

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Education Welfare Officer (EWO)	Grade: SO2
Section: School Participation & Performance	Directorate: Children's Services Department
Responsible to following manager:	Responsible for following staff:
Post Number/s: CST083	Last review date:

Working for the Richmond & Wandsworth Better Service Partnership

We're Richmond & Wandsworth Better Service Partnership, the shared public service team for Richmond and Wandsworth Councils. Like any local authority, our role is to deliver the agenda of our elected members on behalf of the people who live and work in our part of the world. We deliver key services to our communities including social care, public health, children's services, housing and regeneration and environmental and community services.

Our joint workforce creates efficiency and resilience by bringing more creativity to the way we work, more objectivity and adaptability too, helping us deliver better services for all our residents.

We're here to help our communities thrive in a changing world, and to be there for the people who need us most we believe we need to keep adapting. That's why, at Richmond & Wandsworth Better Service Partnership, you'll be at the forefront of innovation in local government, and we'll invest in you and offer you opportunities to grow in a way only our unique organisation can.

Job Purpose

The postholder will be responsible for managing a caseload in each of their allocated schools. The postholder will conduct school improvement business on behalf of the

Education Welfare Service (EWS) in accordance with a service level agreement with schools through a Traded Services arrangement and ensure that the EWS operates to a high standard of service delivery in line with Departmental priorities and Council policy.

Specific Duties and Responsibilities

- Is fully aware of and understands the duties and responsibilities set out in the Working Together to Improve School Attendance (2024) guidance.
- Reports to, and receives regular supervision from, a manager within the service.
- Provides high quality school improvement support in accordance with both Traded Services arrangements and service level agreements.
- Negotiates, with headteachers and relevant school staff in allocated schools, a timetable of visits at times convenient for the school, in accordance with Traded Services arrangements.
- Checks and monitors the attendance of pupils in conjunction with the headteacher and relevant school staff. Carries out regular register checks, accepts appropriate referrals from the school and takes appropriate follow-up action under the guidance of a service manager.
- Attends and supports the organisation of school-based attendance panels, where required, in order to promote early intervention strategies and prevent further attendance concerns.
- Investigates absence and enforces attendance legislation, including presenting cases to the Borough Attendance Panel (BAP) in liaison with the Legal EWO.
- Provides support and advice to families as necessary to encourage parental support for attendance and education, under the supervision of a service manager.
- Prepares and presents evidence to the Magistrates Court and Family Proceedings Court, under supervision.
- Identifies with the headteacher and relevant school staff any patterns and trends in relation to persistent absence and overall absence, in particular, groups of pupils most affected and identifies strategies for improvement based on evidence-based good practice.

- Maintains clear and detailed records in the form prescribed by the EWS under the supervision of a service manager and provides written reports as required.
- Advises schools on child protection/safeguarding issues (eg. children missing education), as appropriate.
- Liaises with other services and agencies as required and makes referrals, as appropriate.
- Arranges and/or chairs, under guidance of a service manager, multi-disciplinary network meetings, including team around the child (TAC) meetings.
- Undertakes truancy sweeps, as and when required.
- May be required to act as supervising officer for Education Supervision Orders/Parenting Orders.
- Checks accuracy of schools' absence returns as required.
- Is fully aware of and understands the duties and responsibilities arising from the Children Act (2004) and Working Together to Safeguard Children (2023) in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- Is fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
- Makes referrals, as appropriate, to the front door and MASH (Multi-Agency Safeguarding Hub) in relation to safeguarding and child protection.
- Ensures that the line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and child protection.

