



Job Description and Person Specification

Personalised Learning Monitoring and Outreach Officer

Job Details	
Grade	5
Service	Education and Learning Services, Inclusion, SEN and Participation (Coventry Alternative Provision)
Location	One Friargate, Station Square, Coventry, United Kingdom (Incl. Northern Ireland)
Job Evaluation Code	

Coventry City Council Values
<p>We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation:</p> <p>Open and fair: We are open, fair and transparent.</p> <p>Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be.</p> <p>Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing.</p> <p>Create and innovate: We embrace new ways of working to continuously improve the services we offer.</p> <p>Own and be accountable: We work together to make the right decisions and deliver the best services for our residents.</p> <p>Value and respect: We put diversity and inclusion at the heart of all we do.</p>

Job Purpose	
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Commented [LB1]: Limit each sentence to 26 words and each paragraph to 90 words.

Commented [LB2]: Guidance
The Job Purpose is about what makes the role unique and interesting, and how it adds value.
So, it is important to:
Summarise the overall purpose of the role
Highlight the opportunity to make a difference and what the role is mainly responsible for.

We recommend the following structure to write a Job Purpose:
First sentence: WHAT will the role holder do
Second sentence: HOW will they do it
Third sentence: WHAT will they deliver/WHAT is the opportunity to make a difference

1. Supporting students accessing Coventry Alternative Provision (CAP) to successfully engage and complete their Alternative Provision Course, enabling them to achieve positive outcomes such as in personal and character development, improving life skills, awards and/or positive destinations.
2. To develop positive relationships and act as a main point of contact between schools, training providers, students, and parents/carers to uphold high levels of communication regarding CAP Targeted Provisions.
3. To provide ongoing advice and support to training providers and schools to support positive outcomes for students.
4. Oversee and monitor the delivery of Coventry Alternative Provision Programmes in line with the framework and against the Specification (KPIs).



Main Duties & Key Accountabilities

Commented [LB3]: Up to a maximum of 15, preferably 12

Commented [LB4]: Start each row with a gerund verb - ie a verb ending in 'ing'.

1. Establishing and maintaining professional and positive relationships with the students, schools, training providers and parents/carers.
2. Supporting schools and training providers to understand their roles within CAP and specifically within the CAP Graduated Model of Support
3. Acting as key contact and lead on communication with schools and training providers throughout the duration of course
4. Gaining a thorough knowledge of individual students through referral documentation, discussions with school and provider staff, personal observation, and student feedback sessions
5. Building positive relationships with students to promote and encourage them to have positive and active participation in their education.
6. Supporting students throughout the initial training provider interview and induction as requested by Schools or CAP Operations Lead.
7. Acting as an advocate for student when required.
8. Managing a case load of students.
9. Identifying students who have not started provision within identified periods and liaise with the referring school to establish a plan to support engagement.
10. Arranging and leading Student Review Meetings with schools, training providers and parents/carers and complete any relevant paperwork.
11. Collaborating with providers, parents/carers, school, and the student, monitor information contributing to the students' progress
12. When required, lead and chair meetings with students, schools, and parents/carers to discuss attendance, behaviour and/or engagement and as required represent CAP at external meetings in relation to students. Undertaking home visits and parental/carer telephone contact where required and in line with CCC guidance.
13. Monitoring and reviewing attendance, identifying temporary withdrawals and those who are falling below attendance threshold, communicating this to schools and CAP admin.
14. Monitoring the student induction process and ensure that training providers are supported by schools throughout this process and that they receive all relevant information prior to a course commencing. Monitoring and reporting to CAP Operations Lead on training provider performance in line with specification.
15. Maintaining student records ensuring all CAP support is documented as a detailed report with evidence of the support received.
16. Liaising with admin on the monitoring of registers for student accessing CAP programmes, via the management information system, ensuring any overdue registers are challenged with training providers. Ensuring training providers produce a Risk Assessment (site/activity specific), if requested by Schools, prior to the student beginning their placement.
17. Ensuring schools update Risk Assessments if and when required to ensure current safeguarding procedures are adhered to.
18. Giving advice and guidance to training providers and schools on CAP policies & procedures.
19. Quality review student reports produced by Providers during alternative Provision programme and ensure the report is high quality and gives an accurate overview including SPAG, progress updates, strategies and advisories.
20. Reviewing existing provision for CAP programmes, identifying gaps and advising the CAP Operations Lead of additional demands from Schools.
21. Seeking new training providers who have the potential to offer provisions within the CAP framework
22. Supporting CAP Training Providers to develop and monitor an Information Advice and Guidance (IAG) Training Providers to offer guidance to students for POST 16 pathways.

