve operational processes and information sharing in line with corporate frameworks for quality assurance, data protection and information management.
12. Contribute to the development of materials and information to support LAC team training events and extra curricular activities.
13. Ensure effective response to any changes in reporting and monitoring requirements as a result of new legislation or changes to local policy and practice.
14. Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection and Health and Safety policies and procedures.
15. Undertake any other duties commensurate with the general level of responsibility of this post.

<b>DBS Status</b>	Enhanced Barred List: Child
<b>Politically Restricted</b>	No

## Person Specification

**Job Knowledge, Skills & Experience:**

*Specify the qualifications, experience, skills and abilities required.*

**Please note.** Short-listing will be on the basis of the criteria indicated in the 'Application Form' column. All criteria are essential.

**Method of Assessment**

	Application Form	Interview	Test
<b>Knowledge and Qualifications:</b> <ul style="list-style-type: none"> <li>Degree in ICT/Information Management or substantial experience of developing ICT solutions and undertaking performance and data analysis.</li> <li>Evidence of continuous training and personal development.</li> <li>Excellent knowledge of standard IT software (e.g., WORD, Excel, PowerPoint), the School Information Management System (SIMs), and database systems.</li> <li>Understanding of the role of ICT, information and data in strengthening organisational performance.</li> <li>Understanding of the issues related to looked after children and related corporate parenting responsibilities.</li> </ul>	*  *  *  *  *	*  *  *  *	*  *  *  *

<b>Experience:</b> <ul style="list-style-type: none"> <li>Recent and high level experience of managing performance and operational data and developing ICT systems in a complex organisation.</li> </ul>	*	*	
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<b>Skills and Abilities:</b> <ul style="list-style-type: none"> <li>Strong analytical and data management skills, including ability to interpret complex written and numerical material.</li> <li>Effective communication and presentation skills.</li> <li>Positive and proactive approach to problem solving and developing creative solutions</li> </ul>	*  *  *	*  *  *	*  *  *
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<ul style="list-style-type: none"> <li>• Ability to develop and use ICT systems to analyse and present complex information effectively</li> </ul>	*	*	*
<ul style="list-style-type: none"> <li>• Ability to absorb and understand a wide range of information concerning the functions of the service area and to prioritise tasks to achieve performance targets.</li> </ul>	*	*	
<ul style="list-style-type: none"> <li>• Ability to build and form working relationships with service users and colleagues, to work flexibly across organisational boundaries, and to work as a member of a team.</li> </ul>	*	*	

## Job Description

### H1



**SERVICE AREA: EDUCATION, HEALTH AND SOCIAL CARE**

**LOCATION: ASHLEY GARDENS**

**JOB TITLE: HEAD OF HEALTH NEEDS EDUCATION TEAM**

**CURRENT GRADE: L14-18**

**RESTRICTED? Yes POST NUMBER(S): 1**

#### PURPOSE OF JOB

To support the Head of EOTAS in providing professional leadership for the Health Needs Service provision within Brent securing success and improvement leading to high quality, accessible and inclusive education for all students and improved standards of learning and achievement.

To enable the Brent Health Needs Education Service to fulfil statutory and regulatory roles in line with national and local policies, regulations and guidance.

To demonstrate a continuous commitment to ensuring the Brent Health Needs Education Service implements and continuously improves the delivery and quality of service to students, parents/carers, partner agencies, colleagues and managers.

To provide strategic leadership and be responsible for the internal organization, management and control of the team.

To take overall responsibility for the Curriculum at the Education Centres ensuring that it meets the needs of the students leading to good or better outcomes.

To lead in developing high quality teaching and learning to ensure that all teachers achieve good to outstanding teaching.

**DIRECTLY RESPONSIBLE TO:** Head of EOTAS

**FUNCTIONALLY RESPONSIBLE TO:** Head of EOTAS

**RESPONSIBLE FOR:** Ensuring the effective management and performance of the Health Needs Education Team comprising nine full-time staff.

#### WORK ENVIRONMENT:

The post holder will be based within the Brent Health Needs Education Team, currently operating from multiple sites with the expectation that all staff will be expected to work at more than one site.

The post will involve a flexible response to change, and the ability to effectively manage changing and sometimes conflicting priorities.

The Brent Health Education Needs Service has an ethos of developing positive relationships through the use of Restorative Practices to manage behaviour and to support every child to achieve.

The post holder will require flexibility and resilience in order to be able to manage the demanding environment of working in a setting with children and young people with a range of medical and mental health issues.

The post holder will be working directly with young people who have significant medical, mental and emotional needs and in some cases behavioural difficulties and the behaviour of the students may be demanding and therefore they will need to deploy effective behaviour management skills in their interactions with the students.

The post could also include occasional Lone Working.

### **PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES**

1. The postholder must at all times carry out her/his duties with due regard to the Council's Customer Care, Equal Opportunities and Best Value Policies and incorporating the Council's Core Competencies.
2. The post holder is required to take reasonable care for the safety and health of themselves and others who may be affected by their acts; and to work with management *to comply with* Service/Unit procedures and protocols and with Brent Council's Health and Safety Policy and all guidance, instructions and risk assessments. In particular the jobholder is required to attend training relevant to their post in order to ensure their health and safety responsibilities are met.
3. To understand the value of information to the council and to contribute to good information governance by keeping information safe, accurate and up to date and available to those who need it. Abide by the council's information governance policies.

### **Shaping the Future**

- Works with the Head of EOTAS to ensure the vision for the service is clearly articulated, shared, understood and acted upon by all.
- Work within Brent Health Education Needs Service to translate the vision into agreed objectives and operational plans which will promote and sustain service improvement.
- Motivates and works with others to create a shared culture and positive work environment.
- Ensures creativity, Innovation and the use of appropriate new technologies to achieve excellence.
- Ensures that strategic planning leads to a cycle of continuous improvement and rising of standards across the whole of Brent Health Education Needs Service

### **Leading Learning and Teaching**

- Works with the Head of EOTAS to ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.

- Ensures that learning is at the center of strategic planning and resource management.
- Establishes creative, responsive and effective approaches to learning and teaching.
- Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in learning.
- Demonstrates and articulates high expectations and sets stretching targets for the whole school community.
- Implements strategies which secure high standards of behaviour and attendance
- Determines, organizes and implements a diverse, flexible curriculum and implements an effective assessment framework.
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies.
- Monitors and evaluates the quality of teaching and students achievements including the analysis of performance data and observation, challenging underperformance at all levels and ensuring effective follow up action.

### **Developing Self and Working with Others**

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Ensures strong, distributed models of leadership throughout the Brent Health Education Service so that teams and individuals can be effective in their work with students
- Builds a collaborative learning culture within the Brent Health Education Team and actively engages with other schools and partners to build effective learning communities.
- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
- Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams.
- Uses effective coaching and feedback skills to further develop staff.
- Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.
- Regularly reviews own practice, sets personal targets and takes responsibility for own personal development.
- Manages own workload and that of others to allow an appropriate work/life balance.

### **Managing the Organisation**

- Provides effective leadership within the Health Education Needs Service and ensures continuous improvement of the organisational structure and functions.
- Present a clear and strategic vision and direction for the continued development of the Health Education Needs team through the contribution to and the implementation of the School Improvement Plan.
- Ensures that policies and practices take account of national and local circumstances, policies and initiatives.



- Manages financial and human resources effectively and efficiently to achieve the Heath Needs Education Service educational goals and priorities.
- Supports the recruitment, and retaining of staff. Deploys staff appropriately and manages their workload to achieve the vision and goals of the Health Education Needs service
- Takes responsibility for the implementation and improvement of the Performance Management processes to develop the effectiveness of staff.
- Manages and organizes the environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
- Uses and integrates a range of technologies effectively and efficiently.

### **Securing Accountability**

- Develops an ethos which enables everyone to work collaboratively share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Harness and nurture the talents and support of members of the school community and external partners to create an exciting, fun and vibrant learning environment.
- Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Supports the development and presentation of a coherent, understandable and accurate account of the Brent Health Education Needs Team performance to a range of audiences including Management Committee, parents and carers. .
- Reflects on personal contribution to Brent Heath Education Needs Team achievements and takes account of feedback from others.

