



LONDON BOROUGH OF MERTON

Children, Schools and Families DEPARTMENT

JOB DESCRIPTION

POST TITLE: Advisory Teacher

Grade: MPS/UPS plus TLR 2 (Progress and Attainment)

DIVISION/SECTION:

Merton School Improvement

Virtual School for Looked After Children and Care Leavers

Location: Civic Centre

Responsible to: Head Teacher – Virtual School

Post number:

Date: June 2019

1. MAIN PURPOSE

- To provide leadership and management in developing school improvement and effectiveness strategies including the process of self-evaluation.
- To be responsible and accountable for the attainment and achievement of looked after children.
- To work in partnership with schools to ensure that they fulfil their statutory duties and provide high quality support and challenge for Merton looked after children and those previously looked after children (PLAC) in Merton schools.
- To support the development of effective working relationships across the borough and in other boroughs, as appropriate, to ensure high quality support, training and challenge is offered to ensure high quality learning opportunities are provided for looked after children and previously looked after children.

2. MAIN DUTIES AND RESPONSIBILITIES

1. To assist the Headteacher in ensuring improved outcomes for the attainment and achievement of looked after children.
2. To contribute to the development and implementation of policies and practices which contribute positively to the achievement of the Virtual school development plan.
3. To report on progress and achievement to stakeholders, including producing termly reports for the Headteacher and Steering Group.
4. To promote and safeguard the well being of looked after children and previously looked after children on our school roll and Merton LAC who attend school in other boroughs.
5. To represent the Virtual School at local and national meetings, conference and forums, as required.
6. To promote the importance of education in relation to looked after children and previously looked after children and to give training and advice to foster carers, social workers, colleagues and other stakeholders.
7. To manage a caseload of 2-16 year olds, with sufficient flexibility to ensure that the work of the team is covered during times of peaks and troughs.
8. To work closely with key stakeholders including schools, Council teams and other relevant agencies to draw up well focused targets for an individual's academic improvement. This includes liaising with social workers, carers, EWOs and schools to promote regular attendance and address barriers to full attendance.
9. To regularly visit schools to set targets and track progress, and to monitor and work to ensure the progress of the targets for those in the assigned cohort. This may include working directly with children and young people.
10. To develop effective partnership working with private, community and voluntary agencies alongside internal providers to ensure all looked after children are included and their diverse needs provided for, with particular focus on children with additional needs.
11. To influence the development of local and national government policy in relation to the education of looked after children by participating in working groups, consultations and reviews.
12. To track individual and cohort attainment, achievement and progress. This includes working with schools to ensure that those children who

require an Education Health Care Plan receive this at the earliest opportunity.

13. To ensure that looked after children have timely interventions to raise aspirations, increase attainment & achievement and promote improved life chances.

GENERAL

To support the Head Teacher in the delivery of a range of key priorities.

To deliver services within the parameters and desired outcomes as per Children and Young People's Plan

To adhere to the Merton Child Protection Procedures for the safeguarding of young people and the information sharing protocols which are in place for the sharing of information between agencies to safeguard young people and to prevent crime.

To produce a range of reports for the Head Teacher and wider partnerships/forums as required.

Develop effective working relationships with CSF –Merton School Improvement, Commissioning, Strategy and Performance, Social Care etc to ensure that policy and practice in relation to looked after children informs the work of the directorate and contributes to Children and Young Peoples Plan, Annual Performance Assessment, Ofsted Inspection

To undertake all duties and interactions with colleagues, partner providers and customers fairly, without unlawful discrimination and with due regard to the Council's Diversity and Equality in Employment and Service Delivery policies.

To carry out duties and responsibilities in accordance with the Council's Core Values, Equal Opportunities Policy, Health and Safety Policy and all other borough and departmental policies and procedures, in particular the non-smoking policy and confidentiality in line with the Data Protection Act.

To maintain a working environment in which diversity is respected and responded to and equality of opportunity is promoted.

To ensure complaints are responded to in accordance with the Customer Complaints Procedure.

To use computers and other ICT in the normal performance of the duties of the post. To be aware of the high standard of quality data expected in the Council and to maintain an accurate and full written record of activity as

required by the Head Teacher, passing records on for data recording/input within the agreed timescales.

To be a full member of the team and work in collaboration with colleagues and all other agencies to ensure co-ordination of services and best use of resources.

To brief line manager on all matters which are likely to be subject to publicity whether positive or negative and all other relevant matters.

To contribute to the development of effective teamwork establishing good communication systems, including team training and attending regular team meetings.

To keep up to date with new developments in appropriate fields, attend training and supervision sessions and contribute to workshops, seminars and conferences.

To work flexibly and to undertake any other duties commensurate with the post as required by the Head Teacher.

FUNCTIONAL LINKS

- Schools
- Operational staff
- Foster Carers
- Voluntary sector organisations
- Statutory organisations
- DCSF

OTHER RELEVANT MATTERS

The post holder might be required to work during some evenings, outside of directed time arrangements, for which time off in lieu will be negotiated.

The post holder may be asked to provide study and revision classes during school holidays, for which time off in lieu will be negotiated.

The two points above are subject to reasonable notice being given to enable any necessary arrangements to be made.

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PERSON SPECIFICATION

POST TITLE: Advisory Teacher

Grade: MPS/UPS

DIVISION/SECTION: Virtual School for Looked After Children

Location: Civic Centre

Responsible to: Head Teacher – Virtual School

Post number:

Date: June 2019

Experience / Qualifications / Skills / Knowledge:

1. Qualified Teacher Status.
2. To have met and exceeded the core professional standards for teachers as described by the Training & Development Agency.
3. Demonstrable evidence of raising attainment with at least one of the following groups: children in public care, vulnerable students, gifted and talented, EAL, students with challenging behaviour, SEN and students with disabilities.
4. Recent and relevant teaching experience including leadership experience.
5. To be able to evidence a distinctive contribution to the raising of pupil standards and have contributed to the work of the wider team.
6. Good understanding of the current developments in the curriculums, and the main issues around working with looked after children and their carer's.
7. Ability to challenge and support colleagues in educational settings.
8. Ability to think strategically, analytically and creatively with due regard to accountability.

9. Ability to maintain appropriate confidentiality.
10. Understanding of and commitment to Equal Opportunities policies, social inclusion and anti-discriminatory practice.
11. Excellent communication and interpersonal skills, good negotiation, persuasion and organisational skills.
12. Good time management skills and the ability to work flexibly.
13. Ability to work precisely under pressure and meet tight deadlines.
14. Good level of IT skills.
15. Ability to deal with difficult and challenging situations with tact and sensitivity.
16. Ability to work collaboratively with colleagues and other stakeholders.
17. Ability to travel around the borough.