



Expression of Interest - Gateshead

Children in Care Virtual School Head and Private Tutoring Pilot



2007-2008
School Improvement



2006-2007
Positive Youth Engagement
(in the Community and
Democratic Process)



www.gateshead.gov.uk

Virtual School Head



Aims/Objectives

The virtual school head will have a key role in raising the profile of children in care in Gateshead. The aims/objectives will be:

- To remove the barriers that prevent children in care achieving in order to ensure that each child reaches his or her educational potential
- To improve the life chances of children in care by, for example, improving the contribution of personal education plans to care plans, adopting the council's Annual Progress Review model (schools) in relation to the overall provision for LAC and the extension of virtual learning opportunities
- To evaluate the effectiveness of the virtual head model and identify best practice in relation to the education of LAC

Outcomes of Gateshead's Virtual School Head Pilot

- Improved achievement amongst children in care and a narrowing of the gap between their attainment and the attainment of peers not in care
- Raised educational aspirations amongst children in care, their carers and the professionals who work with them with increased priority given to educational achievement
- Improvement in economic well being through more successful transition into employment, training or further or higher education
- Improved multi-agency collaboration in support of the education of LAC
- Improved data systems, data sharing and processes to help direct resources to support the educational achievement of children in care
- Improved systems to monitor and evaluate the progress of children in care
- Achievement of synergy in service delivery through the pooling of resources from the virtual head and budget holding lead professional - children in care pilots

The Context

Current Arrangements in Gateshead for Supporting the Education of Children in Care

Overview and Scrutiny Committee

In Gateshead, corporate parenting responsibilities are overseen by the looked after children Overview and Scrutiny Sub-Committee. Elected members are actively

involved in meetings and consultations with looked after children and regularly visit Children's Homes to monitor the quality of care services provided to looked after children.

Reports on the education of looked after children are provided to the OSC on a six monthly basis.

Multi Agency Looked After Partnership (MALAP)

Strategic responsibility for looked after children is held by the Multi Agency Looked After Partnership (MALAP). The Partnership was established in 2003. Its purpose is coordination and strategic development where support from a number of agencies is required to improve service delivery to individual and groups of looked after children. In addition to its steering group, it has 3 delivery Sub-Groups – "Being Healthy", "Safe and Positive" and "Achieving and Progressing", based around the five outcomes of Every Child Matters.

Members of the partnership include representatives from Health, Education, Housing, Leisure, Connexions, Youth Offending Team and Children's Services.

Gateshead Council recognises the successes of looked after children and young people by holding an annual "Celebrating Achievement Awards" ceremony (now in its sixth year). The awards highlight the outstanding educational, community, sport, music, drama, arts and personal accomplishments of our young people.

Case Study 1 – Celebration of Achievement

The looked after children Awards night took place on 18 October 2006. Nominations were received for 249 young people aged 3 to 21 years.

One young person, Emma received the Lorna Gallagher Award for outstanding achievement. Her school had nominated her as follows:

"Emma, in my eyes, is an exceptional young woman. She has overcome every obstacle imaginable (and some not so) to become a well rounded, sensitive girl who always does her utmost to achieve." Her contribution to drama lessons was always outstanding. She was the driving force of her class and has an exceptional sense of justice. Emma is not afraid to voice her opinions. For 2 years she worked with superb commitment and creativity, culminating in her end of year performance, which was touching and believable.

Emma achieved 15 GCSEs and is currently attending a college of further education with a view to going on to complete a degree in nursing.

A series of events are proposed to make 2007 “The Year of the Looked After Child”, with the aim of raising awareness of the needs of looked after children in Gateshead.

The REALAC Team

The educational support for children in care is led through the “Raising the Educational Achievement of Looked After Children” (REALAC) team. It is a multi-disciplinary team, which supports the educational achievement of looked after children. (See current structure of REALAC in appendix 1a and its position within the current structure of the Learning and Children Group in appendix 1b).

Achievement is seen in its broadest sense from academic qualifications to vocational and voluntary achievement, both while at school and post 16 years. The team provides support to young people, foster carers, parents, adopters, residential social workers and teachers.

Its objectives are to:-

- provide a service which is accessible and effective
- support schools in achieving an inclusive education for looked after children and on the edge of care
- monitor and evaluate the progress and achievement of looked after children
- advocate on behalf of every looked after child with a view to ensuring that they have access to education provision in accordance with council policy and within Government guidelines.

