

| | |
|--|---|
| Job Title: EET Adviser | Role Profile Number: OPN100 |
| Grade: N Grade | Date Prepared: May 2021 |
| Directorate/Group: Children's services | Reporting to: EET Team Leader |
| Structure Chart attached: | Yes |

Job Purpose

EET Advisors will track and record young people's education, employment and training (EET) destinations post 16 and work with young people who are not in education, employment or training (NEET) to assess their needs and offer ongoing advice, guidance and support. They will support young people overcome any barriers to learning and achievement, referring to suitable local provision and seeking advice from other professionals and parents/carers as needed. This role will also work to identify key workers and support them in ensuring young people with more complex barriers to engaging in EET are supported through the development, implementation and review of robust progression plans and interventions.

EET Advisors will work closely with young people, their parents/ carers and other professionals to ensure their needs are effectively understood and met, including providing information on apprenticeships, learning and personal development opportunities, enabling them to make informed choices and decisions on their future EET pathways. By working with the wider Skills, Employment and Training Team and sharing information to young people through various methods of communication.

EET Advisors will hold a caseload and will work to agreed minimum standards to ensure young people progress and move closer to EET. They will provide short and medium term interventions to young people and will support referrals and introductions to more targeted and specialist services and provision to support their continued engagement.

A substantial part of the role will be to track young people throughout the year until they are in a confirmed positive post 16 destination up until their 18th birthday, or until 21 if they are a Care Leaver or until they are 25 if they have an open EHCP. This will include gaining information from other services such as SEND, Youth Justice Service, Children in Care Teams; cold calling young people and their families/ carers who the Local Authority is out of touch with. This will include some evening/ weekend tracking by telephone and in person. It will also involve liaising with key workers and practitioners, within SBC and externally to ensure young people are making progress in their journey

towards employment.

Key Accountabilities

- Ensure effective triaging of referrals to ensure they are appropriate for the service and signpost to other providers/ services where not appropriate.
- Establish and maintain effective working relationships with young people, their parents/ carers, partners, stakeholders and education and training providers.
- Make best use of various methods of communication via digital platforms, phone calls, text, email, letters and door knocking to confirm the EET status of young people within the identified cohorts.
- Work with an agreed caseload to assess where young people are in their journey to EET using the Stepping Stones to Employment model and assist them and their key workers to develop robust, time limited progression plans, which help remove barriers to engagement and achievement where these exist, reviewing plans at regular intervals to measure progress and manage drift. They will support a young person to identify where they are now and agree and plan what actions need to be taken to re-engage them in sustained EET.
- Provide advice, guidance and encouragement to young people, using sensitive communication skills and a strengths based approach to engage the hardest to reach individuals and support them to engage with learning, achieve new skills and work towards employment.
- Support the delivery of the Youth Education, Employment and Training Hub offer by promoting opportunities and offering face-to-face appointments at the hub to ensure participants benefit from meeting in a neutral space.
- Provide close and effective working relationships with key agencies to facilitate coordinated responses to meet the needs of vulnerable young people. For example with Building Bridges colleagues, Get Ahead and local community supported living or mentoring projects to help young people in removing barriers that prevent them from participating in education, employment or training.
- Ensure young people receive the agreed services to the standards in line with SBC minimum standards.
- Contribute to the monitoring and evaluation of the service, for example by getting feedback from young people, their parents/ carers and other professionals on the service and reflecting and making recommendations on where systems, processes and practice could be improved.
- Actively engage with training opportunities and team developments.
- Promote the work of the team using appropriate and approved communication and information sharing channels and procedures.
- Analyse own performance against service standards, identify areas in need of improvement and apply corrective action, contributing to reports and outlining planned activity and recommendations at quality assurance meetings and other meetings as appropriate.
- Ensure services are delivered in a timely way and progress is reviewed regularly to reduce drift and likelihood of disengagement from the service.

