

Children and Life Long Learning Directorate				
School Improvement Division				
Position Number	Post Ref	Post Title	Grade	Date
50109789		School Improvement Officer for Elective Home Education	Soulbury	September 2008

REPORTING RELATIONSHIPS

Responsible to: SEN Inspector

Responsible for: Co-ordination of Elective Home Education Service

MISSION STATEMENT OF DIVISION

The School Improvement Division (SID) aims to be the champion for all learners by:

- Promoting and supporting life long learning
- Securing continuous improvement in quality and standards
- Promoting inclusion in widest sense

OPERATIONAL CONTEXT

All staff have as their primary purpose the promotion of the County Council's mission to be "*An Inclusive Learning County*", through the delivery of:

1. The aims and objectives of the School Improvement Division;
2. Service Delivery Plans;
3. Developments and improvement gained through partnership both within the County and with appropriate external agencies and institutions;
4. Support for raising standards of achievement for all learners.

CORE FUNCTIONS: (generic, i.e. applicable to *all* SID officers and advisers)

1. To promote in all work the three objectives of SID's mission statement
2. Attend all meetings/training of SID as required
3. Participate in SID's agreed system of performance review and accept professional responsibility in relation to self-evaluation
4. Undertake professional development as required to maintain the capacity to meet evolving demands of the division and to contribute to SID's CPD programmes as appropriate
5. Comply with all agreed administrative systems and organisational processes
6. Undertake health and safety duties commensurate with the post and/or as detailed in the Directorate's Health and Safety Policy

7. Liaise and collaborate y with appropriate external agencies and partners
8. Participate in the Council's emergency response arrangements as directed by the relevant officer(s).
9. Represent the Director on committees and working groups as agreed with the line manager.
10. Support the Director in helping the LA to meet its statutory responsibilities to schools, parents and the community.
11. Contribute to a range of school improvement projects as determined by SID's priorities.
12. Undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of a job at this grade.

JOB PURPOSE

Lead and Co-ordinate a team of curriculum and associate officers to support all youngsters that are electively home educated, ensuring that the child receives a suitable education (through the minimum of an annual review) and effectively network with other stakeholders within C&LL, the voluntary sector and other partner agencies.

Visits are not mandatory. There is no such thing as a minimum annual visit!

Accountabilities

1. To contribute to the implementation of agreed C&LL responses to CYP; in respect of those electively home educated (to include those CYP with a statement of special educational needs) by effective interdependency working with colleagues and other relevant agencies; to ensure a cohesive approach that is evaluated to assess its impact and effectiveness.
2. To support C&LL to meet its statutory duties in relation to meeting the needs of all CYP which are electively home educated with particular reference to the five outcomes of Every Child Matters.
3. To advocate and promote good practice throughout Staffordshire in identifying and addressing the holistic needs of CYP.
4. To monitor and evaluate standards and quality in relation to meeting the needs of CYP to ensure priorities for improvement are identified and acted upon
5. To provide advice and support to all parents and CYP based on an informed understanding of national and local legislation and guidelines in order to facilitate and evaluate continuous improvement.
6. To organise, devise and deliver resources and professional development opportunities in order to extend the competence of EHE officers in effectively meeting the needs of CYP needs regarding Elective Home Education.
7. To engage in effective and relevant professional development activities to ensure competence and credibility in relation to the requirements of the post
8. To undertake action that will enable and support the holistic review cycle that includes the inclusion team action plan and relevant feedback.

Key tasks

Interdependent working (ECM) :

- Ensure that the needs of the child are met by working with other officers within the C&LL directorate, Connexions, Staffordshire Partnership, West Midlands Traveller Education Consortium Service (WMTECS), colleges and First Response.

Best Practice:

- Ensure that effective self evaluation information is collated from families to measure the effectiveness of support being offered by the EHE team.
- Host regional meetings for other LA.
- Maintain positive partnership with the DCSF
- Be aware of research which can inform policy and practice
- Disseminate / share knowledge skills and information

Data:

- Ensure that robust and secure systems are developed to retain up to date information on each CYP registered with EHE which are compliant with data protection. Identify trends within annual data and use the analysis in moving the agenda forward.

Consistency:

- Conduct reviews to ensure moderation is consistent within and across EHE team.
- Develop a quality assurance process for all reports
- Ensure appropriate induction and nurturing of new team members is in place
- Ensure PDR and JD completion for all officers
- Explore SLA agreement with other associate officers to ensure parity of opportunities

Resources:

- Provide parents with guidance information on EHE in hard copy and on-line. Maintain and update to ensure that it is user friendly.
- Further develop the web site for EHE
- Deploy AND manage the EHE officers strategically so that their time is efficient effective and accounted for.

Integrated inclusive services

- Work in association with other agencies to support schools to more effectively ensure that CYP attain the five outcomes of ECM.

School support

- Work in partnership with Healthy Schools officers in order to promote inclusion. Support reassessment for schools who request accreditation.
- Where a CYP is not receiving suitable education ensure that their needs are best met in mainstream setting – work with D.I.P. & others to secure a place.