Within REALAC there is a “Teenagers to Work” Co-ordinator who works closely with young people aged 14 to 21 to provide work experience that can lead to full time employment or apprenticeships. There are close links with the Leaving Care Team and Entry to Employment (E2E). Young people receive accredited training, linked to Asdan and Gateshead Voluntary Organisations Council (for health and safety).

Case Study 2 – Teenagers to Work

“My name is Lee. I have just been to Gateshead Leisure Centre for the week working with all the members of the staff and worked very hard and enjoyed every minute of my work. At the end of my week I had got on very well with all of the staff. The employer that was with me for the week filled in my evaluation and has offered me a job when I have passed my lifeguard course. Before my work placement I was nervous that I was not going to get on with the other members of staff. I did not know how to get to the placement but after the first day you want to go again because it is very good and the staff know a bit about you so it was easier for the staff and me. Teenagers To Work is an easier way to get you to see what work is like, but it is the fun way to approach work and enjoy yourselves”.



All schools have designated teachers for looked after children and young people with a specific brief to monitor their achievements. They involve school governors by reporting to them regularly on the achievements of the looked after children and young people.

There are links in the community and, during the school holidays, REALAC teams up with Newcastle United Football Club to run football coaching programmes for looked after children. Gateshead currently holds the “The Kelly Cup”, the top prize of a regional football tournament.

On a regional basis FINE (Facilitating Inclusion North East –one of nine regional partnerships nationally) supports the development of more inclusive policies and practices with the 12 top tier authorities in the north east region. Regular meetings are held to share information and to explore ways to work collaboratively, for example by developing shared protocols and joint systems. REALAC is represented at these meetings.

Numbers and Educational Achievement

In recent years we have had a fairly constant number of children in the looked after system, around 260, which is consistent with other comparator local authorities. Latest figures show that the number has risen to just over 300.

Appendix 2 illustrates the numbers and educational attainment of children in care in the authority over the last five years and a brief description of their characteristics. These characteristics have changed significantly in recent years:-

- More children have been coming into care for reasons of neglect
- Individual children and young people are presenting more complex social emotional and behavioural issues, particularly in the older (12-16) age range
- Substance misuse, criminal behaviour and family breakdown are common factors with young people coming into care
- There has also been an increase in the number of high cost care packages for children with disabilities

Gateshead is actively reviewing its service for looked after children based on early intervention and intensive family support.

The proportion who have been in a foster placements outside the LA has remained at approximately 25%, while those who have been placed inside the LA has remained at around 50%. The remainder is in other care settings.

The proportion of looked after children who are covered by a statement of special educational needs has never been below 30% in recent years and currently stands at 37%¹ (2006).

This compares with a figure of 1.88% for all children in Gateshead.

2006 figures indicate that of those looked after who are educated in Gateshead schools, 20% are at school action and 13% are at school action plus.

2007 figures indicate that of a total of 306 looked after children, 38.8% have statements of special education needs.

Of the current 306 looked after children 16.6% are educated outside the authority.

Through dedicated staff and a strong corporate parenting framework, outcomes for looked after children are continuing to improve with increased school attendance and attainment, improved health through the support of a dedicated health team and reduced offending behaviour, all evidenced in our 2006 Joint Area Review.

Links between the School and Social Care Systems

The REALAC team offers support and advice to schools and social workers. It acts as a conduit to ensure schools have relevant contact details to facilitate cross boundary planning.

Developments of a new pupil administration system for Gateshead has ensured that data from the social care system is transferred and updated on a weekly basis. Attendance figures for LAC are collected on a monthly basis and termly for those schools outside Gateshead. This information is supported and cross-referenced against the school PLASC returns.

Further developments with data analysis, using the Fischer Family Trust system are underway to ensure that high quality information on academic achievement is available to support planning for the individual and through to the strategic level.

Springboard Fostering Project

Gateshead Council obtained a pump priming grant of £400,000 from the Department of Education and Skills in November 2004 to establish the Multidimensional Treatment Foster Care Programme (Named Springboard in Gateshead).



Springboard aims to establish up to 10 specialist foster care placements for children with extremely challenging behaviours who would otherwise be in high cost or whose behaviour is causing serious disruption to their placements.

Springboard enables children to remain within their local area and, with support and interventions offered by the programme, it is hoped that they will achieve better outcomes in all areas of their lives.

The team work with children in placement on all areas of their lives to increase pro-social behaviour, help develop new skills, promote healthy relationships with peers and adults and introduce them to new positive experiences and activities. This work clearly links to the outcomes of Every Child Matters and will enable children to make positive choices about their lives.