### **Strengthening Community**

- Builds a collaborative learning culture within the Brent Health Education Needs Team which takes account of the richness and diversity of the school's communities
- Creates and promotes positive strategies for challenging stereotypes and prejudice and dealing with harassment
- Ensures learning experiences for pupils are linked into and integrated with the wider community
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Further develops the multi agency approach and partnership with Brent Learning and Inclusion Service, Health and Social Care to meet the holistic needs of students and their families.
- Seeks opportunities to invite parents and carers, community figures, businesses or other organizations into the centers to enhance and enrich the school and its value to the wider community
- Co-operates and works with relevant agencies to protect children

***This job description will be reviewed annually as part of the performance management review process and after consultation with the line manager and the post holder.***

## **WORK CONTEXT**

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### **Communications and working relationships**

Frequent communications with all school staff; post-holder will need to build effective relationships with all external stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice. Persuasive skills that motivate and support staff, governors, parents and pupils will be essential. Negotiating skills when dealing with service providers, outside agencies and the LA will also be needed at a high level.

### **Innovation (decision making and creativity)**

The post holder will be making high-impact decisions at senior leadership level.

They will be able to create a shared vision, positive culture and high aspirations amongst staff and pupils. Creative solutions to overcome challenges will need to be found on a daily basis. The postholder will be expected to work autonomously, reporting to the Head of EOTAS

### **Resource management**

Postholder will be responsible for the successful deployment of financial and human resources within the CCfL.

### **Flexibility**

All Brent employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties

## Person Specification

**Service Area:** EDUCATION, HEALTH AND SOCIAL CARE

**Unit:** BRENT HEALTH EDUCATION NEEDS SERVICE

**Post Title:** Head of Health Needs Education Team

**Grade:** L14-18

**Please note.** All criteria are essential. The successful candidate must satisfy all off the criteria. Short listing will be on the basis of the criteria indicated in the 'Application Form' Column.

### Method of Assessment

	Application Form	Interview	Test
<b>Education, Training &amp; Qualifications</b>  QTS Evidence of continuing professional development or further professional study NPQH (or commitment to achieve within 2 years)	*  *  *	*	
<b>Knowledge &amp; Experience</b>  Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEN and inclusion of students with Health Needs/ SEBD.  Understanding of the principles of effective learning for children with Health Needs and the ability to promote a culture of learning throughout the school.  Understanding of the principles of good curriculum provision. Understanding of the role of assessment in student's learning.  Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.  Understanding of the principles underlying effective financial management  Successful experience in a leadership and management role  Successful teaching experience of the age range served by	*  *  *  *  *  *  *	*  *  *  *  *  *  *	

the school and judged to be an outstanding teacher.			
Successful experience of monitoring, evaluating and improving the quality of teaching and learning	*	*	
Experience of promoting the personal, social, moral, cultural and spiritual development of pupils	*	*	
Successful experience of creating and maintaining effective partnerships with parents and other agencies to support pupils' learning	*	*	
Some experience of managing and monitoring a budget	*	*	
<b>Skills &amp; Abilities</b>			
Ability to provide clear direction, lead by example and motivate and empower others to carry forward the Brent vision.	*	*	
Ability to formulate, monitor, evaluate and review plans and policies.	*	*	
Ability to work in partnership with the governing body	*	*	
Ability to work effectively in a multi agency team	*	*	
Ability to lead and motivate all staff , supporting them in their work and enhancing the performance of all staff	*	*	
Ability to support effective communication between the head and others within the school's community	*	*	
Ability to contribute to the collection, analysis and use of data on pupils' progress and performance to raise standards	*	*	
Ability to support the Head Teacher and Management Committee in setting and achieving challenging targets for the school, teachers and pupils	*	*	
Ability to support the Head of EOTAS in creating and maintaining and ethos of positive behaviour and discipline	*	*	
Ability to support the Head of EOTAS in deciding on the effective deployment of staff.	*	*	
Ability to form and maintain appropriate relationships and personal boundaries with students and families	*	*	
Emotional resilience in working with challenging behaviours	*	*	
Ability to manage time well and work under pressure to deadlines	*	*	
Effective ICT skills	*	*	

Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience	*	*	
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CONFIDENTIAL

# Job Description

## H1



**SERVICE AREA: EDUCATION, HEALTH AND SOCIAL CARE**

**LOCATION: ASHLEY GARDENS**

**UNIT/SCHOOL: HEALTH NEEDS EDUCATION TEAM**

**JOB TITLE: DEPUTY HEAD, HEALTH NEEDS EDUCATION TEAM**

**CURRENT GRADE: L9-13**

**RESTRICTED? No**

**POST NUMBER(S): 1**

### PURPOSE OF JOB

To assist the Health Needs Education Team in providing high quality professional leadership to provide support, inclusion and intervention for students with social, emotional, behavioral and learning difficulties.

To enable the Health Needs Education Team to fulfill statutory and regulatory roles in line with national and local policies, regulations and guidance.

To demonstrate a commitment to continuously improve the delivery and quality of service to students, parents/carers, partner agencies, colleagues and managers.

To be a member of the senior leadership team and assist the Head of the Health Needs Education Team and Head of EOTAS in managing and leading the provision. In all aspects of the post they must seek to actively promote the educational aims and ethos of the Health Needs Education Team

The Deputy Head will have delegated duties that are both service wide and of considerable weight. The salary range will reflect the complexity and level of autonomy of the allocated responsibilities. This is in addition to carrying out the professional duties of a teacher, other than a Head Teacher as set out in the current pay and conditions document

The post-holder will:

Be the named person as SENCo within the Team and ensure with staff that high quality education is available to meet the needs of children and young people with SEN

Have strategic responsibility for the development, implementation and review of a Behaviour and Safety

Lead and line manage a cohort of staff in connection with the identified strategic responsibility.

Deputise for the Team Leader as and when required and assist the team leader in the day to day management of the Team.

Fulfill a wider leadership role in all the key areas outlined below including Achievement, Quality of Teaching, Behaviour and Safety, Leadership and Management.

**DIRECTLY RESPONSIBLE TO:** Head of Health Needs Education Team

**FUNCTIONALLY RESPONSIBLE TO:** Head of Health Needs Education Team

**RESPONSIBLE FOR:** Contributing to the effective management of the Health Needs Education Team

### **WORK ENVIRONMENT**

The post holder will be based within the Brent Health Needs Education Team, currently operating from multiple sites, with an expectation that all staff may be required to work at more than one site

The post will involve a flexible response to change, and the ability to effectively manage changing and sometimes conflicting priorities.

The Brent Health Needs Education Team has an ethos of developing positive relationships to manage behaviour and to support every child to achieve.

The post holder will require flexibility and resilience in order to be able to manage the demanding environment of working in a setting providing education and pastoral support for pupils with complex physical and mental health difficulties

The post holder will be working directly with young people who have significant social, emotional, learning and behavioural difficulties and the behaviour of the students is often challenging and demanding and therefore they will need to deploy effective behaviour management skills in their interactions with the students.

Due to the nature of the setting there are certain enhanced risks associated with the post including:

- Pupil behaviour & incidents including aggression
- Stress

### **PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES**

4. The postholder must at all times carry out her/his duties with due regard to the Council's Customer Care, Equal Opportunities and Best Value Policies and incorporating the Council's Core Competencies.
5. The post holder is required to take reasonable care for the safety and health of themselves and others who may be affected by their acts; and to work with management to comply with Service/Unit procedures and protocols and with Brent Council's Health and Safety Policy and all guidance, instructions and risk assessments. In particular the jobholder is required to attend training relevant to their post in order to ensure their health and safety responsibilities are met.

6. To understand the value of information to the council and to contribute to good information governance by keeping information safe, accurate and up to date and available to those who need it. Abide by the council's information governance policies.
7. To take a lead in ensuring that all staff , work together, and alongside other agencies in promoting behaviour and safety
8. To lead on all areas of policy and practice around SEN and Inclusion.
9. To undertake all the statutory duties of a SENCo.
10. Be the lead LAC designated teacher within the team.
11. Ensure that all pupils in the Service receive their entitlement to a broad and balanced, personalised curriculum with comprehensive input from their home schools.
12. Develop policies and procedures concerning the management of medicines and education of children with health needs.
13. To ensure all students are fully included, receive an appropriate and personalised curriculum pathway and receive appropriate interventions to enable the students with additional SEN needs to meet and or exceed expectations.
14. To work with members of the whole school team to ensure all members of staff recognise and fulfil their statutory responsibilities with SEN and in particular to advise and support the wider SLT to ensure all areas of their work is inclusive of all students.
15. To work closely with the multi agency team, identifying how the different professionals can best deploy their skill set, to contribute effectively to the development of intervention programmes to support individual students, groups of students, families and members of the Brent Health Needs education Team.
16. To lead and manage the assessment and induction of all students.
17. To develop and coordinate and ensure the delivery of high quality literacy, numeracy and behaviour interventions.
18. To take the lead in developing outstanding safeguarding practice, working with other members of the SLT.
19. To maintain a range of school records and data, relating to pupil attendance and behaviour. To respond to requests for such data and assist in the interpretation of such data and information for the use in self-evaluation. To ensure all data stored is accurate and up to date. To ensure the utmost confidentiality with regard to such data and information.
20. To lead in referrals to the EWO and ensure good communication between YOT, Social Care and the Police.

