

Group Member:		Luminate Group Services	
Job Title:		Vulnerable Groups Outcomes Manager	
Reports to:		Deputy Director of Student Life	
Job Grade	LEG F	Department	Student Life

ROLE SUMMARY:

The Vulnerable Learners Outcomes Manager will work throughout the Luminate Education Group, working collaboratively with both curriculum and service departments to lead on improving the outcomes for vulnerable groups of students and applicants, including their transition into college. The specific focus is, but not limited to, Children Looked After, Previously Looked After, Care Leavers, those on a Child in Need plan, Child Protection Plan, ROTH pathway (Risks Outside the Home), Young Carers, and students in the youth justice system. The role is part of the Student Safeguarding and Wellbeing team and will work across the Luminate Education Group with a focus on the FE colleges. The post will focus on identification, tracking, and monitoring of vulnerable groups developing, coproducing and implementing strategies to improve educational outcomes leading to positive destinations contributing to the reduction of the NEET population.

SPECIFIC ROLE RESPONSIBILITIES:

1. Lead the college approach to improving outcomes for a range of vulnerable groups including but not limited to, Children Looked After, Previously Looked After, Care Leavers, those on a Child in Need plan, Child Protection Plan, ROTH pathway (Risks Outside the Home), Young Carers, young people living independantly, young parents and students in the criminal justice system.
2. Raise awareness and improve understanding amongst all staff of
 - a. the experience of young people who may have had significant trauma and loss and may have a range of care experiences and or other vulnerabilities
3. the potential impact of trauma and the barriers (environmental and personal) which may adversely impact on participation in learning, training and work
 - a. the challenges of independent living for care leavers and other vulnerable groups
 - b. the specific needs of new arrivals, refugees and asylum seekers
4. Facilitate, monitor and drive the take up of the full range of Luminate Education Group services including but not limited to careers guidance and aspiration raising activities, work experiences and industry placements, mental health and emotional wellbeing support, student enrichment and student leadership opportunities
5. Promote the benefits of high levels of attendance in improving outcomes and recognising the protective factors of education

6. Ensure access to welfare support, financial resilience and economic wellbeing and maximise the uptake of Priority Fund and student bursaries
7. Raise awareness on signposting and support support for young people who have been victims of crime
8. Ensure access to targeted progression and transition activities for transition into sustained destinations
9. Identify, train and support a designated teacher / tutor for young people with care experience in each curriculum department
10. Identify, train and support a designated teacher / tutor for young carers in each curriculum department
11. Lead on improving processes for identification of vulnerable groups during transition to college including during school liaison, admissions and enrolment, to maximise engagement with vulnerable groups
12. Work with admissions and curriculum leaders to promote contextual admissions arrangements for vulnerable young people
13. Undertake designated safeguarding officer training and maintain training in order to remain in currency
14. Monitor progress, attendance, retention, student experience and outcomes for identified vulnerable groups, and liaise with identified teachers / tutors where issues may arise to advocate on behalf of vulnerable students
15. Review the student experience, aiming to maximise retention and identify risk of attrition
16. Establish mentoring programmes drawing on external opportunities, internal staff and peer mentoring projects
17. Monitor and improve college engagement in Personal Education Plans
18. Maintain accurate case notes on support and interventions using Promonitor, ProSolution and / or CPOMS
19. Report to Virtual School contacts when young people's plans, transitions or engagement are not secure
20. Monitor the impact of interventions and share best practice, including with Virtual Schools
21. Produce termly reports on engagement activity and outcomes against agreed targets and performance objectives
22. Review and handover of caseload from the Progression Champion or local authority virtual schools
23. Establish a college caseload management system for vulnerable groups and undertake cohort analysis to create a caseload, plan and delivery schedule
24. Produce reports on activity to the Children Looked After Steering Group in college
25. Coordinate advocacy support for vulnerable students where relationships break down and offer restorative meetings
26. Identify and bid for funding to enhance the offer in college
27. Develop relationships with a range of external stakeholders including but not limited to voluntary sector agencies, statutory agencies and continue to strengthen relationships with local Virtual Schools

DEPARTMENTAL RESPONSIBILITIES

1. Performance management and line management responsibility for direct reports and their teams, including target setting for services and appraisals

2. Lead meetings, planning activities and staff development within teams and across college. Attend and contribute to team meetings, planning days and other directorate and college staff events.
3. Participate in college life activities in college including meet and greet, and contribute to school liaison activities and open events

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- 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.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

Person Specification

Job Title:	Vulnerable Groups Outcomes Coordinator
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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 is 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 vulnerable groups including children looked after / care leavers in settings including safeguarding, pastoral support, health and wellbeing, social care, education or management	A / C
E	Q3. Literacy and Numeracy at Level 2 or above	A / C
E	Q4. L3 Safeguarding qualification / DSO training and in currency	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Detailed understanding of the experience of a range of vulnerable groups and the impacts of trauma on life outcomes	A / I / P

E	EK2. Experience of restoratively leading and managing positive and successful teams and work streams, which achieve targets and improve student outcomes	A / I
E	EK3. Awareness of the specific social and emotional needs of vulnerable groups 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
E	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	EK7. Knowledge of relevant IT software including Microsoft applications, Google and experience of setting up and running effective administrative processes	A / I
E	EK8. Experience of leading and managing people and work streams to improve outcomes for vulnerable young people	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	A/I
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 / I / T
E	SC7. Proven ability in administration or project work and good professional writing skills	A / T
E	SC8. An ability to inspire, influence, lead and develop effective and respectful relationships with and between students, college staff and external partners, leading work streams beyond authority	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I