

Job Profile comprising Job Description and Person Specification Job

Description

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| Job Title: Post-16 Tracking Officer | Grade: Scale 6 |
| Section: TBC | Directorate: Children's Services |
| Responsible to following manager: TBC | Responsible for following staff: N/A |
| Post Number/s: TBC | Last review date: N/A |

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

Job Purpose

To carry out Wandsworth Council's statutory duty to track young people aged 16-18 upon completing compulsory age schooling, to establish their Education, Employment and Training (EET) status to ensure there is provision for them.

To engage, through the use of various forms of communication, with young people to establish their EET status and identify those in need of support. To communicate with,

obtain information and build relationships with schools, colleges, training providers and support services for young people to enable accessibility for them.

To identify young people who are NEET or at risk of NEET and report this so that services can be offered to them and improve their outcomes.

To communicate with Social Work Teams, Youth Services, SEND Teams and other appropriate services that support young people, to establish their EET status.

To maintain accurate records, uploading data to the database in order to enable Wandsworth to be aware of the status of young people within its boundaries.

To report to and update Manager/Supervisor on agreed targets and carry out other duties commensurate with the role.

Specific Duties and Responsibilities

- To establish the September Guarantee status of 16/17 year olds learning or residing in Wandsworth and upload accurate information to the IYSS database.
- To use creative and effective ways to contact young people to establish their EET status and upload the information accurately.
- To liaise with other professionals working with young people who are NEET or whose status is not known in order to direct support and upload information to the database.
- To use a variety of communication methods and various existing databases to locate contact details and destinations of young people for uploading to the database.
- To discuss the needs of the young people with them and ensure the appropriate services are engaged through discussion with Manager/Supervisor.
- To work towards targets agreed with Manager and discuss any difficulties in delivery of targets.
- Liaise with schools to identify young people at risk of NEET to ensure support and interventions are explored.
- To be persistent in the engagement of young people who may be resistant by using assertive, creative and practical engagement strategies. This will include

telephoning, emailing and written correspondence and other agreed methods in attempts to assist the young person.

- To maintain timely and concise electronic case records and written reports that evidence the work undertaken and the progress achieved.
- To report to Manager concerns of school and academy practices with regard to pupils at risk of NEET post 16.
- To produce and distribute high quality resources to support Post 16 participation and contribute to training events as required.
- To ensure that monitoring and statistical information regarding the work is up to date and available for uploading to IYSS.
- To work within established Council and departmental policies and procedures and relevant legislation relating to children and young people.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Council's duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The profile is not intended to be an exhaustive list of duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.

Person Specification

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| Job Title: Post-16 Tracking Officer | Grade: Scale 6 |
| Section: Participation and Performance | Directorate: Children's Services |
| Responsible to: Post 16 Participation Manager | Responsible for: N/A |
| Post Number/s: TBC | Last Review Date: N/A |

Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

| Person Specification Requirements | | | Assessed by A/I/T/C (see below for explanation) |
|--|-----------|-----------|---|
| Knowledge | Essential | Desirable | Assessed |
| To have a clear understanding of safeguarding and protecting families from risk and harm. | √ | | A/I |
| Knowledge and understanding of the problems and difficulties faced by young people and the ability to help them find constructive solutions. | √ | | A/I |

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| Good knowledge of the NEET (not in education, employment or training) agenda and strategies for improving and sustaining engagement of learners. | | ✓ | A/I |
| Knowledge of local provision for 16-18-year olds. | | ✓ | A/I |
| Knowledge of legislation and practice in relation to children and young people's participation in education, employment and training. | ✓ | | A/I |
| Knowledge of child development and an understanding of vulnerability, risk and needs. | | ✓ | A/I |
| Experience | Essential | Desirable | Assessed |
| Good self-organisational skills, able to work under pressure both independently and as part of a team. | ✓ | | A/I |
| Excellent communication skills and able to form positive, professional and sustainable relationships with young people to ensure effective engagement in agreed interventions. | ✓ | | A/I |
| Able to be persistent, creative and tenacious in engaging young people and who present challenging behaviour and may be resistant to change. | | ✓ | A/I |
| A good understanding of how to work effectively with other professionals and service providers in a multi-agency environment. | | ✓ | A/I |
| Ability to use standard Microsoft and other office packages to keep clear, written and electronic records and provide monitoring information. | ✓ | | A/I |
| Skills | Essential | Desirable | Assessed |
| Good self-organisational skills, able to work under pressure both independently and as part of a team. | ✓ | | A/I |
| Excellent communication skills and able to form positive, professional and sustainable relationships with young people to ensure effective engagement in agreed interventions. | ✓ | | A/I |

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| Able to be persistent, creative and tenacious in engaging young people and who present challenging behaviour and may be resistant to change. | | ✓ | A/I |
| A good understanding of how to work effectively with other professionals and service providers in a multi-agency environment. | | ✓ | A/I |
| Ability to use standard Microsoft and other office packages to keep clear, written and electronic records and provide monitoring information. | ✓ | | A/I |
| Qualifications | Essential | Desirable | Assessed |
| 5 GCSEs including Maths and English or NVQ level 3 equivalent in an appropriate field. | ✓ | | A/C |

A – Application form / CV

I – Interview

T – Test

C - Certificate