## **STUDENT ACHIEVEMENT**

**In conjunction with other members of the senior leadership team:**



- Set high expectations and continuously monitor and evaluate the effectiveness of learning outcomes.
- Secure a collaborative vision of excellence and equity that sets high standards for every student.
- Ensure Key Stage variation of performance is minimised.
- Contribute towards establishing Assessment for Learning in subjects and evaluating progress through the use of agreed assessment tools.
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
- Analyse performance data and ensure this is fed into the performance management system.
- Ensure that improvements in literacy, numeracy are priority targets for all students.
- Implement and maintain effective assessment and recording systems which track student progress and identify, for them and their families, what progress is being made each term.
- Challenge underperformance in the classroom and ensure effective corrective action and follow up.

## **QUALITY OF TEACHING**

### **In conjunction with other members of the senior leadership team:**

Raise the quality of teaching and learning and embed a learning culture that will enable students to become effective enthusiastic, independent learners committed to life-long learning.

Set high expectations and monitor and evaluate the effectiveness of learning outcomes.

Provide models of excellent and innovative teaching and use their skills to enhance teaching and learning by undertaking and leading school improvement activities and continuing professional development of other colleagues.

Monitor the quality of teaching and students' achievements, including the analysis of performance data and full participation in performance management and its delegated responsibilities.

## **Curriculum development**

- Lead the development of a curriculum offer which values the talents and aspirations of all students.
- Lead the development of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support across the school.
- Engage all staff in the creation and consistent implementation and improvement of curriculum plans and schemes of work.
- Actively monitor and respond to the development of initiatives at national and local level.
- Enable and support all staff in cultural and curricular changes that are needed in new technologies and learning materials for the school curriculum strategy.

## **BEHAVIOUR & SAFETY**

### **In conjunction with other members of the senior leadership team:**

- Lead on the development of a comprehensive behaviour policy ensuring it embraces and actively promotes the ethos of the Service and ensures the inclusion of all students.

- Consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.
  - Lead on the development of systems to support staff in systematic and consistent positive behaviour management strategies, including leading school improvement activities and contributing to the continuing professional development of other colleagues.
  - Lead on the analysis of and response to student behaviour in lessons and around the school for example incident logs, complaints, the use of exclusion, rewards and sanctions, rates and patterns of permanent and fixed-period exclusions.
  - Lead on the development of curriculum programmes, interventions and strategies that support students in their social, emotional and behavioural development that develop student's independence, self esteem and self awareness.
  - Lead on the development of strategies to support mainstream staff and staff in other provisions in the application of appropriate and consistent behaviour management strategies and to encourage acceptance and inclusion of students with SEBD and learning difficulties.
  - Lead on the development of policy and programmes to support the re-engagement and the reintegration programmes of young people back into mainstream school.
- Lead on the development, implementation and evaluation of an anti bullying strategy.
- Keep up to date with and actively monitor and respond to development of initiatives at a national and local level.

## **LEADERSHIP AND MANAGEMENT**

### **In conjunction with other members of the senior leadership team:**

- The Coordinator is a member of the leadership team and assists the Team Leader in managing and leading the provision. In all aspects of the post. They must seek to actively promote the educational aims and ethos of the Brent Health Needs Education Team.
- Provide effective organisation and management of the school, improving organisational structures and functions based on rigorous self evaluation.
- Ensure the vision of the school is clearly articulated, shared, understood and acted upon effectively by all.
- Take a lead role in developing, implementing and evaluating policies and practice that contribute to school improvement.
- Take a lead role in the development of the programme of continuous professional development and evaluate and report on its impact.
- Implement effective performance management procedures and a continuous professional development programme that links to the Improvement Plan for a cohort of staff within the identified strategic lead area.
- Ensure strong distributed models of leadership throughout the Service so that teams and individuals can be effective in their work with students.
- Develop a service ethos which enables everybody to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

### **In connection with their designated lead area**

- To develop effective school improvement plans in their lead areas that contribute to the overall school improvement plan, and which actively involve all staff in its design and implementation and self evaluation.

- To establish staff and resource needs and advise the Team Leader and the wider senior leadership team on likely priorities for expenditure and allocate available resources, including the pupil premium and any other additional funding sources for at risk or SEN Students, to ensure maximum efficiency.

### **GENERAL RESPONSIBILITIES AND EXPECTATIONS**

- Contribute to the overall ethos/work/aims of the Brent Health Needs Education Team
- To understand and actively promote all school policies and procedures.
- To commit to safeguarding and promoting the welfare of children and young people.
- To actively commit to working as part of an integrated multi agency team to meet the holistic needs of all students and their families.
- To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the Brent Health Needs Education Team programme.
- To participate in training and promote strategies around positive behaviour management, including restorative approaches, de-escalation and positive handling.
- Recognise own strengths and areas of expertise and use these to support and develop others.
- To take responsibility for your own physical and emotional health, so that you attend school regularly and meet the whole school attendance target.
- Attend and participate in meetings as required.
- Treat all users of the Brent Health Needs Education Team with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming environment which supports equal opportunities for all.
- Promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times.

***This job description will be reviewed annually as part of the performance management review process and after consultation with the line manager and the post holder.***

### **WORK CONTEXT**

#### **Communications and working relationships**

Frequent communications with all school staff; post holder will need to build effective relationships with all external stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice. Persuasive skills that motivate and support staff, governors, parents and pupils will be essential. Negotiating skills when dealing with service providers, outside agencies and the LA will also be needed at a high level.

#### **Innovation (decision making and creativity)**

The post holder will be making high-impact decisions at leadership level for the Brent Health Needs Education Team.

They will be able to create a shared vision, positive culture and high aspirations amongst staff and pupils. Creative solutions to overcome challenges will need to be found on a daily basis. The post holder will be expected to demonstrate an ability to

balance the needs of working autonomously and as part of a team within their designated area reporting to Team Leader.

### Resource management

Post holder will be responsible for the successful deployment of financial and human resources within their designated lead area.

### Flexibility

All Brent employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties.

## Person Specification

<b>Service Area:</b> EDUCATION, HEALTH AND SOCIAL CARE <b>Unit:</b> Health Needs Education Service <b>Post Title:</b> Deputy Head of Health Needs Education Team <b>Grade:</b> L9-13			
<b>Please note.</b> All criteria are essential. The successful candidate must satisfy all off the criteria. Short listing will be on the basis of the criteria indicated in the 'Application Form' Column.			
<b>Method of Assessment</b>			
	<b>Application Form</b>	<b>Interview</b>	<b>Test</b>
<b>Education, Training &amp; Qualifications</b> QTS Evidence of continuing professional development or further professional study NPQH aspiration to complete National SENCO qualification or a willingness to undertake this training within the first year of taking up the post.	*  *  *  *	*   *	
<b>Knowledge &amp; Experience</b> Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEN and inclusion of students with SEBD. Understanding of the principles of effective learning for children with SEBD and the ability to promote a culture of learning throughout the school. Understanding of the principles of good curriculum provision. Understanding of the role of assessment in student's learning. Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing	*  *  *  *	*  *  *  *	

<p>inequalities and promoting social inclusion.</p> <p>Successful experience in a leadership and management role</p> <p>Successful teaching experience of the age range served by the school and to have been judged to demonstrate an outstanding teaching practice.</p> <p>Successful experience of monitoring, evaluating and improving the quality of teaching and learning.</p> <p>Experience of promoting the personal, social, moral, cultural and spiritual development of pupils.</p> <p>Successful experience of creating and maintaining effective partnerships with parents and other agencies to support pupils' learning</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	
<p><b>Skills &amp; Abilities</b></p> <p>Ability to provide clear direction, lead by example and motivate and empower others to carry forward the Brent Health Needs Education Team.</p> <p>Ability to formulate, monitors, evaluates and review plans and policies.</p> <p>Ability to work effectively in a multi agency team</p> <p>Ability to lead and motivate all staff , supporting them in their work and enhancing the performance of all staff</p> <p>Ability to support effective communication between the head and others within the school's community</p> <p>Ability to contribute to the collection, analysis and use of data on pupils' progress and performance to raise standards, with effective ICT skills.</p> <p>Ability to support the Team leader in setting and achieving challenging targets for the school, teachers and pupils.</p> <p>Ability to support the Team Leader in creating and maintaining and ethos of positive behaviour and discipline.</p> <p>Ability to support the Team Leader in deciding on the effective deployment of staff.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with students and families.</p> <p>Emotional resilience in working with challenging behaviours</p> <p>Ability to manage time well and work under pressure to deadlines</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	

## Job Description

### H1



**SERVICE AREA: EDUCATION, HEALTH AND SOCIAL CARE**  
**LOCATION: POPLAR GROVE/STAG LANE PRUs**  
**UNIT/SCHOOL: KEY STAGE 3 /4 PUPIL REFERRAL UNIT**  
**JOB TITLE: ASSISTANT HEAD OF CENTRE**  
**CURRENT GRADE: L9-13**  
**RESTRICTED? Yes/No**      **POST NUMBER(S): 2**

#### PURPOSE OF JOB

To assist the Teacher in Charge of the Brent KS3/4 PRU in providing high quality professional leadership to provide support, inclusion and intervention for students with social, emotional, behavioural and learning difficulties.