REALAC works closely with Springboard and specifically supports the team's education advisor in terms of continual professional development and professional supervision.

Budget Holding Lead Professional

Gateshead is successfully delivering the Budget Holding Lead Professional Pilot. The Children and Young People's Partnership, through its Change for Children Programme, leads this. Gateshead is also one of four local authorities involved in the Budget Holding Lead Professional "Children in Care Pilot". The overall aim of this pilot is to provide more responsive, tailored and timely services to children in care at the point of placement when children initially come into care. This pilot will focus on providing leisure and cultural opportunities, mentoring support, educational support, and therapeutic interventions. We anticipate that the pilot will stimulate the innovative use of funding through a solution-focused approach. The virtual head will complement and support this work, enabling us to identify and deliver best practice to make a difference for looked after children and disseminate this work to other authorities.

¹ *This comes from the OC2 data that only includes children in care for a minimum of one year.* ² *All children in care at census date.*

Virtual Head - Recruitment and Job Description

The Virtual School Head will take a strategic lead in the development of effective educational provision for looked after children and in the removal of barriers to achievement. In addition, the head will implement measures to ensure that schools, carers and professional staff working with looked after children give a high priority to education. The head will work in partnership with and alongside the REALAC team to ensure that all children and young people looked after and children on the edge of care have access to "educational opportunities which will support them in achieving their aspirations and maximising their potential in order to play an active part in society" (REALAC team service development plan).

Recruitment will be through a secondment opportunity advertised within the council's children's services and schools. Given the fixed term nature of the funding, we consider a secondment to be the best option if we are to recruit a high quality candidate.

The job profile for the post is attached at appendix 3.

Overview of the Functions for Virtual School Head Over the Course of a Year

The virtual school head will undergo an initial induction process, which will give priority to meeting young people and identifying their views on the development of the post. The induction process will also include a programme of meetings with school heads and governors and other key staff and training in relation to data systems.

In the autumn term, work will be based around raising awareness amongst head teachers and governors and reviewing processes to improve achievement opportunities for looked after children. This will include:

- Leading and evaluating the letterbox project (with University of Leicester), a research project aimed at raising attainment of KS2 pupils
- Forming links with universities and the Leaving Care Team to develop mentoring opportunities to support study.
- Developing person centred approaches to planning transition into further or higher education, employment or training
- Developing virtual learning opportunities

In addition, the virtual head will explore funding opportunities through the budget holding lead professional programme and working with schools around the personalisation agenda.

A description of the key functions over a year are included in appendix 4.



The Virtual School Head within the local authority structure and the role of a Virtual Governing Body

The role of the virtual school head within the local authority will be to ensure that high priority is given to raising the achievement of looked after children and that barriers to achievement are removed. Principally, the role will be to organise, focus and coordinate the efforts of a range of professionals and others to achieve better outcomes and life chances for the children and young people looked after by Gateshead. It will also be to build a forum for participation by the various professional groups with an interest in delivering better outcomes for children in care.

Part of the role of the virtual head will be to explore opportunities to broaden participation to include "Health", "Connexions" and "Community Education". The virtual school head will sit alongside the REALAC team, collaborating as required with the REALAC manager and will be accountable to the Head of the Access and Inclusion Service.

There will be a virtual governing body, which will support and oversee the work of the virtual head. This will consist of the following representation:- Council members.

- Council member
- Access and Inclusion Service representative
- Raising Achievement Service representative
- Children and Families Service representative
- Connexions representative
- Designated teacher (primary)
- Designated teacher (secondary)
- Field social worker
- Foster carer(s)
- Looked after young person (rep from existing "ONE VOICE" forum for looked after children)
- Virtual school head

The virtual head in partnership with the Children's Rights Service will also develop a virtual school council, representing the looked after young people.

Proposed Virtual School Head Model: How Will It Operate?

Operationally, the Virtual School Head will report to the Head of the Access and Inclusion Service who reports directly to the Director of Learning and Schools (see appendices 1a and 1b).

Cost Proposals

Budget Heading	Year 1	Year 2	Total
Salary (Soulbury Point 8-11)			
This assumes an annual pay award of 3% and an increment in year 2.	£40,185 (point 9)	£41,307	£81,492
On Costs	£9,645	£9,914	£19,559
Travel	£1,500	£1,500	£3,000
School Improvement Partnerships	£3,000	£3,000	£6,000
Training	£3,000	£3,000	£6,000
Technical Developments	£5,000	£5,000	£10,000
Promotion	£6,000	£6,000	£12,000
Developing mentoring	£1,500	£1,500	£3,000
Administration	£1,000	£1,000	£2,000
Contingency	£1,000	£1,000	£2,000
Grand Total	£71,830	£73,221	£145,051

Private Tutoring Costs

We also wish to be considered for the "Private Tutoring pilot". We currently pay £28.00 per hour per student for private tuition. (HSBC to fund this separately subject to further details being supplied).

