

Job Profile comprising Job Description and Person Specification

Job Description

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| Job Title: Single Point of Contact Education Welfare Officer (SPOC EWO) | Grade: SO2 |
| Section: School Participation & Performance | Directorate: Children's Services Department |
| Responsible to following manager: Deputy Head of Education Inclusion Service | Responsible for following staff: N/A |
| Post Number/s: E5371 | Last review date: October 2022 |

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

The postholder will be responsible for working towards meeting local authority expectations in working together to improve attendance in accordance with Department for Education guidance. The postholder will conduct school improvement business on behalf of the Education Welfare Service (EWS) in partnership with schools, other settings for children, young people and their families and professionals working to improve attendance. EWS operates to a high standard of service delivery in line with Departmental priorities and Council policy.

Specific Duties and Responsibilities

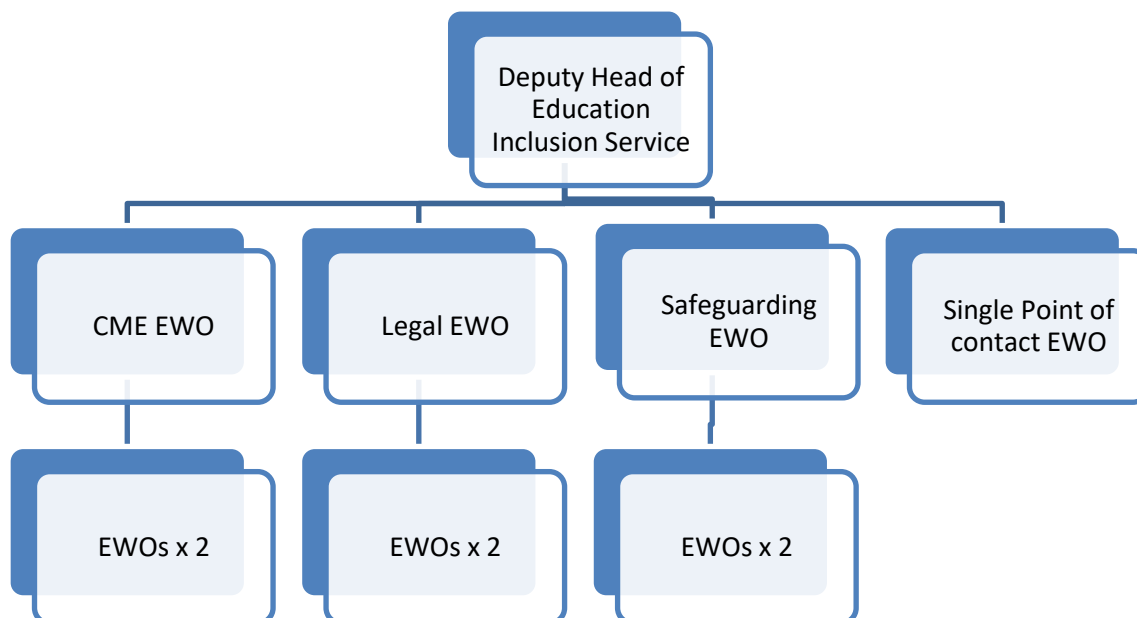
- Reports to and receives regular supervision from the Deputy Head of Education Inclusion Service.
- Provides high quality school improvement support in accordance with the Department for Education (DfE) Working Together to Improve Attendance guidance.
- Acts as the single point of contact for non-trading account schools and provides a duty service via established or newly created means, for example, telephone helpline, generic inbox, for the purpose of providing information, advice and guidance on attendance matters to schools, settings and professionals working to improve attendance.
- Negotiates with headteachers and relevant school staff in allocated schools and professionals a timetable of Targeting Support Meetings or similar multi-agency meetings (team around the school, inclusion panels, etc) at times convenient for the school, in accordance with DfE guidance.
- Supports schools to analyse data in order to create a Working Together to Improve Attendance Plan, or similar attendance plans, and monitors progress via Targeting Support Meetings or similar school panels and forums.
- Participates in cross-departmental and cross-service panels and forums, etc, relevant to the job role as and when required.
- Checks and monitors the attendance of pupils, particularly those persistently and severely absent, in conjunction with the headteacher and relevant school staff, as well as professionals working with pupils to improve attendance.
- Identifies with the headteacher, relevant school staff and professionals working to improve attendance patterns and trends in relation to persistent and severe absence, and in particular support for action planning for groups of pupils most affected.
- Contributes to early intervention programmes, in conjunction with schools and professionals working to improve attendance.
- Maintains clear and detailed records in the form prescribed by the EWS under the supervision of the line-manager and provides written reports as and when required.

- Advises schools on child protection/safeguarding issues (eg. children missing education), or signposts to relevant services, as appropriate.
- Is fully aware of and understands the duties and responsibilities arising from any and all relevant education and safeguarding children and vulnerable adults legislation, as this applies to the role.
- Completes training in safeguarding and child protection and other compulsory training as directed by the Council, as well as on attendance-related matters as and when required.
- Follows the established policies and protocols in relation to safeguarding and child protection and ensures the line manager is made aware of and kept fully informed of any concerns.
- Undertakes other duties as directed by the Deputy Head of Education Inclusion Service as may be required from time to time, including support at the front door and for SLA schools.

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 Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Current team structure



Person Specification

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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) |
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| Knowledge | |
| An understanding of, and commitment to, the importance of access to education and social inclusion for children, young people and their families. | A/I |

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| 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 and severe absence and overall levels of attendance in line with set targets. | 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. | A/I |
| Experience | |
| At least three years experience in the role of an EWO or closely related work such as in early help services, social work, learning mentoring, child care, youth work or counselling, etc. | A/I |
| Experience of working under supervision and direction within a team. | A/I |
| Experience of dealing effectively with the public, school staff and professionals from other agencies to produce positive outcomes for children, young people and their families. | A/I |
| Skills | |
| Ability to work co-operatively and supportively with schools and professionals, and facilitate multi-disciplinary and partnership approaches to improving attendance outcomes for children, young people and their families. | A/I |
| Ability to access and analyse attendance and other relevant data for the purpose of identifying patterns and trends in pupil absence on an individual pupil level, specific groups/cohorts and whole-school level absence. | A/I |
| Ability to demonstrate sound skills in planning assessments, using relevant assessments, implementing successful strategies and evaluating own work with children and families as a reflective practitioner. | A/I |
| Excellent interpersonal skills, including the appropriate use of advice and support for children, young people and their families. | A/I |
| Ability to write clear, concise, grammatically accurate reports and to confidently give verbal presentations to a range of audiences from time to time. | A/I/T |
| Ability to organise and prioritise own work and to work under pressure and to deadlines using own initiative. | A/I |
| Ability to demonstrate a history of reliable attendance and punctuality. | A/I |
| Ability to work flexibly when necessary and as directed. | A/I |
| Qualifications | |
| Educational achievement at level 2 or above. (Essential). | C |

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| A professional qualification in a related field (eg child care, education, social work). (Desirable). | C |
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A – Application form / CV

I – Interview

T – Test

C - Certificate