To enable the Brent KS3/4 PRU to fulfil statutory and regulatory roles in line with national and local policies, regulations and guidance.

To demonstrate a commitment to continuously improve the delivery and quality of service to students, parents/carers, partner agencies, colleagues and managers.

To be a member of the senior leadership team and assists the Teacher in Charge and Head Teacher in managing and leading the provision. In all aspects of the post they must seek to actively promote the educational aims and ethos of the Brent KS3/4 PRU

The Assistant Head will have delegated duties that are both school wide and of considerable weight. The salary range will reflect the complexity and level of autonomy of the allocated responsibilities. This is in addition to carrying out the professional duties of a teacher, other than a headteacher as set out in the current pay and conditions document, including:

- Have strategic responsibility for the development, implementation and review of a core area.

- Lead in a curriculum area.

- Lead and line manage a cohort of staff in connection with the identified strategic responsibility.

- Fulfill a wider leadership role in all the key areas outlined below including Achievement, Quality of Teaching, Behaviour and Safety, Leadership and Management.

**DIRECTLY RESPONSIBLE TO :** Head of Centre

**FUNCTIONALLY RESPONSIBLE TO:** Head of Centre

**RESPONSIBLE FOR:** Contributing to the effective management and performance of the KS 3 and KS 4 Pupil Referral Unit, comprising 26 full-time staff.

## **WORK ENVIRONMENT**

The post holder will be based within the Brent KS3/4 PRU, currently operating from multiple sites with the expectation that all staff will be expected to work at more than one site.

The post will involve a flexible response to change, and the ability to effectively manage changing and sometimes conflicting priorities.

The Brent KS3/4 PRU has an ethos of developing positive relationships through the use of Restorative Practices to manage behaviour and to support every child to achieve.

The post holder will require flexibility and resilience in order to be able to manage the demanding environment of working in a SEBD setting.

The post holder will be working directly with young people who have significant social, emotional, learning and behavioural difficulties and the behaviour of the students is often challenging and demanding and therefore they will need to deploy effective behaviour management skills in their interactions with the students.

Due to the nature of the school there are certain enhanced risks associated with the post including:

- Pupil behaviour & incidents including aggression
- Stress

The post could also include occasional Lone Working.

## **PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES**

21. The postholder must at all times carry out her/his duties with due regard to the Council's Customer Care, Equal Opportunities and Best Value Policies and incorporating the Council's Core Competencies.
22. The post holder is required to take reasonable care for the safety and health of themselves and others who may be affected by their acts; and to work with management to comply with Service/Unit procedures and protocols and with Brent Council's Health and Safety Policy and all guidance, instructions and risk assessments. In particular the jobholder is required to attend training relevant to their post in order to ensure their health and safety responsibilities are met.
23. To understand the value of information to the council and to contribute to good information governance by keeping information safe, accurate and up to date and available to those who need it. Abide by the council's information governance policies.

24. To track and monitor pupil progress data to ensure all students achieve expected levels of progress.
25. At KS3 to develop intervention programmes for Dual and single registered students to promote success within a mainstream environment.
26. At KS4 to lead in the development and administration of Accreditation and Qualifications to promote success in further education, training or employment.
27. To support in developing high quality teaching and learning to ensure that all teachers achieve good to outstanding teaching.

## **STUDENT ACHIEVEMENT**

### **In conjunction with other members of the senior leadership team:**

Set high expectations and continuously monitor and evaluate the effectiveness of learning outcomes.

Secure a collaborative vision of excellence and equity that sets high standards for every student.

**Undertake the role of SENCo as required in the new SEN Code of Practice and ensure the quality of teaching for pupils with SEN, and the progress made by pupils is a core part of the school's performance management arrangements**

Ensure Key Stage variation of performance is minimised.

Contribute towards establishing Assessment for Learning in subjects and evaluating progress through the use of agreed assessment tools.

Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

Analyse performance data and ensure this is fed into the performance management system.

Ensure that improvements in literacy, numeracy are priority targets for all students.

Implement and maintain effective assessment and recording systems which track student progress and identify, for them and their families, what progress is being made each term.

Challenge underperformance in the classroom and ensure effective corrective action and follow up.

## **QUALITY OF TEACHING**

### **In conjunction with other members of the senior leadership team:**

**Raise the quality of teaching and learning and embed a learning culture that will enable students to become effective enthusiastic, independent learners committed to life-long learning.**

**Support class teachers to assess whether a pupil has a significant learning difficulty using high quality formative assessment**

**Contribute with other members of the leadership team to identification of any patterns relating to SEN within the school and in comparison to national data.**

Set high expectations and monitor and evaluate the effectiveness of learning outcomes.

Provide models of excellent and innovative teaching and use their skills to enhance teaching and learning by undertaking and leading school improvement activities and continuing professional development of other colleagues.



Monitor the quality of teaching and students' achievements, including the analysis of performance data and full participation in performance management and its delegated responsibilities.

### **Curriculum development**

Lead the development of a curriculum offer which values the talents and aspirations of all students.

Lead the development of the personalised learning agenda, raising achievement and improving the quality of teaching, learning and support across the school.

Engage all staff in the creation and consistent implementation and improvement of curriculum plans and schemes of work.

Actively monitor and respond to the development of initiatives at national and local level.

Enable and support all staff in cultural and curricular changes that are needed in new technologies and learning materials for the school curriculum Strategy.

## **BEHAVIOUR & SAFETY**

### **In conjunction with other members of the senior leadership team:**

- Lead on the development of a comprehensive behaviour policy ensuring it embraces and actively promotes the ethos of the Brent KS3/4 PRU and ensures the inclusion of all students.
  - Consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.
  - Lead on the development of systems to support staff in systematic and consistent positive behaviour management strategies, including leading school improvement activities and contributing to the continuing professional development of other colleagues.
  - Lead on the analysis of and response to student behaviour in lessons and around the school for example incident logs, complaints, the use of exclusion, rewards and sanctions, rates and patterns of permanent and fixed-period exclusions.
  - Lead on the development of curriculum programmes, interventions and strategies that support students in their social, emotional and behavioural development that develop student's independence, self esteem and self awareness.
  - Lead on the development of strategies to support mainstream staff and staff in other provisions in the application of appropriate and consistent behaviour management strategies and to encourage acceptance and inclusion of students with SEBD and learning difficulties.
  - Lead on the development of policy and programmes to support the re-engagement and the reintegration programmes of young people back into mainstream school.
- Lead on the development, implementation and evaluation of an anti bullying strategy.
- Keep up to date with and actively monitor and respond to development of initiatives at a national and local level.

## **LEADERSHIP AND MANAGEMENT**

### **In conjunction with other members of the senior leadership team:**

- The Assistant Head is a member of the senior leadership team and assists the Teacher in Charge and the Head Teacher of in managing and leading the provision. In all aspects of the post they must seek to actively promote the educational aims and ethos of the Brent KS3/4 PRU
- **Provide effective organisation** and management of the school, improving organisational structures and functions based on rigorous self evaluation.
- **Determine in consultation with staff the strategic development of SEN policy and provision in the school.**
- Ensure the vision of the school is clearly articulated, shared, understood and acted upon effectively by all.
- Take a lead role in developing, implementing and evaluating policies and practice that contribute to school improvement.
- Take a lead role in the development of the programme of continuous professional development and evaluate and report on its impact.
- Implement effective performance management procedures and a continuous professional development programme that links to the Brent KS3/4 PRU Improvement Plan for a cohort of staff within the identified strategic lead area.
- Ensure strong distributed models of leadership throughout the Brent KS3/4 PRU so that teams and individuals can be effective in their work with students.
- Develop a service ethos which enables everybody to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

In connection with their designated lead area

- To develop effective school improvement plans in the identified strategic lead area that contribute to the overall School Improvement Plan, and which actively involve all staff in its design and implementation and self evaluation.
- To establish staff and resource needs and advise the Head of School and the wider senior leadership team on likely priorities for expenditure and allocate available resources.

