



Role Profile

Virtual School Headteacher	Role Profile Number:
Grade:	Date Prepared:
Directorate/Group: Children's Services	Reporting to: Annette Perrington
Structure Chart attached:	

Job Purpose

The Virtual School is committed to supporting children and young people who are in care to the LA, Children previously Looked after (care experienced) and those who have social workers to achieve their educational goals and ensure they have the opportunity to grow, flourish and realise their full potential through an appropriate school or education placement, securing good attendance, attaining good qualifications and a positive school/ education experience for statutory school age , until the end of year 13 and to provide advice, guidance and support until 25 for those who are care experienced.

The Virtual School Headteacher holds individual pupil outcomes and takes the responsibility for strategic overview of provision for those children identified above across Children's services and in partnership with schools and education settings.

It is a key operational and strategic role with extensive statutory obligations in fulfilling the Council's corporate parenting responsibilities and extended responsibilities for children with a social worker.

Advice and Guidance includes to foster carers, residential settings and where Special guardianship orders are in place.

In Swindon The Virtual school Headteacher also takes responsibilities for Attendance and inclusion of all children up to the age of 18 and to 19 for those with EHCP's in conjunction with the SEND service through line management of the Attendance and Inclusion team.

Key Accountabilities

- To lead and manage the overarching operational and strategic work of Swindon Virtual School, contributing to Swindon Borough Council effective delivery of its statutory and associated obligations in relation to children and young people who have or have had a social worker.
- To lead and manage areas of the Virtual School including the extended strategic role. in order to secure positive outcomes compatible with statutory guidance and local, regional and national priorities. Undertake robust decision making, rigorous analysis and synthesis of written information.
- To provide high quality service delivery to key partners including education providers, social care staff and carers to raise the achievement of children in the care of the Local Authority and those who have or have had a social worker.
- To promote multi-agency working to ensure collaborative working across all services. Influencing key partners including social care services and educational settings, to ensure shared vision and that the views and aspirations of children and young people are evidenced.
- Ensure that there are effective systems in place to maintain an up-to-date roll of Swindon's looked-after children who are in school or college settings, and gather information about their education placement, attendance and educational progress, and ensure sufficient information about a child's mental health, SEN or disability is available to their education setting so that appropriate support can be provided.
- Ensure social workers, designated teachers and schools, carers and Independent Reviewing Officers understand their role and responsibilities in initiating, developing, reviewing and updating the child's Personal Education Plan (PEP) in accordance with statutory timescales, and how they help meet the needs identified in that PEP; and ensure up-to-date, effective and high quality PEPs that focus on educational outcomes, and that all looked-after children, wherever they are placed, have such a PEP.
- Ensure social workers adequately consider the educational needs of Children in Care when making decisions about moving placements, including to an adoptive placement, and promote the importance of stability in schooling in line with statutory care planning regulations.
- Ensure appropriate arrangements are in place for preparing and monitoring budgets and associated income for the Virtual School as identified in DFE guidance and providing DF returns to all deadlines.
- Working with education settings, implement Pupil Premium Plus (PP+) arrangements for all looked-after children in need of support for whom the authority is responsible, in accordance with the latest conditions of grant published by the department and any supplementary departmental advice it issues in order to maximise its impact for individual looked-after children as well as the whole looked-after cohort. Publish a clear policy on the use of PP+ including how they decide the level and use of top-sliced funding.

- Act as the strategic lead for the cohort of children who have been assessed as being in need under Section 17 of the Children Act 1989 and currently have a social worker and those who have previously had a social worker.
- Champion the educational attendance, attainment and progress of children with a social worker by making visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.
- Promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.
- Support and engage with Quality Assurance procedures including audits; identify and disseminate good practice, engaging with internal, external and peer review processes.
- Line manage the attendance service and EET service for the Local Authority ensuring all statutory requirements are fully met.

Knowledge & Experience

- Substantial recent post-qualification teaching and curriculum experience.
- Significant experience within the relevant children's services environment (i.e. schools, colleges or local authority)
- Extensive understanding of curriculum, evidenced based interventions to raise attainment
- Experience of assessment data and tracking of progress through effective management and leadership
- Experience of working within a multi-agency environment and forging and driving successful partnerships.
- Experience of working in an environment where inclusive, trauma informed, therapeutic practices are prioritised.
- Experience of having delivered strategies leading to successful outcomes for children with a Social Worker.
- Experience and understanding of children with a Social Worker and determination to act as their advocate to improve their life chances.
- Experience of working effectively in teams and promoting a 'can do' attitude within an environment of continuous improvement and positive outcomes for children and young people.

Qualifications

- Key Skill Level 4: Bachelor's degree; HNC; HND NVQ level 4 or equivalent; including professional qualification; PGCE, GTP / SCITT-essential

- Qualified Teacher Status-essential
- Higher Degree; Masters degree; Bachelor’s degree + qualification -desirable
- NPQH, NPQSL or other national professional qualification –desirable

Decision Making

- Making decisions regarding how to interpret and best summarise information gathered.
- Can actively identify and introduce improvements linked to areas of accountability.
- Is purposeful in evaluating practice, identifying priorities, and providing clear advice and recommendations.

Creativity and Innovation

- Ability to present information in a variety of ways.
- Is able to both support and challenge in order to help improve perceptions and bring about improvements.
- Flexibility to meet the varying demands of the role.

<p><u>Job Scope</u></p> <p>Number and types of jobs managed</p> <ul style="list-style-type: none"> • Line management Virtual School, Attendance Service and EET Service <p>Typical tasks supervised/allocated to others</p> <ul style="list-style-type: none"> • Pupil premium delegation to education settings and services 	<p>Budget Holder Responsibility</p> <p>Pupil premium Funding Education Recovery Funding</p> <p>Asset Responsibility:</p>	<p>YES</p>
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Contacts and Relationships

This role will involve:

- Contact with Members, senior managers within SBC and the wider partnership including education, health and children services to ensure agreement of strategies and approaches. For example direct contact with Head teachers Designated Teachers, Designated Safeguarding/Attendance Leads,Dfe Attendance Adviser, School Headteacher associations , Post 16 settings and services supporting education ,employment and training
- The role will involve working with HMRC, DfE, Ofsted and other Local Authorities on a National and Regional basis.

- The role will involve work both within the Local Authority borough and out of the borough wherever care experienced children are placed.

Other Key Features of the role

- Requires use of IT, for example, word processing, report writing, data analysis e-mail.
- Requires access to mobile phone and computer/laptop (provided for work use)
- Involves lone working and travel.
- Enhanced DBS check will be essential.
- Requirement to work across wider Children's Services directorate as appropriate