Proposed Start Date for Pilot

The appointment date for the virtual school head will be – June 2007 or as soon as possible after this.

Accessing Robust Data

The REALAC manager will be the key to pulling all the relevant information about looked after children together and currently holds "live" and "historical" data about each individual child.

Through close working with the REALAC Manager on a day-to-day basis, the virtual head will be able to obtain relevant data (e.g. attendance, attainment, special need requirements, social worker contact details etc).

This will be instrumental in ensuring that individual children's needs (in the widest sense) are assessed effectively to inform the development of Personal Education Plans and the necessary liaison with carers and relevant professionals.

For additional supplementary information the Virtual Head will be able to call upon colleagues from the following teams:-

- Performance Management and ICT team (establish and maintain information systems and processes to inform the planning process).
- Advisor, Data Analysis and Performance, Raising Achievement Service (performance data for foundation and all key stages).
- Pupil and Parent Services (data on exclusions, special education needs and school transfers)
- Behaviour Support Service
- School Organisation and Development (data on admissions).
- Care First Social Care system (records data on each child's overall care plan).
- Ethnic Minority Traveller Advisory Service team (attainment and attendance information).
- Schools (own MIS systems).
- Education Psychology.

The Advisor, Data Analysis and Performance, has responsibility for providing and accessing attainment information to and from DfES, which can be used to benchmark against national trends.

For out of borough placements, information on individual children is obtained through direct liaison with relevant schools and local authority colleagues by social workers and education welfare officers.

Using Data to Support the Education of Children in Care

The REALAC team obtains information on achievement of children and young people in Gateshead from the Advisor, Data Analysis and Performance, who is based within the Raising Achievement Team. For those attending schools out of the borough, information is obtained through direct liaison with the school. Educational achievement data for looked after children is entered into the Care First social care information system.

The data is used to inform the care plan/personal education plan for each individual child/young person.

Data is also entered into the Fischer Family Trust database, which assists, in monitoring progress, target setting and predicting attainment across all key stages.

Areas we wish to develop relating to data retrieval and data processes.

The virtual head will work with the Advisor Data Analysis to extend the Crystal reporting system (which is currently used by the Raising Achievement Team) to tailor reports specifically for looked after children in Gateshead. This will inform the REALAC Team to enable and improve tracking of individual young people's attainment.

For children out of the borough, the virtual head will need to develop data sharing protocols around using common transfer files to obtain educational data about the looked after child/young person. Both of these processes will improve efficiency and assist in earlier intervention.

How the Virtual School Head will Work with School Improvement Partners

Dates for introduction of SIPs

SIPs were introduced into secondary schools in Gateshead in 2006 and will be introduced into primary schools in September 2007 and Special schools from 2008.

Working with SIPs

There are 11 primary and 5 secondary accredited SIPs in Gateshead. The work is coordinated through a primary and secondary SIP manager. There is currently one special school accredited SIP in preparation to roll out the programme to special schools in 2008. Additional SIPs are brought in from outside Gateshead as required.

The virtual school head will work closely with a SIP. His/her work will be integrated through the SIP planning process. For example, in the autumn term SIPs visit

each school in Gateshead to assess, challenge and set targets for the school in conjunction with the head teacher. This results in the production of an annual progress review. (see appendix 5 contents page template). The virtual head will be part of this process, specifically focusing on children in care. Additional statements relevant to looked after children will be incorporated into the annual progress reviews (schools), to highlight and raise the profile of looked after children and monitor their achievement and attendance.

Personal Education Plans (PEPs) - Monitoring and Implementation

The coordination of PEPs is a key role of the "Education Liaison Officer" (ELO), Children and Families Service, who is based in the REALAC team. The primary role of the ELO is to ensure that the PEP is completed and is appropriate and helpful for all those working with the young person and that it ensures an integrated and effective service. The role of the virtual school head will be to facilitate the coordination of services, to monitor the impact of PEPs and to use their aggregated content to help direct strategic development. The virtual school head will work with the ELO to liaise with schools, particularly designated teachers, social workers, other members of REALAC and SIPs to develop strategies to support looked after children with their achievement. This will include the development and presentation of appropriate training programmes on PEPs.