## **GENERAL RESPONSIBILITIES AND EXPECTATIONS**

- Contribute to the overall ethos/work/aims of the Brent KS3/4 PRU
- To understand and actively promote all school policies and procedures.
- To commit to safeguarding and promoting the welfare of children and young people.
- To actively commit to working as part of an integrated multi agency team to meet the holistic needs of all students and their families.
- To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the Brent KS3/4 PRU CPD programme.
- To participate in training and promote strategies around positive behaviour management, including restorative approaches, de-escalation and positive handling.
- Recognise own strengths and areas of expertise and use these to support and develop others.
- To take responsibility for your own physical and emotional health, so that you attend school regularly and meet the whole school attendance target.
- Attend and participate in meetings as required.
- Treat all users of the Brent KS3/4 PRU with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming environment which supports equal opportunities for all.

- Promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times.

***This job description will be reviewed annually as part of the performance management review process and after consultation with the line manager and the post holder.***

## **WORK CONTEXT**

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### **Communications and working relationships**

Frequent communications with all school staff; postholder will need to build effective relationships with all external stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice. Persuasive skills that motivate and support staff, governors, parents and pupils will be essential. Negotiating skills when dealing with service providers, outside agencies and the LA will also be needed at a high level.

### **Innovation (decision making and creativity)**

The post holder will be making high-impact decisions at senior leadership level for the Brent KS3/4 PRU

They will be able to create a shared vision, positive culture and high aspirations amongst staff and pupils. Creative solutions to overcome challenges will need to be found on a daily basis. The postholder will be expected to demonstrate an ability to balance the needs of working autonomously and as part of a team within their designated area. reporting to the Teacher in Charge and the Head Teacher

### **Resource management**

Postholder will be responsible for the successful deployment of financial and human resources within their designated lead area.

### **Flexibility**

All Brent employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform similar duties.

## Person Specification


**Service Area:** EDUCATION, HEALTH AND SOCIAL CARE  
**Unit:** KEY STAGE 3 – 4 PUPIL REFERRAL UNIT  
**Post Title:** Assistant Head of Centre  
**Grade:** L 9 - 13

**Please note.** All criteria are essential. The successful candidate must satisfy all off the criteria. Short listing will be on the basis of the criteria indicated in the 'Application Form' Column.

### Method of Assessment

	Application Form	Interview	Test
<b>Education, Training &amp; Qualifications</b> QTS Evidence of continuing professional development or further professional study NPQH aspiration to complete ready within two years	* * *	*	
<b>Knowledge &amp; Experience</b> Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEN and inclusion of students with SEBD Understanding of the principles of effective learning for children with SEBD and the ability to promote a culture of learning throughout the school Understanding of the principles of good curriculum provision. Understanding of the role of assessment in student's learning Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion Successful experience in a leadership and management role Successful teaching experience of the age range served by the school and to have been judged to demonstrate an outstanding teaching practice. Successful experience of monitoring, evaluating and	* * * * * * * *	* * * * * * * *	



	<b>Job Title</b>	Administrative and Examinations Officer
	<b>Department</b>	Education, Health and Social Care
	<b>Section</b>	Inclusion and Alternative Education
	<b>Grade</b>	SO1/2 ?
	<b>Reports to</b>	Head of Centre/Team Leader HNES
	<b>Staffing Responsibility</b>	None
	<b>Organisation</b>	Enclosed

**Job Purpose:**

*(Summary of the overall purpose of the job)*

1. Responsible for administrative and organisational procedures within the Pupil Referral Unit Key Stage Centre or the Health Needs Education Team.
2. Responsible for the security, administration, organisation and effective management of public examinations across Brent pupil referral units and the health needs education team.
3. Contribute to the development and planning of all support services.
4. Contribute to the overall ethos, works and aims of the unit/team.

**Principal Accountabilities and Responsibilities:**

*(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).)*

28. Take a lead role in the planning, development, design, organisation and monitoring of support systems, procedures and policies.
29. Take a lead role in the development and maintenance of manual and computerised records and information systems, (such as completion of forms and returns to the DfE or referral information and pupil files).
30. Provide administrative, secretarial and organisational support to the Teacher in Charge, (Head Teacher, PRU Management Committee and other teaching staff as required).
31. Support teachers and the Teacher in Charge in the administration and organisation of examinations in accordance with the regulations laid down by the awarding bodies, liaising with senior teaching staff, teachers, students and examination bodies as necessary.
32. Organise internal and external examinations as required, including special arrangements for SEN candidates, briefing candidates and teachers on regulations, arranging invigilation and developing a centre timetable.
33. Receive and answer all communications with Awarding Bodies and deal with all queries on

exams from other sources, including school staff, parents and students.

34. Produce statistical reports on entries/results for the PRU/ health needs education service leadership teams as required.
35. Produce and respond to complex correspondence.
36. Monitor and manage stock within an agreed budget, catalogue resources and undertake audits and raise electronic purchase requisitions or urgent payment requests as required.
37. Undertake reception duties for the unit/team, including taking applications or service request, providing signposting information and dealing with complex issues and visitors.
38. Carry out research, obtain information, and provide detailed analysis and evaluation of data and information, and produce reports and records.
39. Manage, where required:
  - a. Service contracts and maintenance of asset registers
  - b. School licences and insurance
  - c. Facilities, including site security as required
  - d. Administration of payroll and sickness absence information
  - e. Health and safety
40. Maintain CPD and performance management files for staff and deal with IT requests, such as setting up user accounts and arranging logons.
41. Participate in the induction of staff as required and provide advice and guidance to staff, pupils and others.
42. Participate in training and development activities and programmes, and attend and participate in meetings as required.
43. Take a lead role in procurement and securing sponsorship and funding, and in the marketing and promotion of the school.
44. Assist with arrangements for school trips and events, including parents' evenings and open days.
45. Appreciate and support the role of other professionals, and establish constructive relationships and communicate with other agencies and professionals.
46. Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection and Health and Safety policies and procedures.
47. Undertake any other duties commensurate with the general level of responsibility of this post.

**DBS Status**

Enhanced Barred List: Child

<b>Politically Restricted</b>	No

## Person Specification

### Job Knowledge, Skills & Experience:

*Specify the qualifications, experience, skills and abilities required.*

**Please note.** Short-listing will be on the basis of the criteria indicated in the 'Application Form' column. All criteria are essential.

### Method of Assessment


	Application Form	Interview	Test
<b>Knowledge and Qualifications:</b> <ul style="list-style-type: none"> <li>NVQ Level 3, or able to demonstrate an equivalent level of attainment through qualification or experience in relevant discipline.</li> <li>Full working knowledge of relevant policies and procedures and codes of practice, and awareness of relevant legislation <b>and the latest procedures and regulations for public examinations.</b></li> </ul>	<p>*</p> <p>*</p>	<p>*</p>	

<b>Experience:</b> <ul style="list-style-type: none"> <li>Successful experience of development, management and operation of administrative systems in an office environment, <b>including day-to-day management of public examinations.</b></li> </ul>	<p>*</p>		
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<b>Skills and Abilities:</b> <ul style="list-style-type: none"> <li>Verbal and written communication skills appropriate to the need to communicate effectively with colleagues, parents and carers.</li> <li>Very good standard of numeracy and literacy skills</li> <li>Ability to operate a full range of ICT and other</li> </ul>	<p>*</p> <p>*</p> <p>*</p>		<p>*</p> <p>*</p> <p>*</p>
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resources			
<ul style="list-style-type: none"> <li>• Ability to use proficiently standard office computer software, including word processing, spreadsheet, database and internet systems.</li> </ul>	*	*	
<ul style="list-style-type: none"> <li>• Ability to absorb and understand a wide range of information concerning the functions of the school.</li> </ul>	*	*	
<ul style="list-style-type: none"> <li>• Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across operational boundaries, and to work as a member of a team.</li> </ul>	*	*	

 <b>Brent</b>	<b>Job Title</b>	Finance Officer
	<b>Department</b>	Education, Health and Social Care
	<b>Section</b>	Inclusion and Alternative Education Service
	<b>Grade</b>	Scale 6
	<b>Reports to</b>	Head of KS 3 / KS 4 PRU
	<b>Staffing Responsibility</b>	None
	<b>Organisation</b>	Enclosed

**Job Purpose:**

*(Summary of the overall purpose of the job)*

1. Responsible under the guidance of senior staff, for the development and management of financial systems and procedures within the KS 3/ KS 4 PRU.
2. Work collaboratively with the Council's finance department by supporting (and using) any systems and/or processes in place and ensuring the timely availability and accuracy of the unit's financial information.
3. Assist with the planning and monitoring of budgets, production of reports and records and reporting on the units' financial position as required.
4. Contribute to the overall ethos, work and aims of the service.

