

## Job Description

Job Title:	Education Welfare Officer
Department	Children's Services
Grade	Bexley 10
Management Group:	Education
Section:	School Improvement
Reports to:	Senior Education Welfare Officer

**Responsible for:** There is no line management responsibility linked to the post, however the post holder may be asked to support the induction of new members to the service.

**Functional links with:** Schools, Children's Social Care, Inclusion team, School admissions, EHE team, YJS, SEND, CAMHS, Virtual School.

### Main purpose of the job:

To ensure all children of compulsory school age have access to an appropriate education. Working in partnership with children, families, schools, and professionals, enforcing legal obligations when necessary. Manage and prioritise casework to achieve positive outcomes in line with local policies and statutory guidance, positively impacting Bexley's performance outcomes related to attendance, as measured by the DFE.

### Major Duties and responsibilities:

- 1 To deliver services to named schools as outlined in the Bexley SLA, providing guidance and advice to support school attendance.
- 2 With LA partners, to be responsible for advising and supporting senior leaders in schools with regard to the development of effective policies and procedures, promoting and sharing good practice.
3. To meet safeguarding responsibilities, working with agencies and key professionals. Maintain an understanding of child protection guidance and follow relevant procedures.
4. To plan and deliver casework and to support families to improve outcomes for children.
5. To ensure legal processes related to school attendance are implemented in accordance with legislation and statutory guidance.
- 6.To provide targeted support to families and schools as part of an agreed plan.

7. To participate actively in regular supervision to review work and ensure effective interventions for families.
8. To engage in regular professional development sessions designed to ensure that the principles of effective practice are fully embedded in service delivery.
9. To communicate effectively verbally and in writing, producing concise assessments, reports, plans and accurate case records of work undertaken. To prepare court statements and if required give evidence in court.
10. To undertake a duty role within the Multi Agency Support Team (MASH) on a rota system with other EWS team members.

## **Resources:**

Laptop, mobile phone

## **Job activities:**

1. To prepare and deliver school staff training on effective management of recording and monitoring attendance data.
2. To work pro-actively using preventative activities including surgeries, school attendance panels, signposting to relevant agencies. Implement the use of education engagement plans.
3. To attend and participate in decision making at strategy meetings, core group and case conferences, both initial and case reviews, or to provide a written report detailing relevant issues that may have an impact made on decision to safeguard children.
4. To routinely make home visits, arrange meetings in schools or at council offices in order to design solution focused action plans to improve attendance and attainment.
5. To inform parents of their legal responsibilities in respect of school attendance under relevant legislation, managing situations in a professional, sensitive and supportive manner.
6. To build and maintain professional relationships and work in partnership with key agencies and Services.
7. To actively participate in legal processes, including preparation of written reports and statements of evidence as necessary for court proceedings under the direction of the Education Welfare Service Manager.
8. To maintain professional, accurate and timely records in accordance with service policy and practice, and produce professional, high-quality reports and letters as required.

9. To undertake risk assessments in accordance with the guidelines for personal safety in accordance with local policy.
10. To engage with the policies and procedures of the CME panel.
11. To work with partners, delivering training on request in relation attendance and governance issues.
12. To actively participate in CPD and support new staff during induction.
13. To undertake any other duties commensurate with the level of the post under the direction of the team manager.

Management Grouping: Education

Department/Section: School Improvement

Job title: Education Welfare Officer

SELECTION CRITERIA	ESSENTIAL/ DESIRABLE (E/D)	METHOD OF ASSESSMENT (AF/I/T)*
<p>(a) <b><u>Education and Formal Training</u></b></p> <p>Significant experience in education, social care or a related field.</p>	E	A
<p>(b) <b><u>Relevant Technical Experience and Knowledge</u></b></p> <p>A minimum of 2 years' experience of working with families, children and young people.</p> <p>Experience of working successfully with other professionals from a variety of services in the fields of either education, health, social care or the voluntary sector to support children, young people and their families</p>	<p>E</p> <p>E</p>	<p>A, I</p> <p>A, I</p>