We have recently developed new PEP documentation. Each child/young person has a PEP file, which is held by the designated teacher in school. The file contains a cumulative school history that follows the child/young person throughout his/her time in care.

Use of Private Tutors to Improve Educational Attainment of Children in Care

In schools, support may be offered through "school booster sessions" which will provide additional tuition in specific subject areas.

Where it is felt that children and young people will benefit from private tutoring, individual needs are assessed and appropriate tutors are identified to match that need.

As part of the pilot, we intend to pool resources of the virtual head and budget holding lead professional children in care pilot. This will result in targeting effective use of resources.

Criteria for Accessing Private Tutoring

Currently, private tutoring is allocated on a case by case basis, according to individual needs (for example where

a child is underachieving or has other additional learning needs) and where there is evidence that it will have a significant impact on the young person's attainment. A further positive indicator is when the young person him/her self shows commitment to it although it is recognised that the tuition itself may be used to build motivation.

In the longer term, more systematic criteria for the allocation of private tutoring are necessary. Consultation with young people, as part of the wider consultation on the "Care Matters" green paper suggests that they would welcome support. (see appendix 6).

For young people in years 9, 10 and 11, study support is available through the REALAC team to help with SATs and GCSE.

The aim would be to build on previous examples, where a study support tutor has been employed on a casual basis to work with young people outside of school hours within their placement, to develop their study skills, help with key skills and support the completion of course work.

Identifying Young People for Private Tuition and Matching with Tutors

A relevant tutor would be matched against the particular need e.g. subject area where the young person is underachieving or having difficulty, requiring support to boost confidence. Needs would be identified through the school target setting system and the PEP meetings and would be linked into the school's personalised funding arrangements.

Recruiting Private Tutors

Private tutors would be recruited in a number of ways -

- staff from school providing additional tutoring/booster sessions
- staff currently employed in a tutoring role within the Access and Inclusion Service
- normal process of advertising and recruiting
- working in partnership with local universities on student mentoring schemes
- linking into existing education support/booster agencies once assessed as providing quality tuition

Monitoring would be obtained through feedback from the young person, carers and school teachers. This would be through observation, visits and supervision sessions with tutors and close working with the REALAC team.

Measuring the Impact of Private Tutoring

The impact would be measured through comparing attainment against prediction and increase in confidence of the child/young person (feedback and behaviour).

Issues and Barriers Around Private Tutoring

- Tutor's knowledge and understanding of the specific needs of looked after children.
- Identifying a suitable venue – e.g. can often take place in the home.
- Payment and funding of tutors, as tutors only receive payment for tutorial hours this makes it difficult to arrange training/awareness etc as no payment is made for this or travelling time.

How we intend to address these barriers

- Training for tutors
- Gateshead has a "Grid for Learning", which has been highlighted amongst the best in the country. It is a curriculum resource for pupils and teachers, accessible via password protection. It would be part of the role of the virtual head to set up a domain specifically for looked after children. Private tutors would be able to use it as an educational resource to support learning (e.g. tutor posting work onto the grid for young person to access).

We see the virtual head further exploring this opportunity to make access to the Gateshead Grid more readily available for all looked after children – e.g. uploading and downloading information, access to online libraries, homework exchange, email alerts, web and pod casts.