23. Implementing the service attendance policy by leading on communication with schools regarding any attendance concerns and ensuring adequate plans are put in place to support students to return to provision.
24. Attending regular management meetings with the CAP SLT and other planning and review meetings as required. Delivering opportunities to enhance student experience under the lead of CAP Quality Monitoring Officer, this will include enrichment activities, educational visits and holiday sessions when required.
25. Acting as a Deputy Designated Safeguarding Lead for CAP.
26. Attending ongoing training and support sessions within the scope of the post as required.
27. Developing and contribute to training programmes developed by the CAP Team.
28. Any other duties and responsibilities within the range of the salary grade.

Key Relationships

External:	Training Providers and Schools	Internal:	Educational Services (Virtual School, SEND and Attendance and Inclusion)
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Commented [LB5]: List all relationships both internally and externally. E.G. Residents, Schools, CCC Services, CCC Employees

Standard Information

Post holders will be accountable for carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies. Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Training

The postholder must attend any training and undertake any development activities that are identified as mandatory/beneficial to their role.

Commented [LB6]: Not to be changed

Responsible for

Staff managed by postholder:

Commented [LB7]: List all posts (job titles) that report into this role.

Person Specification	
Requirements	
Knowledge	Understanding of Alternative Provision Guidance and school/local authority statutory duties.
Knowledge	Awareness of statutory procedures around safeguarding, child protection and Keeping Children Safe in Education (KCSIE)
Skills And Ability	Strong interpersonal and engagement skills
Skills And Ability	Competence in the use of ICT and databases, including the ability to analyse data and develop reports.
Skills And Ability	Able to communicate effectively, verbally, in written communications and by using ICT and to relate well to a wide range of people.
Skills And Ability	Able to effectively lead/chair within multi-agency settings with schools, parents/carers, training providers and other agencies
Skills And Ability	Ability to ensure statutory and legal duties are adhered to whilst being able to empathise with others and enable them to find ways forward in difficult situations.
Skills And Ability	Able to develop positive working relationships with professionals from diverse disciplines
Experience	A proven track record of working within an education setting within a local authority, education service, school, or FE College.
Experience	Experience of working collaboratively with other agencies
Experience	Experience of working with schools in an advisory or consultative capacity.
Experience	Experience of supporting young people who may experience barriers to learning.
Qualification	A degree or equivalent professional qualifications and experience
Special Requirements	<p>This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).</p> <p>Must be willing to work in a multi-cultural environment.</p> <p>Must be willing to undertake training and attend relevant courses.</p> <p>Must be flexible and willing to travel to multiple sites.</p> <p>Must be committed to personal and professional development.</p> <p>Must be committed to equal opportunities.</p> <p>Car Driver Desirable</p>

Commented [LB8]: Maximum of 15 Requirements, preferably 12

Commented [LB9]: Start each requirement with a verb.

Commented [LB10]: Guidance

We recommend only **ESSENTIAL** requirements are in your person specification

- Focus on what the role-holder will need from day one in the role
- Check your biases and only focus on what is essential to be high performing in the role
- Make sure you highlight any relevant soft skills
- Remove non-essential or any bias towards educational requirements, such as degrees or niche degrees
- Remember that adding a number of years required experience will limit the number of candidates that you get

A requirement defines what the role holder needs to have to be effective in the role from the outset, so you need to ask the below questions:

- Knowledge - what does the role holder need to know on day one?
- Skills and Abilities - what does the role holder need to be good at on day one?
- Experience - what does the role holder need to have experience in from day one?



Declaration			
Reviewed/Created By:			
Job Title:		Date:	