Ability to work effectively within multi-disciplinary teams.	E	A, I
Experience of working in accordance with legislative requirements. Including Keeping Children Safe in Education 2024, Working Together to Improve School Attendance.	D	A, I
Knowledge and understanding of legislation as it affect's children, young people and their families, including: The Education Act 1996, Children Act 1989, Children's Act	D	A, I
To be able to demonstrate a track record of building and sustaining positive professional relationships with individuals and families.	E	A, I
Excellent communication skills, both written and verbal.	E	A I T
Ability to work independently and as part of a team.	E	A, I
Evidence of providing practical advice and support to families to enable them to achieve positive and sustainable change and improving outcomes.	E	A, IT
To support an inclusive culture in the workplace and beyond.	E	A, IT
To fulfil safeguarding duties and work in partnership with SHIELD.	E	A, I
Knowledge of or ability to become conversant with legislation in relation to exclusions, SEND and Elective Home Education.	E	A, I
The ability to travel around the Borough and visit several different locations in the course of working day.		
Experience of producing clear comprehensive written reports, able to be used as evidence in legal proceedings.	E	A
A good standard of ICT knowledge and skill.	E	A, I
The ability to analyse data and make decisions based on its interpretation.	E	A, I
Enhanced DBS	E	A, I
Full Driving Licence and use of own vehicle	E	A
Clearance English Language Requirements for Public Sector Workers:	E	A
	E	A

<ul style="list-style-type: none"> <li>• Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.</li> </ul>	E	A
<ul style="list-style-type: none"> <li>• Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.</li> </ul>	E	A,I
<ul style="list-style-type: none"> <li>• Ability to listen to clients and understand their needs.</li> </ul>	E	A, IT
<ul style="list-style-type: none"> <li>• Ability to tailor your approach to each conversation appropriate to the client, responding clearly even in complex situations.</li> </ul>	E	A, IT

Selection Method Key:

A = Application      I = Interview      T = Ability Test

High Performance Indicators:

<b>Post Title:</b> Education Welfare Officer		<b>Job Family:</b> Customer Facing	<b>Grade:</b> Bexley 10
High Performance Indicators	Level	Description	
Change and Innovation	A	I welcome change I am willing to implement new ways of working I respond flexibly to changing demands I am open to new information and ideas I am willing to question existing practice	
Communicating and influencing	B	I present facts and ideas clearly I collate and interpret detailed information	

		<p>I adapt my style to the audience and their needs</p> <p>I formulate proposals and make recommendations based on research</p> <p>I convey excitement and enthusiasm</p>
Achievement, Drive and Ownership	B	<p>I take personal responsibility for dealing with issues or problems</p> <p>I measure and track my performance against identified goals</p> <p>I take opportunities to develop myself</p> <p>I show persistence in overcoming obstacles</p> <p>I balance competing demands on my time</p>
Customer Orientation	B	<p>I monitor customer feedback and level of satisfaction with the service they receive</p> <p>I make myself available to customers, ensuring they know how to contact me</p> <p>I take responsibility for correcting customer concerns promptly, without judging others</p> <p>I offer ideas to enhance the development of customer centred services / solutions</p> <p>I seek to build and maintain positive relationships with customers</p>
Partnership Building	A	<p>I recognise the different partners involved in my work</p> <p>I work towards a win – win solution</p> <p>I show respect for others and value their contributions</p> <p>I build relationships that generate mutual trust and peace of mind</p> <p>I share relevant ideas and information with others</p> <p>I co-operate with others in achieving targets set for the service or organisation</p>
Leadership	A	<p>I ensure individuals / teams understand their role, objectives and how they fit in with broader organisational goals</p>

		<p>I keep the team informed about what is happening</p> <p>I explain the reasons for decisions</p> <p>I monitor performance standards, and take action as appropriate</p>
Political Awareness	A	<p>I understand the formal structure and roles of Members and officers</p> <p>I understand and comply with rules, regulations and policies including political protocols and the political agenda</p> <p>My personal actions promote positive images of Bexley</p>
Breakthrough Thinking	A	<p>I identify potential problems or issues through recognising simple patterns in information, or through cause and effect</p> <p>I make decisions and address issues based on analysis of available information</p> <p>I recognise the importance level of a decision, and ask for additional advice and support when necessary</p>
Using Technology	A	<p>I use relevant technologies to my role</p>
Professional Knowledge	B	<p>I am independently able to perform some areas of my own professional specialism</p> <p>I have sufficient knowledge of my own area to guide others</p>
Understanding Regulatory Requirements	B	<p>I understand Bexley policy and procedures, and relevant external regulations</p>

Applicants will be assessed against these criteria and high-performance indicators throughout the recruitment process.

Signed by:

Postholder:    Date:

Line Manager:            Date:

Assistant /Deputy Director or Head of Service.