Conclusion

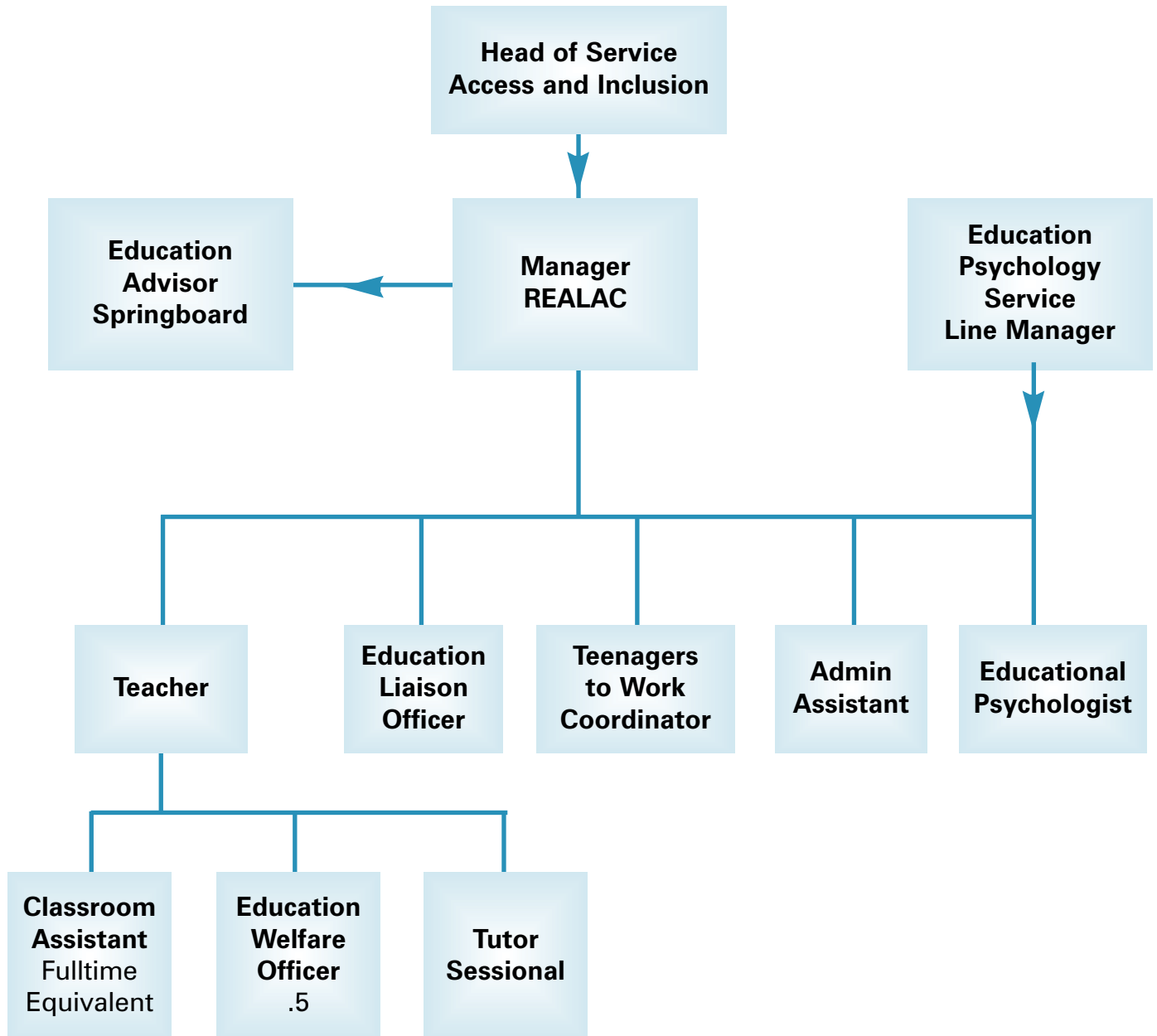
We have effective systems and processes in place on educational attainment to help the virtual school head to develop further opportunities.

We have a ready made support network with whom the virtual head will work.

