

Job Description

Job Title:	Progression Champion (Children Looked After KS4)
Location:	Leeds City College Park Lane Campus
Salary:	SO1
Reports to:	Outcomes Co-ordinator (Children Looked After Post 16)
Staff responsibilities:	None
Working hours:	37
Probation period:	6 months
Safeguarding:	All posts are subject to an enhanced Disclosure and Barring Service check.
Date of compilation:	April 2023

CORE RESPONSIBILITIES:

To improve progression outcomes and destinations of Children Looked After (CLA) in Leeds by tracking, monitoring and planning Key Stage 4 interventions with schools, other educational settings and agencies against agreed targets, to ensure young person centred processes and support are in place for a smooth transition into post 16 learning at Leeds City College

DEPARTMENTAL RESPONSIBILITIES:

Schools liaison

1. Develop effective communications between the Leeds Virtual School, Leeds City College, 0-18 Children's Social Work Service and the Leaving Care team
2. In collaboration with the education settings within Leeds City Region with CLA in Year 11 applying to Leeds City College
 - a. Attend meetings for young people who have shown an interest in coming to Leeds City College, to ensure each young person has an appropriate plan in place and transition support has been identified
 - b. Record the offer of transition support, including key personnel involved and carers
 - c. Explain the Leeds City College student support offer and contribute appropriately to any Education, Health and Care Plan review

3. Facilitate referrals for impartial careers information, advice and guidance as required
4. Ensure effective communication between the young person, feeder school or setting, careers adviser or personal adviser and college school liaison, admissions, safeguarding and curriculum department teams to (with the young person's agreement)
 - a. confirm interview and visit arrangements
 - b. ensure information sharing is in place
 - c. support participation in college keep warm activities
 - d. ensure curriculum departments have access to relevant support information
5. Liaise with the Virtual School, contribute to final Personal Education Plan (PEP) meeting in schools for Y11 students who plan to attend Leeds City College and promote robust PEP and pathway planning
6. Maintain communication with those with carers and key workers in external agencies to ensure a smooth and supportive transition

Application, admission and induction

7. Identify the named Designated Lead for each enrolling student and arrange an introduction and regular contact during the summer
8. Identify, deliver or coordinate additional transition events for prospective students
9. On GCSE Results day and during enrolment week provide a point of contact at college for enrolment and to arrange or offer advice/guidance to alternative courses / settings where necessary
10. Monitor and report on the induction experience of CLA ensuring they access the full offer and that appropriate support is in place.
11. Liaise with all relevant Virtual Schools and contribute to first Personal Education Plan reviews for every new CLA student alongside the college departmental lead for CLA in first twenty days where possible
12. Offer support and advice to students at risk of withdrawal from course in first eight weeks
13. Ensure CLA students have had a full induction and are familiar with college support services, including the promotion and tracking of applications for financial support.
14. Contribute to risk assessments and behaviour support plans, advocating on behalf of the student where appropriate

Student experience

15. Review and seek feedback on the student experience during the first half term, aiming to maximise retention
16. Deliver or co-ordinate training activities for coaching tutors to ensure they understand the issues affecting CLA, and are applying this knowledge when agreeing academic and personal progress targets
- 17.
18. Caseload handover to the Outcomes Co-ordinator (Children Looked After / Care Leavers Post 16)

Cohort analysis, monitoring and reporting

19. Maintain accurate case notes on support and interventions using Promonitor, ProSolution and / or CPOMS
20. Report to the Virtual School Consultant any young people where plans, transitions or engagement are not secure

21. Report to the Virtual School Consultant any best practice across schools and social work services
22. Monitor the impact of interventions and share best practice
23. Produce quarterly reports on engagement activity and outcomes against agreed targets and performance objectives
24. Undertake cohort analysis during Summer term of year 10 to create a caseload, plan and delivery schedule

COLLEGE RESPONSIBILITIES:

Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in review and development schemes.

Comply with college safeguarding procedures, including the promotion of the welfare of children and vulnerable adults studying at the college and commitment to the college child protection policy.

Comply with all college policies and procedures

Reflect on and maintain knowledge of educational/professional research to develop evidence-based practice

Act with honesty and integrity to maintain high standards of ethics and professional standards.

Manage and promote restorative practice approaches and the strengthening of relationships.

Comply with all legislative and regulatory requirements.

Promote a positive image of the college.

Embody the college values: Collaborative; Inspiring; Passionate; Aspirational; Celebrate Individuality; Respectful

Any other duties commensurate with the level of the post, which may be required from time to time.

Job Description	
Compiled By:	Leeds City College
Compilation Date:	June 2019

Person Specification

Job Title:	Progression Champion (Children Looked After KS4)
Department	Directorate of Student Life

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
D	Q1. Degree or equivalent higher level qualification	A / C
E	Q2. A recognised qualification or significant experience of working with children looked after / care leavers in settings including safeguarding, pastoral support, health and wellbeing, social care or education	A / C
E	Q3. Literacy and Numeracy at Level 2 or above	A / C
E	Q4. L2 Safeguarding qualification	A / C
Experience and Knowledge		

Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Good understanding of the experience of Children Looked After and the impacts of this on life outcomes	A / I / P
E	EK2. Experience in building and maintaining restorative relationships with young people, professionals and colleagues in a range of settings and acting as an advocate as required	A / I
E	EK3. Awareness of the specific social and emotional needs of CLA and how they can be supported through transition	A / I
D	EK4. Knowledge of local schools and clusters and/or social work and experience of contributing towards PEP reviews or similar multi-agency work	A / I
D	EK5. Experience of writing case notes on support and intervention strategies and analysis of the impact of interventions	A / I
E	EK6. Careers and progression knowledge for advising about pathways	A / I
D	Knowledge of relevant IT software including Microsoft applications, Google and experience of setting up and running effective administrative processes	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Emotional intelligence, an ability to develop effective, resilient relationships with young people, college staff, employers and other stakeholders. Skilled negotiator and solutions focused.	A / I

E	SC2. Exceptional relationship builder with young people who may have experienced significant trauma and loss and may have a range of care experiences e.g. foster, kinship, residential etc.	A / I
E	SC3. Strong time management for organising and attending meetings. Ability to work under pressure, to deadlines, to priorities and manage workloads	A / I
E	SC4. Initiative, self-motivation and the ability to persuade, influence and motivate others. Engaging and motivating speaker.	I / P
E	SC5. A willingness to work flexibly both independently and as part of a team	I
E	SC6. Strong organisation skills, analyse data and produce reports on potential cohorts, accurate and objective record keeping, GDPR compliance.	A / T
E	SC7. Proven ability in administration or project work and good professional writing skills	A
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Support and promotion of equality, diversity and inclusion	I
E	Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	Commitment to the PREVENT agenda	I
E	Self-motivating and determined to overcome barriers to success. Commitment to professional standards	I
E	Restorative, strengths based practitioner demonstrating commitment to restorative practice approaches	I