

Virtual School Head Teacher

Department: Children, Young People, Education & Skills

Section: Education

Reports to: Accountable to the Group Director of Education but operational management to the Head of Inclusion

JE Ref: CYP913

Grade: CS14

JE Date: 05/11/2020

Job purpose

Lead, develop and deliver the Virtual School provision to drive improvements in the educational progress and attainment of all Looked After Children (CLA) Previously Looked After Children (PCLA), children who are subject to a Child Protection Plan (CPP) and Children in Need (CiN) , including those that have been placed in schools in off-island Local Authority areas as if they belonged to a single school. This includes working in partnership with Virtual Head Teachers and/or Virtual School Heads in off-island Local Authorities to support the educational progress of children who are in Jersey schools but looked after by off-island Local Authorities.

Job specific outcomes

1. Support, challenge and advise those involved in the lives of Children Looked After and Children Previously Looked After across Jersey and those living off-island to secure and drive excellence in educational practice and support the specific needs of children with appropriate interventions, teaching, attainment and wellbeing strategies and inclusive approaches for these children.
1. Lead, develop and deliver an integrated strategy to ensure that Children Looked After and Previously Looked After Children receive their full educational entitlement and are placed without delay in a school which best meets their needs with appropriate pastoral skills and support, using admissions powers to priorities their placement as required.
2. Establish and maintain strategic partnerships and effective working relations internally and externally, with key agencies such as Children's Social Care, Health and Community Services, , SEN/D Probation Services and Youth Services, employing a collaborative approach to identify opportunities to develop and deliver imaginative and coherent joint strategies and harness collective resources in a seamless package of support that meet the needs of Looked After and Previously Looked After Children.
3. Lead on the provision of expert advice and information about the progress and outcomes for children to members of the Senior Leadership Team, Corporate Parenting Board and Safeguarding Partnership Board. Provide subject specific briefings papers as required.

4. Lead, manage and inspire the staff of the Virtual School, comprising Assistant Head, Jersey Premium Lead and Virtual School Administrator to create exemplar practice standards and a resilient, forward thinking and highly effective service. Lead on the provision of specialist training and other interventions to advocates and practitioners within Jersey's schools, settings, colleges and central staff team. Play an active role in the Leadership Team of the Inclusion Service.
5. Lead on the development and maintenance of performance management systems to collect and analyse appropriate data in order to identify and monitor areas of concern, trends and inequalities to inform and implement improvements and policy decisions.
6. Lead and implement strategic and operational change programmes required to provide vulnerable children with the opportunities and pathways they are entitled to and actively contribute to wider strategic inclusion change programmes.
7. Lead on developing and maintaining systems to enable all Looked After and Previously Looked After children to have a robust and effective Personal Education Plan (PEP) and access one-to-one support, including personal tuition where appropriate by working with relevant professionals to ensure PEPs are of a high quality, subject to a rigorous monitoring and evaluation process, with impacts and outcomes that are followed up.
8. In conjunction with Senior Education Advisors, challenge schools and others when appropriate to improve the quality of the PEP and promote faster progress. Work collaboratively with Senior Leaders from Children's Social Care or specialist staff such as SEN/D to train and coach relevant school staff to improve understanding and skills.
9. Develop a system of short PEPs for children who are subject of a Child Protection Plan or a Child in Need and embed a monitoring mechanism within school's improvement plans.
10. Fairly and transparently administer the funding for Jersey Premium circa £3M to support individual qualifying children in school and ensure that the funding is effectively used to improve children's progress and achievement.

Statutory responsibilities

- The post holder will have to comply with all relevant States Laws, such as the Health and Safety at Work (Jersey) Law 1989 and any other associated legislation, Standing Orders, Financial Directions, and other relevant Codes of Practice, in respect of managing the key project deliverables of programmes and costs through the active management of procurement, approval, financial and administrative procedures.
- To be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work (Jersey) Law, 1989
- To work in accordance with the Data Protection (Jersey) Law;
- This role is politically restricted. The job holder is not permitted to undertake political activity involving standing for election to the Government or as a Parish Constable, or publicly supporting someone who is standing for election or playing a public part in any political manner.

Services

SEN&D

Educational Psychology & Well-Being

EOTAS and Home Schooling

Alternative Provision

SEMHIT

Organisational structure



Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>Qualifications <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i></p>	<p>Postgraduate professional qualification in teaching or equivalent (e.g. PGCE)</p> <p>An additional postgraduate qualification in education management or general management is also essential due to the breadth of senior management responsibility included in this role.</p>	
<p>Knowledge <i>This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i></p>	<p>Knowledge of UK/ International education services, curriculums and education laws.</p> <p>Up to date knowledge of UK education strategies, policies and learning best practice.</p> <p>Extensive knowledge and of Early Years, Primary and Secondary education.</p> <p>Working knowledge of Higher Education & Further Education.</p> <p>Sound knowledge and understanding of best practice in the UK with regards to teaching, learning, assessment and quality improvement.</p> <p>Sound knowledge of UK/International Children's Social Care Legislation</p>	<p>Knowledge of Education Services, curriculums and Education Law in Jersey.</p> <p>Up to date knowledge of Education strategy, policy and learning In Jersey.</p> <p>Sound knowledge and understanding of best practice in Jersey with regards to teaching, learning, assessment and quality improvement.</p>

	<p>Sound knowledge of SEN/D</p> <p>A good understanding of children's Safeguarding issues. Good understanding of the management of risk and supporting vulnerable children and families in the community</p>	
<p>Technical / Work-based Skills <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p>	<p>Ability to gain Enhanced DBS clearance.</p>	<p>Safeguarding training</p>
<p>General Skills/Attributes <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p>	<p>Ability to lead, develop and implement change.</p> <p>High level analysis and problem-solving skills</p> <p>Adept at dealing with a wide range of people.</p> <p>Excellent inter-personal, social and communication skills.</p> <p>Able to formulate, negotiate and gain acceptance of decisions, judgement and advice.</p> <p>Possesses political and strategic awareness and applies to a breadth of knowledge of schools and the local context.</p> <p>Extensive leadership, organisational and administrative skills.</p> <p>Extensive knowledge of budgeting and budget control techniques.</p>	

<p>Experience <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of</i></p>	<p>Management experience at a senior level in an education environment.</p>	
<p><i>work if required by an external body (for example a period of post-qualification experience).</i></p>	<p>Proven track record as a successful leader in either a school or college.</p> <p>Expertise gained through direct experience in school evaluation.</p> <p>Experience of initiating, leading and contributing to departmental and organisational wide policy development and implementation.</p> <p>Successful track record of school improvement through working at a senior level in local or national government, local authority or a multi- academy trust.</p> <p>Experienced in analysing a school's strengths and areas for improvement, including with the use of data, and making recommendations for improvement.</p> <p>Successful record of developing and sustaining partnerships and networks with external organisations and other bodies locally, regionally and nationally.</p>	

Core Accountabilities, Attributes and Behaviour Indicators

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the Government of Jersey tier 1 to 3 core accountabilities, attributes and behaviour indicators.

The standards relevant to this tier, identified in the Government of Jersey core accountabilities attributes and behaviour indicators, are to be attached in a separate document.