**Principal Accountabilities and Responsibilities:**

*(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).)*

1. Contribute to the planning, development, organisation, management and use of financial systems and procedures.
2. Monitor expenditure and income against agreed budget allocations and manage and maintain manual and computerised records and management information systems, including ORACLE and SIMS.
3. Carry out research, obtain information and analyse financial data and information, producing reports and records as required.
4. Carry out administration of complex procedures, including the completion and submission of returns to the Council's finance team and other external agencies (e.g. month end and year end reporting; consistent financial reporting, schools financial value standards etc.)
5. Responsible for the maintenance of any asset registers or inventories.

6. Assist in the planning and preparation of budgets by providing timely and accurate information, advice and forecasts.
7. Liaise with suppliers/contractors, organising completions, monitoring completion of work and ensuring that appropriate financial procedures are complied with and that applicable registrations are in place e.g. VAT registrations are in place
8. Assist with the administration of payroll ensuring that payments and deductions are correct and bringing any inconsistencies to the attention of the Head of the KS 3 / 4 PRU and/or the Council's finance team.
9. Maintain operational controls on and administer any cash or cash related systems, e.g. government procurement cards, pre-paid cards and petty cash, as well as ensuring the proper collection, banking and reconciliation of any monies due to or received by the service.
10. Liaise with the Council's finance department any tax related matters (e.g. on self employment and VAT), legal and insurance obligations and ensure strict adherence with Council policy, procedures and deadlines
11. Assist with the procurement requirements for supplies and services including (where applicable) obtaining quotes (and their assessment)
12. Provide advice and guidance to Head Teachers, senior managers and other staff in relation to budget matters and financial record keeping.
13. Participate in training and development activities and programmes, and attend and participate in meetings as required.
14. Appreciate and support the role of other professionals and establish constructive working relationships.
15. Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection and Health and Safety policies and procedures.
16. Undertake any other duties commensurate with the general level of responsibility of this post.

<b>DBS Status</b>	Enhanced Barred List: Child
<b>Politically Restricted</b>	No

## Person Specification


### Job Knowledge, Skills & Experience:

*Specify the qualifications, experience, skills and abilities required.*

**Please note.** Short-listing will be on the basis of the criteria indicated in the 'Application Form' column. All criteria are essential.

### Method of Assessment

	Application Form	Interview	Test
<b>Knowledge and Qualifications:</b> <ul style="list-style-type: none"> <li>NVQ Level 3, or able to demonstrate an equivalent level of attainment through qualification or experience in financial systems and procedures.</li> <li>Full working knowledge of relevant financial policies, procedures and codes of practice, and awareness of relevant legislation.</li> </ul>	<p>*</p> <p>*</p>	<p>*</p>	
<b>Experience:</b> <ul style="list-style-type: none"> <li>Successful experience of development, management and operation of financial systems in an office environment.</li> </ul>	<p>*</p>	<p>*</p>	

	<b>Job Title</b>	Referrals and <b>Virtual Learning</b> Coordinator
	<b>Department</b>	Education, Health and Social Care
	<b>Section</b>	Inclusion and Alternative Education Service
	<b>Grade</b>	SO2
	<b>Reports to</b>	Service Development Manager
	<b>Staffing Responsibility</b>	None
	<b>Organisation</b>	Enclosed

**Job Purpose:**

*(Summary of the overall purpose of the job)*

1. Ensure effective management, planning and development of pupil and referral information across the service.
2. Lead on the development of a virtual learning environment and ensure effective use of smart technology across the service.
3. Contribute to the overall ethos, work and aims of the service.

**Principal Accountabilities and Responsibilities:**

*(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).)*

1. Develop and maintain effective pupil referral and attendance information, making appropriate use of key Council and schools systems e.g., TRIBAL, SIMs, etc.
2. Support the PRU and other learning and inclusion teams in using and accessing appropriate information systems i.e. Frameworki, Tribal and SIMs, providing advice, training and information as required.
3. Lead on the development of the virtual learning environment for pupils unable to attend school, including work to develop a service specification, to ensure effective commissioning of platforms/services, and to monitor service quality.
4. Contribute to the evaluation of new smart technology and other ITC purchasing decisions in PRUs and the health education needs team.
5. Undertake ad hoc projects and initiatives to promote more effective use of information technology and improvements in data and information management across the service.
6. Coordinate responses to freedom of information requests across the service as requested.
7. Provide a basic level of maintenance and support for the PRU and health education needs teams computer network software applications, including anti-virus, remote file access and

access control software, alerting IT contractors when required.

8. Carry out research, obtain information and produce reports and records for managers, Head Teachers/Teacher in Charge and other stakeholders as required, making recommendations for improvement where appropriate.
9. Provide advice and support to pupils in alternative education settings who may need to use specialist computer software and hardware.
10. Provide day-to-day support for PRU and health education needs team office staff, teachers and students and remotely at homes, libraries and other satellite centres, including trouble shooting and escalating issues as appropriate.
11. Set up and invigilate online /e-test examinations for pupils as required in the PRUs and /or health education needs team.
12. Coordinate and deliver both group and ICT training sessions fro PRU and/or health education needs team staff on the use and application of ICT and new developments, as requested.
13. Carry out complex procedures to deadlines, including the completion and submission of forms to the DfE, OFSTED and other external agencies.
14. Appreciate and support the role of other professionals, establishing constructive working relationships and communication with other agencies and professionals.
15. Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection and Health and Safety policies and procedures.
16. Undertake any other duties commensurate with the general level of responsibility of this post.

<b>DBS Status</b>	Enhanced Barred List: Child
<b>Politically Restricted</b>	No

## Person Specification

### Job Knowledge, Skills & Experience:

*Specify the qualifications, experience, skills and abilities required.*


**Please note.** Short-listing will be on the basis of the criteria indicated in the 'Application Form' column. All criteria are essential.

### Method of Assessment

	Application Form	Interview	Test
<b>Knowledge and Qualifications:</b> <ul style="list-style-type: none"> <li>NVQ Level 4 in ICT or Information Management, or able to demonstrate an equivalent level of attainment through qualification or experience in a relevant discipline.</li> <li>Full working knowledge and understanding of legislation and policies related to effective data management e.g., Freedom of Information, Data Protection, etc.</li> </ul>	<p>*</p> <p>*</p>		<p>*</p>
<b>Experience:</b> <ul style="list-style-type: none"> <li>Managing and developing information management /ITC systems in schools, PRUs or other similar settings.</li> <li>Developing, commissioning and managing virtual learning resources and systems, with up-to-date understanding of best practice.</li> </ul>	<p>*</p> <p>*</p>	<p>*</p> <p>*</p>	
<b>Skills and Abilities:</b> <ul style="list-style-type: none"> <li>Ability to operate a full range of specialist ICT and other resources and other equipment</li> <li>Ability to absorb and understand a wide range of information about the functions and responsibilities of the service.</li> </ul>	<p>*</p> <p>*</p>	<p>*</p>	<p>*</p> <p>*</p>

<ul style="list-style-type: none"> <li>• Proven ability to develop creative solutions to technical and information management requirements/problems.</li> </ul>	*	*	
<ul style="list-style-type: none"> <li>• Ability to build and form working relationships with pupils, colleagues and other agencies, to work flexibly across organisational boundaries and to work independently or as a member of a team.</li> </ul>	*	*	
<ul style="list-style-type: none"> <li>• Verbal and written communication skills appropriate to the need to communicate effectively with colleagues, pupils and parents/carers.</li> </ul>	*		*



 <b>Brent</b>	<b>Job Title</b>	Education Welfare Officer (Exclusions)
	<b>Department</b>	Education, Health and Social Care
	<b>Section</b>	Inclusion and Alternative Education Service
	<b>Grade</b>	PO2
	<b>Reports to</b>	EWS Team Leader
	<b>Staffing Responsibility</b>	None
	<b>Organisation</b>	Enclosed

### **Job Purpose:**

*(Summary of the overall purpose of the job)*

1. Support schools, other educational settings and families in securing good attendance for children and young people.
2. Ensure that all children of statutory school age in the local authority receive education suitable to their age, aptitude and ability, either at school or otherwise.
3. Lead and advise the EWS team on all aspects of exclusions from schools.
4. Provide an education welfare service for children, their families and schools.
5. Support excluded pupils and their parents/carers through the exclusion process and work to ensure access to appropriate educational provision and avoidance of further exclusion. To support reintegration of excluded pupils into school or other provisions.
6. Designated EWO for the EOTAS (education other than at school) provisions in Brent, including the Key Stage 3 / 4 Pupil Referral Units and related non-school settings.
7. Deal with all matters relating to school attendance and exclusion.
8. Ensure the Council fulfils its obligations under all relevant legislation, in particular ensuring the education of children permanently excluded from school by the 6<sup>th</sup> day.