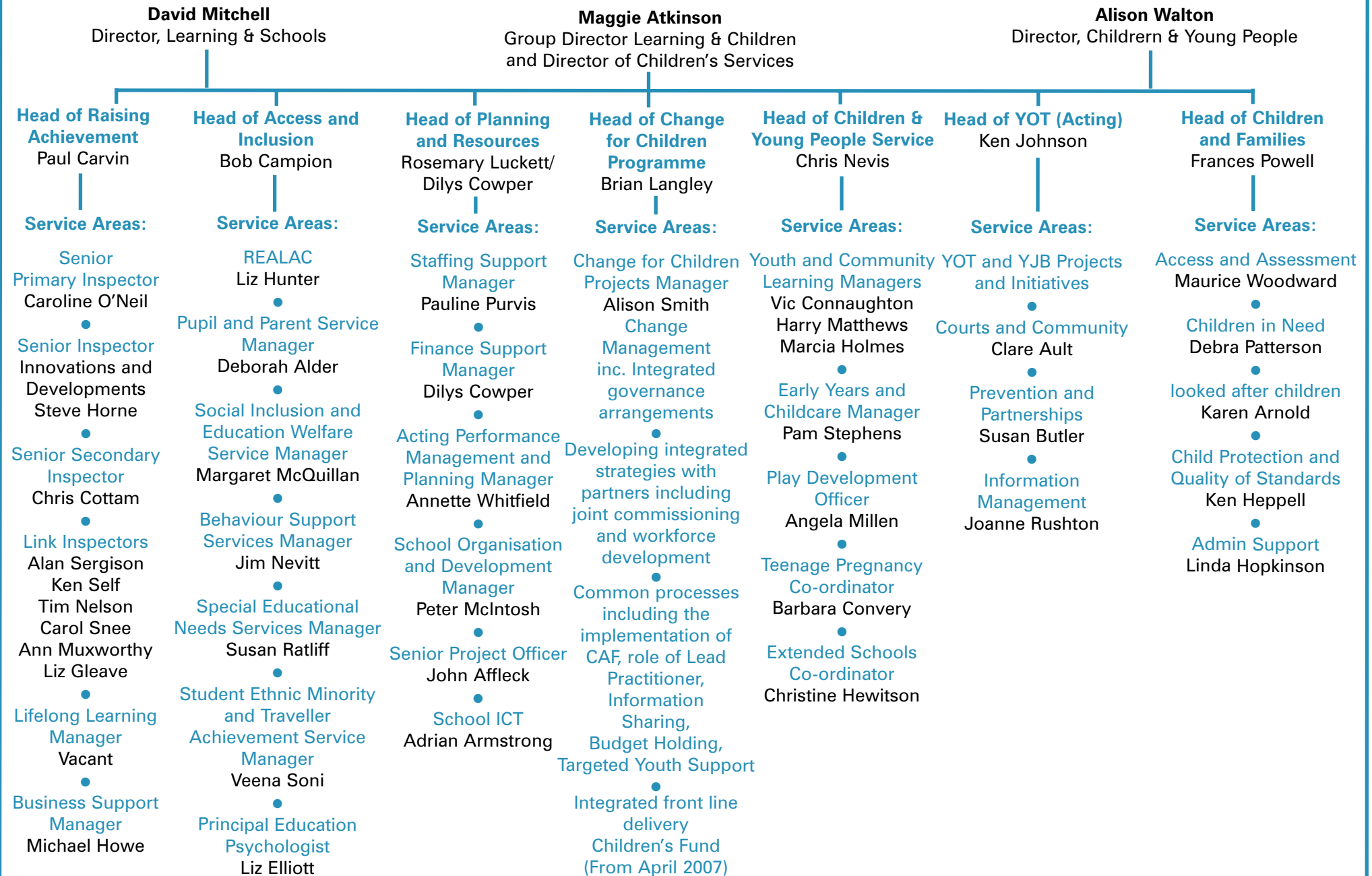
Through our REALAC team and our current strong partnership with schools, specialist staff such as educational psychologists and other stakeholders, the virtual head will be in a prime position to improve the outcomes for children in care, as set out in "Care Matters". The work of the pilot will be well documented to enable us to assist in the dissemination of practice to advise professionals on how best to support children in care to enjoy and achieve.

Our Beacon status for Positive Youth Engagement (2006/7) and more recently for School Improvement (2007/8) demonstrates our commitment to improving the outcomes for young people and our good practice. The Virtual School Head pilot will build on this enthusiasm and dedication.

Appendix 1a - Realac Structure



Appendix 1b - Management Structure of Learning and Children



Appendix 2

	2002	2003	2004	2005	2006
All LAC as at 30 September	258	270	250	259	296
Foster placements outside LA	52	67	61	64	79
Foster placements inside LA	130	139	124	133	152
Number of children looked after at 30 September who had been looked after for at least 12 months	191	187	190	176	191
the number eligible to receive full-time schooling during the school year	161	150	148	146	156
and of these: the number who at any time during the school year:- were covered by a statement of special educational needs	46	45	45	43	58
Key Stage 1					
Number in year 2 at school who were eligible for the end of Key Stage 1 tasks and tests	12	8	6	1	5
Of these:- the number who sat all these tasks and tests	8	3	5	1	5
Number who attained level 2 in the reading task or who achieved at least level 3 in the reading comprehension test	5	4	5	1	5
Number who attained at least level 2 in the following:					
- writing task	7	3	3	0	4
- mathematics task / test	5	4	5	0	5
Key Stage 2					
Number in year 6 at school who were eligible for the end of Key Stage 2 tests	15	16	12	12	21
Of these:- the number who sat all these tasks and tests	12	11	12	9	19
Number who attained at least level 4 in the following tests:					
- English	5	6	6	5	6
- Mathematics	6	5	8	4	7
- Science	10	10	12	4	10
Key Stage 3					
Number in year 9 at school who were eligible for the end of Key Stage 3 tests	19	19	14	23	24
Of these: - the number who sat all these tasks and tests	13	9	0	18	21
Number who attained at least level 5 in the following tests:					
- English	0	6	0	3	4
- Mathematics	2	3	0	8	6
- Science	0	3	0	5	4
GCSEs and GNVQs					
Number in year 11 at school who were eligible for GCSE (or GNVQ equivalent) examinations	22	17	16	17	17
- the number who sat at least 1 of these examinations	11	17	13	10	14
- the number who obtained at least 1 GCSE (or GNVQ equivalent) at grade A* to G	11	7	13	10	14
- the number who obtained at least 5 GCSEs (or GNVQ equivalent) at grade A* to G	8	6	12	6	11
- the number who obtained at least 5 GCSEs (or GNVQ equivalent) at grade A* to C	2	5	1	2	5