- Identify any training and development needs and discuss with line manager on a regular basis, identifying and attending relevant training opportunities as appropriate.
- Collaborate with peers in related services, both within and outside the Council, to ensure the service is promoted and delivered to young people in a timely manner.
- Collate the data necessary for monthly and quarterly reporting (both internal and external) of achieved service standards; identify trends and contribute to a monthly report highlighting trends to be considered at quality improvement boards and other appropriate forums and meetings.
- Respond to requests for data from colleagues and other agencies and supply the information requested in the necessary format.
- Attend and contribute to regular team meetings and other meetings as invited.
- Report progress to the team and managers on a regular basis, sharing information about caseloads and the progress of individuals.
- Comply with SBC policies and procedures.
- Follow local operating procedures
- Have an awareness of safeguarding of young people and vulnerable adults

Knowledge & Experience

Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:

- Experience of working with young people within social care, health or education e.g. Teaching, Youth & Community Work, Careers Guidance, Social Work, Youth Justice Services and work with young people in the voluntary sector.
- Good knowledge and understanding of the educational system, particularly post 16, educational developments and informal engagement and learning opportunities for young people.
- Good understanding of the barriers that young people may face that prevent them from engaging in EET.
- Proven ability in using own initiative to plan and prioritise workload.
- Understanding of equal opportunities legislation and how to apply this to work proactively with young people.
- Excellent knowledge of issues regarding safeguarding, equality and diversity, prevent, health and safety
- Maintain excellent knowledge of suitable education and training provision, including keeping information up to date and accessible on the Pathways to Employment pages and Stepping Stones to Employment operational model.
- Demonstrable experience in enabling young people to access personal development activities including mentoring, volunteering, work experience and other activities programmes, liaising appropriately with other agencies including the voluntary and community sector.
- Ensure that any identified personal training needs are discussed with line manager

Qualifications

- Holds a level 3 qualification in CEIAG or a willingness to undertake an information, advice and guidance qualification within 12 months of starting.
- English and Maths at GCSE grade 4 (level 2 functional skills) or above

Decision Making

- Maintain working relationships in line with SBC policy and procedure, offering timely support and appropriate interventions of the young person who become NEET or are at risk of becoming NEET.
- Ensure the right support is provided to young people at the right time.
- Works within a strict framework of processes, policies and procedures and manages caseload and priorities to ensure the needs of young people and stakeholders are met.

Creativity and Innovation

- This role works within established frameworks and procedures as set out by SBC, however the post holder does have the freedom to interpret them to solve problems from a background of conceptual understanding as long as the work remains within agreed parameters.

| | | |
|---|------------------------------|----|
| <u>Job Scope</u> | Budget Holder | No |
| Number and types of jobs managed <ul style="list-style-type: none">• n/a• | Responsibility | . |
| Typical tasks supervised/allocated to others <ul style="list-style-type: none">• n/a | Asset Responsibility: | |

Contacts and Relationships

(how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)

- Young People
- Their parents/ carers
- Social Workers, PA's, voluntary and community sector organisations and local education and training providers.

Values and Behaviours

We strive to underpin our culture of being 'At our Best' through strong management and authentic leadership. This means getting the management basics right. We own and demonstrate accountability, both individually and collectively, and aim to get things right first time. Building on this we also expect everyone at

SBC to demonstrate and live our organisational values and behaviours, by displaying:

- Accountability at all levels
- Customer care and pride in what we do
- Continuous learning and evaluation
- Valuing one another and the contribution each of us makes

Other Key Features of the role

(working environment / emotional / conditions i.e. regular outside work, unpleasant or hazardous conditions, practical demands such as standing, carrying or working in constrained positions, potential verbal abuse and aggression from people, or risk of injury).

- Occasional evening and weekend working may be required.

| | |
|---------------------------------|--------------|
| Employee Signature: | Print Name: |
| Date: | |
| Line Managers Signature: | Print Name:: |
| Date: | |