### **Principal Accountabilities and Responsibilities:**

*(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).)*

1. Represent the Local Authority as required at independent appeals reviews and when appropriate attend Governor's exclusion meetings.
2. Lead and advise the team, schools and families on all aspects of exclusions.
3. Advise schools on strategies for preventing exclusions and provide effective support to schools and alternative provisions on matters relating to exclusions and manage a case load effectively
4. Work in partnership with schools and other professionals to take supportive action in respect

of children with social, emotional and behavioural difficulties in school and those with SEN; and to provide professional advice and assistance for parents, carers and pupils in all matters relating to exclusions from school and relevant legislation

5. Manage school non-attendance cases, as outlined in the EWS Prosecution Policy and Non-Attendance Penalty Notices, Local Code of Conduct in order to improve schools' approaches to managing pupil absence and assist parents in meeting their responsibilities and obligations under relevant legislation.
6. Knowledge of the procedures for issuing an Education Penalty Notice and the monitoring of payment and non payment of an EPN on Brent's financial accounting system (Oracle).
- ~~7. To have knowledge of Child Employment Legislation and EWS Performance Licence Application Policy and be able to issue performance licences and child work permits.~~
8. Provide professional advice, in relation to child employment, entertainment and related disciplines to school staff and others in the LA.
9. Knowledge of the EWS Children Missing Education (CME) Policy and be able to advise schools on correct procedures for removing pupil's from the school roll in line with the Pupil Registration Regulations.
10. Knowledge of the EWS Elective Home Education Policy & Guidance and EWS procedures for managing Elective Home Education. To advise schools and parents on home education and record parents details and send information pack.
11. Respond effectively to those cases of poor attendance referred by schools by actively working in close conjunction with parents, school staff and other professionals in finding a solution.
12. Advise schools on strategies for improving attendance in order to resolve the underlying causes of a pupil's poor attendance.
13. To be informed about Special Education Needs and Disability Policy and Provision and liaise closely with SENAS
14. Prepare detailed reports for the LA Legal Services, in preparation for cases of non attendance brought to court.
15. Attend courts, tribunal and other legal hearings and be able to give evidence on behalf of the Council
16. Produce and to make information available through the website with useful resources and regularly updated documents that reflect local and national policies and procedures with regard to exclusions.
17. The first referral point for schools that make a permanent exclusion.
18. Liaise and collaborate in joint work with other colleagues and agencies to provide effective support to schools and in particular the KS3/4 PRU, EOTAS Provision, Health Needs Team and Inclusion Support Team and have the ability to prioritise and manage a personal

caseload effectively.

19. Support the work of the Fair Access Placement Panel (FAPP) by monitoring the attendance of pupils placed through the Panel.
20. ~~Assist with the placement of excluded pupils including~~ Knowledgeable about LA Child Protection procedures and make referrals to Social Care when a child is at risk of harm and contribute to case conferences and pastoral support programmes.
21. Meet with the parent/carer of a child permanently excluded from school within the first three days of the exclusion in order to assess pupil's needs and circumstances and provide an initial assessment of needs and risks to the alternative provider and assist with their placement.
22. In partnership with schools and other agencies, to instigate and develop strategies in working with pupils recognised as being at particular risk of poor attendance and exclusion from school and initiate referrals to appropriate agencies when an investigation indicates that a pupil's difficulties require specialist intervention.
23. To maintain a high level of record keeping using EWS systems and database and ensure these are available to the line manager.
24. To maintain effective links with relevant national/regional/local agencies, undertake relevant training and feedback to the team.
25. Implement parenting contracts in order to support the family and school.
26. Devise in-school programmes to promote the attendance of individual pupils. These may include gradual reintegration into schools through part time tables, in school meetings and facilitating support groups for problematic attendees.
27. Minimise the number of pupils at risk of either permanent or fixed term exclusions and consider additional measures to do this.
28. Where required, to act as a mediator where there are allegations of bullying by pupil/carer/parent and assist in the resolution between schools and parents/carers.
29. ~~Attend Core group and strategy meetings for children in need of protection.~~
30. Represent the LA at exclusion meetings as required.
31. To contribute to wider developments within Education, Health and Social Care and Children and Families.
32. To contribute to the induction of new members of the Education Welfare Service and apprentices.
33. Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection and Health and Safety policies and procedures, ensuring that the highest standards of professional behaviour are maintained at all times.

34. To evaluate own work and participate in supervision and performance management.

35. Undertake any other duties commensurate with the general level of responsibility of this post.

<b>DBS Status</b>	Enhanced Barred List: Child
<b>Politically Restricted</b>	No

## Person Specification

### Job Knowledge, Skills & Experience:

*Specify the qualifications, experience, skills and abilities required.*

**Please note.** Short-listing will be on the basis of the criteria indicated in the 'Application Form' column. All criteria are essential.

### Method of Assessment

	Application Form	Interview	Test
<b>Knowledge and Qualifications:</b> <ul style="list-style-type: none"> <li>First degree or relevant qualifications</li> <li>Good level of knowledge of database interrogation tools</li> <li>Expert knowledge in the use of MS office applications</li> </ul>	<p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p>	
<b>Experience:</b> <ul style="list-style-type: none"> <li>Professional experience within Education, Social Care, Health or Careers Service.</li> <li>Evidence of working in a diverse community and tailoring interventions to different cultural needs.</li> </ul>	<p>*</p> <p>*</p>	<p>*</p> <p>*</p>	

<b>Skills and Abilities:</b> <ul style="list-style-type: none"> <li>• Evidence of ability to organise and prioritise work</li> <li>• Good oral and communication skills</li> <li>• Evidence of excellent casework skills</li> <li>• Evidence of a high level of record keeping</li> <li>• Excellent investigative skills</li> <li>• Ability to collate , interpret and present a wide range of data</li> <li>• Capacity to think creatively and systemically</li> <li>• Full driving licence and car available for work or a willingness to use public transport , as this post involves travel</li> </ul>	*  *  *  *  *  *  *  *	*  *  *  *  *  *  *  *	
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## APPENDIX FIVE : RESULTS OF JOB MATCHING

New Post Job Title	New Post Grade	Number of Posts	Existing Job Title Matched Against New Post	Existing Job Grade	Number of postholders	Selection Proposal
<b>Leadership Posts</b>						
<b>Head of Brent Inclusion &amp; Alternative Education Service</b>	Soulbury 42-37	1	No Match			Internal/External Advertisement
<b>Head Teacher KS 3/ 4 PRU</b>	Leadership L21-27	1	Head Teacher, Poplar Grove PRU	L21	1	Ring-fenced Interview
<b>Head of Education Other than AT School</b>	Soulbury 21-25	1	No Match			Internal/External Advertisement
<b>Service Development Manager</b>	PO5	1	No Match			Internal/External Advertisement
<b>Lead Advisor, Looked After Children Education Team</b>	Soulbury 11-14	1	Head of Virtual School for Looked After Children	PO6	1	Assimilation
<b>KS 3 / KS 4 PRU</b>						
<b>Head of Centre</b>	L14-18	2	No Match			Internal/External Advertisement

New Post Job Title	New Post Grade	Number of Posts	Existing Job Title Matched Against New Post	Existing Job Grade	Number of post holders	Selection Proposal
Assistant Head of Centre	L9 -13	2	Teacher in Charge (Kingsbury Assessment Centre)	MPS plus TLR 2 / 1 SEN	3	Competitive Assimilation
			Deputy Head Teacher, Stag Lane PRU	L14		
			Deputy Head Teacher, Poplar Grove PRU	L11		
KS3 / 4 PRU Teacher	MPS plus 1 SEN	8	Teacher (Stag Lane)	MPS, TLR2 plus SEN 1	9	Assimilation, <b>subject to teachers covering one or more core specialism required within the new KS 3/ 4 PRU.</b> Core specialisms required are set out in the consultation document at paragraph 7.7.
			Teacher (Stag Lane)	MPS, TLR2 plus SEN 1		
			Teacher (Stag Lane)	MPS, TLR2 plus SEN 1		
			Teacher (Stag Lane)	MPS, TLR2 plus SEN 1		
			Teacher (Stag Lane)	MPS, TLR2 plus SEN 1		
			Teacher (Stag Lane)	MPS, TLR2 plus SEN 1		
			Teacher (Stag Lane)	MPS, TLR2 plus SEN 1		
			Teacher (Poplar Grove)	MPS, TLR1		
			Teacher (Poplar Grove)	MPS, TLR1		
			Teacher (Poplar Grove)	MPS, TLR1		