Virtual School Head Grade: Soulbury Point 8-11

Group: Learning & Children

Line Manager: Head of Service

Location: The Dryden Centre

Car User Status: Casual

Service: Access and Inclusion

To contribute to Gateshead's corporate parenting strategy, through partnership working to raise the educational expectations of schools, carers and looked after children, to drive up standards in the education of children in care.

The key roles of this post will include:

1. Working strategically with schools, and alongside School Improvement Partners/Managers to support, challenge and drive up standards of educational attainment for looked after children
2. Develop in partnership with the REALAC Team joint training courses for school staff, carers and social workers to raise awareness of the importance of education for children in care and their diverse educational needs, highlighting examples of good practice
3. Work closely with relevant "data colleagues" to interrogate and share data with others to ensure that the attainment of LAC from a range of different settings is monitored and targets set to improve standards
4. In partnership with the Education Liaison Officer, ensure that each child in care has a PEP and that the plans are monitored and systematically evaluated to inform target setting
5. Extend work with other local authorities and their schools to develop appropriate support for LAC
6. Produce an annual self evaluation form setting out an assessment of the progress of all children in care in the area
7. Work with 14-19 partnerships and FE providers to ensure that the needs of children in care are being met through the new collaborative arrangements
8. Challenge care placements which may be unsuitable to the continuing education of an individual child in care
9. Monitor school admissions to ensure that children are placed in the school which best meets their needs
10. Support social workers through exclusion and/or admissions appeals process
11. Oversee the private tutoring scheme
12. Other responsibilities allocated which are deemed relevant to the pilot

Essential

Knowledge of:

- Relevant legislation and government guidance
- The educational needs of looked after children
- Child Protection/Safeguarding children
- Social care systems and policies
- Education systems and policies

Qualifications:

- Education to degree level
- Recognised teaching qualification

Experience of:

- Communicating effectively – written and oral
- ICT for data monitoring and evaluation
- Working in a multi-disciplinary team
- Providing professional leadership
- Managing performance
- Successful collaborative working with colleagues from other agencies
- Car owner and driving licence
- Specific experience of working with vulnerable groups, in particular looked after children across a range of 0-19 years and settings

Desirable

Qualifications:

- Relevant recent Continuing Professional Development in education and social care arenas
- Other post graduate qualification or higher level degree relevant to the post

Experience of:

- The use of ICT for Education
- Minimum 5 years relevant experience
- Project management or other change in service response

Appendix 4

Year 1 2007/08												
Tasks	June	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	Apri	May
Induction - training in data systems, build contacts												
Review Personal Education Plans												
Work in schools with SIPs to produce Annual Progress Reviews												
Prepare and deliver joint training												
Work with 14-19/FE/HE												
Presentations to Head Teachers/Governors												
Develop Virtual Governing Body												
Lead on evaluation of Letterbox Project												
Produce Self Evaluation Form												
Develop virtual learning opportunities												
Explore innovative use of funding												
Develop mentoring opportunities												

Contents Page of the Annual Progress Review

1. Introduction to Annual Progress Review
2. Contextual information about the school.
(will include sub heading for looked after children)
3. Agreed strengths and development priorities from previous report.

(Issues from previous reports which will have implications for the progress of looked after children)
4. a) Summary of school performance.
(includes foundation stage and all key stages and attendance and exclusion information)

b) Analysis of school performance.
(will include sub heading for looked after children)
5. Financial Position

Section 6 is based upon the school's self-evaluation of its own performance and is endorsed by the link inspector, following an analysis of school level data and the quality of its internal monitoring and evaluation systems
- 6(i) Achievement and Standards.
(will include sub heading for looked after children)
- 6(ii) Personal Development and Wellbeing.
(will include sub heading for looked after children)
- 6(iii) Quality of Provision.
(will include sub heading for looked after children)
- 6(iv) Leadership and Management.
(will include sub heading for looked after children)
- 6(v) Overall Effectiveness and Efficiency.
(will include sub heading for looked after children)

Care Matters Consultation First Class Education

