



## Cumberland Council

### Post Specification

<b>Date</b>	<b>May 2025</b>
<b>Post Group Number</b>	<b>PG8588</b>
<b>Post Title</b>	<b>Inclusion &amp; Belonging Champion</b>
<b>Job Family</b>	<b>Organisational Support</b>
<b>Job Family Role Profile</b>	<b>OS11</b>
<b>Final Grade</b>	<b>Grade 11</b>

**To be read in conjunction with the job family role profile**

#### Service Area description

The Virtual School has an overarching role to promote the educational outcomes of all children with a social worker giving them maximum opportunity to reach their full educational potential.

There are three distinct areas that underpin the work of the virtual school:

1. Cared for Children: The Virtual School team act as educational advocates that parents are for others, this involves: ensuring that all young people gain swift access to appropriate educational provision, are well supported to make good progress and participate in activities, and gain the skills and qualifications needed to make a successful transition to adult life. The Virtual School support Cared for children from pre-school to 18 years old.
2. Children with a Social Worker(CSW):The Virtual School headteacher has a strategic leadership role to champion the educational attendance, attainment and progress of children with a social worker
3. The Virtual School team should provide advice and information for the purpose of promoting the educational achievement of previously looked after children (adoption, special guardianship or child arrangement order)

#### Purpose of this post

To improve the sense of belonging and inclusion for children with a social worker and cared for children in Cumberland Virtual School by improving attendance levels and promoting the educational outcomes.

#### Key job specific accountabilities

- To capture the voice of the children wherever possible to help inform planning for their future and the future work of the Virtual School.
- To lead on the monitoring of attendance data for Cared for children; reporting, presenting, interpreting and acting on the data to improve the attendance of Cared for children within the Virtual School.
- To improve levels of school attendance and to ensure that parents, carers and social workers are aware of their legal responsibilities to secure regular attendance at school or otherwise.
- To ensure school attendance plans are in place where attendance levels are declining
- Multiagency working with a range of partners including staff from education, social care and foster carers, in planning and co-ordinating educational provision for hard to place cared for children and young people ensuring they have access to education. This includes co-ordinating meetings and plans as required.
- To work with Cared for children and young people and their parents/carers to avoid and reduce their level of suspensions and to support re-integration into school following a suspension.
- To act on data as well as referrals relating to attendance, suspension, exclusions, provision for hard to place cared for children from schools, carers, young people, or other professional staff within the overall framework of their Care Plans.

<ul style="list-style-type: none"> <li>To have a multiagency approach to ensure adults work collaboratively to plan and support children when a school transitions occurs.</li> </ul>	
<b>Please note annual targets will be discussed during the appraisal process</b>	
<b>Key facts and figures of the post</b>	
<b>Budget Responsibilities</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Staff Management Responsibilities</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Essential Criteria - Qualifications, knowledge, experience and expertise</b>	
<ul style="list-style-type: none"> <li>Technical, vocational or part professional qualification at vocational degree level or equivalent experience (NVQ 4).</li> <li>Evidence of relevant ongoing professional development.</li> <li>Knowledge of the current legal requirements relevant to the role. (school attendance, school admissions, suspensions &amp; exclusions,)</li> <li>Considerable experience of direct work with vulnerable children, young people and families.</li> <li>Considerable experience of work in a school and/or care setting.</li> <li>Knowledge and understanding of the difficulties cared for children face</li> <li>Knowledge of the current assessment arrangements for special educational needs and disabilities.</li> <li>Ability to communicate clearly and effectively with a range of people including families in crisis.</li> <li>Strong relationship building skills and the ability to negotiate.</li> <li>Significant experience of multi agency working to support a young person</li> <li>Experience of working in a trauma informed, solution focused approach to support young people</li> </ul>	
<b>Disclosure and Barring Service – DBS Checks</b>	
<ul style="list-style-type: none"> <li>This post requires a DBS check.</li> <li>The level of check required is: <ul style="list-style-type: none"> <li>DBS Enhanced – Children</li> </ul> </li> </ul>	
<b>Job working circumstances</b>	
<b>Emotional Demands</b>	Normal to high
<b>Physical Demands</b>	Normal
<b>Working Conditions</b>	Normal
<b>Other Factors</b>	
<ul style="list-style-type: none"> <li>Requirement to travel independently in Cumberland and beyond.</li> </ul>	