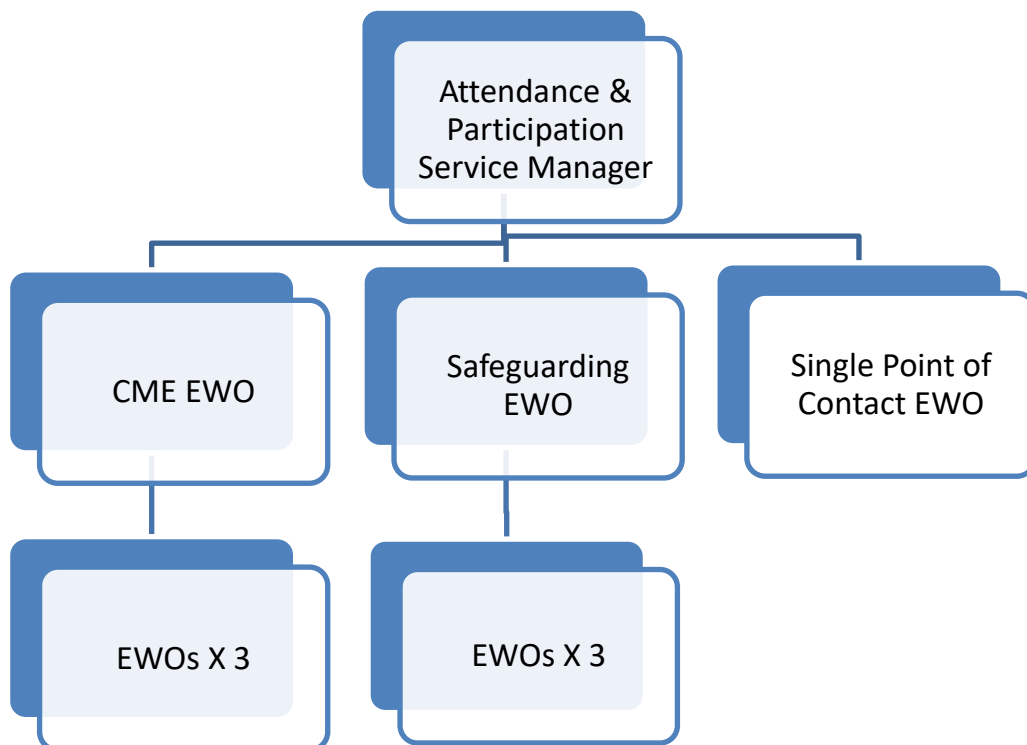
Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnership.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.

- To adhere to security controls and requirements as mandated by Richmond and Wandsworth 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 Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the roles within the Councils.
- The profile is not intended to be an exhaustive list of the 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.

Additional Information

Team structure



Person Specification

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Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

Person Specification Requirements			Assessed by A/I/T/C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
An understanding of, and commitment to, the importance of access to education and social inclusion for children, young people and their families.	x		A/I

Knowledge of the range of factors that can affect the attendance and progress of individual pupils at school and the ability to identify and assess barriers to attendance and strategies for improving persistent absence and overall levels of attendance in line with set targets.	x		A/I
Understanding of relevant education and safeguarding legislation and its implications for the work of the EWS, as well as the respective roles of local authorities (LAs) and schools, with particular reference to school attendance.	x		A/I
Experience	Essential	Desirable	Assessed
At least three years experience in the role of an EWO or closely related work such as social work, learning mentoring, child care, youth work or counselling.	x		A/I
Experience of working under supervision and direction within a team.	x		A/I
Experience of dealing effectively with the public, school staff and professionals from other agencies to produce positive outcomes.	x		A/I
Skills	Essential	Desirable	Assessed
Ability to work co-operatively and supportively with schools and other agencies, and fully contribute to a multi-disciplinary approach to improving outcomes for children, young people and their families.	x		A/I
Ability to demonstrate sound skills in planning assessments, implementing successful strategies and evaluating own work with children and families as a reflective practitioner.		x	A/I
Excellent interpersonal skills, including the appropriate use of support and enforcement in work with parents, children and young people.	x		A/I
Ability to write clear, concise, grammatically accurate reports and to give good verbal presentations to a range of audiences from time to time.		x	A/I

Ability to organise and prioritise own work and to work under pressure and to deadlines using own initiative.	x		A/I
Ability to demonstrate a history of reliable attendance and punctuality.	X		A/I
Ability to work flexibly when necessary and as directed.	x		A/I
Qualifications	Essential	Desirable	Assessed
GCSE pass or equivalent in English.	x		C
Professional qualification in a related field (eg childcare, education, social work).		x	C

A – Application form / CV

I – Interview

T – Test

C - Certificate