New Post Job Title	New Post Grade	Number of Posts	Existing Job Title Matched Against New Post	Existing Job Grade	Number of post holders	Selection Proposal
Teaching Assistants	Scale 2 (14-17)	7	Teaching Assistant (Poplar Grove)	Scale 1/2	3	Assimilation – four vacant posts to be advertised.
			Teaching Assistant (Polar Grove)	Scale 1/2		
			Teaching Assistant (Stag Lane)	Scale 3		
Teaching Assistants – Behaviour, Guidance and Support	Scale 5 (22-25)	2	Learning Support Assistant (Stag Lane)	Scale 5	2	Assimilation
			Learning Mentor (Poplar Grove)	Scale 5		
Behaviour & Attendance Coordinator	PO2	1	Behaviour & Attendance Manager (Poplar Grove)	PO3	1	Assimilation
Finance Officer	Scale 6	1 x (0.6 FTE)	Financial Administrative Assistant (Stag Lane)	Scale 6	1	Competitive Assimilation
			Business Support Officer (BETS)	Scale 6		
Administrative and Examinations Officer	SO1	2	PA to Head Teacher (Stag Lane)	SO2	2	Assimilation, with remaining post subject to internal/external advertisement.
Schools Meals Assistant	Scale 1	1 x 0.35	School Meals Assistant (Stag Lane)	Scale 1	1	Assimilation



New Post Job Title	New Post Grade	Number of Posts	Existing Job Title Matched Against New Post	Existing Job Grade	Number of post holders	Selection Proposal
<b>Inclusion Support Team</b>						
<b>Team Leader, Inclusion Support Service</b>	Soulbury 15-18	1	No match			Internal//external advertisement
<b>SEBD Advisory Teachers (1 x primary, 1 x secondary)</b>	MPS, plus 1 TLR, 1 SEN	2	Team Leader, Primary Behaviour Support team	Soulbury 15-18	2	Ring-fenced <b>one of the two ring-fenced post-holders will be required to cover primary schools and one will be required to cover secondary schools.</b>
			Behaviour Support Teacher	Soulbury 10-14		
<b>Behaviour Support Workers</b>	SO2	2	Specialist Behaviour Officer	SO2	2	Assimilation
			Specialist Behaviour Officer	SO2		
<b>Parent Support Advisors</b>	PO1	2	No match			Internal/external advertisement
<b>Inclusion Support Officers</b>	PO2	4	Lead Pre-Exclusions Officer	PO3	2	Assimilated – 2 posts to be internally and /externally advertised.
			Pre-Exclusions Officer	PO2		
<b>SEBD Casework Officer</b>	Soulbury 8-12	1	No match			Post to be advertised internally/externally

New Post Job Title	New Post Grade	Number of Posts	Existing Job Title Matched Against New Post	Existing Job Grade	Number of post holders	Selection Proposal
<b>Health Education Needs Service</b>						
<b>Head of Health Needs Education Team</b>	L14-18	1	No Match			Internal/external advertisement
<b>Deputy Head of Health Needs Education Team</b>	L9-13	1	Coordinator, BETs	MPS, TLR 2 plus 1 SEN	1	Assimilation
<b>Health Needs Service Teacher</b>	MPS plus 1 SEN	5	Head of Science, BETs	MPS, TLR2 plus 1 SEN	7	Ring-fenced, <b>subject to teachers covering one or more core specialism required within the new Health Needs Education Service.</b> Core specialisms required are set out in the consultation document at paragraph 7.8.
			Head of Department, BETs	MPS, TLR2 plus 2 SEN		
			Head of Department, BETs	MPS, TLR2 plus 1 SEN		
			SEN Teacher, BETs	MPS, plus 2 SEN		
			Teacher, BETs	MPS, 1 SEN		
			Teacher, BETs	MPS, 1 SEN		
			Teacher, BETs	MPS, 2 SEN		
<b>Teaching Assistants</b>	Scale 2 (14-17)	2	No Match			Internal/external advertisement
<b>Administrative and Examinations Officer</b>	SO1	1	Office Manager	PO1		Ring-fenced

New Post Job Title	New Post Grade	Number of Posts	Existing Job Title Matched Against New Post	Existing Job Grade	Number of post holders	Selection Proposal
<b>Looked After Children Education Team</b>						
<b>LAC Advisory Teachers</b>	MPS, plus 1 SEN and a TLR	3	Deputy Head Teacher	PO3	5	Competitive Assimilation through ring-fenced interview
			LAC Advisory Teacher	PO2		
			LAC Advisory Teacher	PO2		
			LAC Advisory Teacher	PO2		
			LAC Advisory Teacher	PO2		
<b>LAC Information Analyst</b>	SO2	1	No match			Internal/external advertisement
<b>Learning and Inclusion Resource Team</b>						
<b>Referrals &amp; Virtual Learning Coordinator</b>	SO2	1	Data Manager, BETs	Scale 6	1	Ring-fenced interview
<b>Alternative Provision &amp; Schools Engagement Coordinator</b>	PO2	1	Off-Site Project Manager	PO2	1	Assimilation

New Post Job Title	New Post Grade	Number of Posts	Existing Job Title Matched Against New Post	Existing Job Grade	Number of post holders	Selection Proposal
Education Welfare Team						
Education Welfare Officer (Exclusions)	PO2	1	Post Exclusions Officer	PO3	1	Ring-fenced interview

**NB: Any in-scope staff not identified within the matching table will be considered for vacancies that may be suitable and are encouraged to advise their manager of any preferences and complete a skills profile.**

## APPENDIX SIX – SUPPORTING STAFF THROUGH CHANGE

### **Employee Assistance Programme (EAP)**

**Lifestyle Action** - A free and confidential 24 hour a day, 7 days a week helpline (0800 116 4368) offering expert advice, specialist counselling (face-to-face & telephone) and support on issues including:

- debt, tax and financial management
- family and personal
- starting a new job
- moving location
- staying healthy
- coping with change
- career and development transition

### **Global Solution Services**

To support staff who may find themselves displaced from their current job role, the Council has secured a programme of workshops with Global Solution Services to deliver information, training, coaching, support and guidance.

The objective of Global Solution Services is to introduce individuals to the options that may be available and appropriate to them, whether that be moving straight into a similar role, changing direction and pursuing a new career, considering self-employment opportunities, planning for retirement, or taking the opportunity to reassess priorities and work-life balance; and to empower individuals to confidently take their preferred next steps.

If you'd like to attend the ½ day **Proactive Job-Search and the Hidden Job Market Workshop** register your interest via ETWeb.

### **Brent Learning Hub – E-Learning**

A number of e-learning modules (listed below) are available on the Brent Learning Hub accessed through the intranet at your convenience. If you require assistance please contact the Corporate Learning and Development Team on 020 8937 3912 or email [training.admin@brent.gov.uk](mailto:training.admin@brent.gov.uk).

- **Self Development & Career Management** - these more general modules show how to develop and implement a career plan for the longer term. They provide a structured approach to assessing your own development needs, developing a plan and appraising your progress.
- **Impact of change for Employees** - completing this module will help you to consider the impact of change. It will also help you to understand the need for change and how to cope with it.
- **Impact of change for Managers** - completing this module will help you to consider the impact of change for you and your team. It will also enable you to prepare your team members for change and support them through the change process.

The modules below are aimed at those who may be facing redundancy or a change of jobs as a result of organisational change:

- **Reviewing career options** - this module is aimed at those at risk of, or considering choosing redundancy. It will help you take stock of where you are in your career, and analyse your skills and personal attributes. The module also focuses on how training can help you prove and improve your skills and appreciate other possibilities like self-employment, volunteering, further education or career break travel.
- **Searching for Jobs** - in this module we offer key points that will enable you to use formal and informal sources of new job information, recognise the positives and negatives of self-employment and appreciate the possibilities of volunteering.
- **Applying for Jobs** - this module is on applying for jobs. It offers tips on preparing a good CV, completing paper and on-line application forms and responding to advertisements by letter and on-line.
- **Writing a CV** - this module offers valuable insight into putting together a quality CV. What to include, the problems you may face and the importance of tailoring for each specific job.
- **Preparing for Interviews** - this module offers insight into conducting a successful interview. It outlines the different types of interview and the questioning techniques commonly met with. The module also highlights the importance of effective preparation and the steps to take should you not be successful at interview.