



Education Directorate

Post Title	Education Welfare Officer – Education Support		
Post Number	BG Various	Grade	06
Base	Agile Worker/Anvil Court, Abertillery	Hours	37 hours per week – term time only
Car User Allowance	Casual	Disclosure	Enhanced
Contact	Lisa Adams	Updated	2022
Politically restricted	x <input type="checkbox"/> No <input type="checkbox"/> Yes *		

* The position is politically restricted within the provisions of the Local Government and Housing Act 1989 as prescribed in the Local Government Officers (Political Restrictions) Regulations 1990.

Principal Job Purpose

Responsible to: Senior Education Welfare Officer

Responsible for: The post holder will work closely with the Education Welfare Officers to identify children who need enhanced support to access education.

The post holder will hold a case load of young people across schools who are at significant risk of educational disengagement. By using a child centered approach the post holder will be primarily concerned with developing and maintaining good working relationships with parents/carers, children and young people, head teachers, social care, health and other relevant professional staff.

Principal Accountabilities

1. To comply with the relevant sections of the Authority’s policy statement on Health, Safety and Welfare at Work.
2. To adhere to the principles of the Corporate Equality Policy and ensure commitment to anti-discriminatory practice.
3. To ensure that referred cases are dealt with efficiently and effectively. Ensure that a high level of service is provided and the safety and welfare of the child is considered at all times.

4. To work with children, young people and parents/carers, supporting them and building their engagement to achieve positive outcomes.
5. To deliver a flexible range of programmes of intervention to young people with poor school attendance.
6. To undertake home visits and engage with pupils who are anxious, disengaged or school phobic to offer support.
7. To work in a trauma informed and adverse childhood experiences aware manner and to support children and young people with emotional health issues.
8. To provide targeted 1:1 emotional and practical support for families. To advise and inform parents/carers about relevant local services and where appropriate to make referrals to other agencies.
9. To liaise with schools and other relevant agencies regarding the needs of pupils and any other issues related to their education. To work with school staff to develop appropriate packages of support in school.
10. To ensure effective communication between the school, parents/carers and relevant agencies.
11. To act in accordance with the local authority's child protection procedures and ensure that relevant training in this area is kept up to date.
12. To keep accurate electronic daily records and all documentation pertaining to meetings/contact with children and young people, their families and relevant professionals. To write other reports as required by the Senior Education Welfare Officer
13. To prepare for home visits by investigating available information about the child and family, ensuring that visits to children and families are prioritised
14. To ensure that a high level of confidentiality is maintained in all aspects of working with children, young people and their families.
15. To support and participate in inter-agency meetings including case conferences, reviews, core groups, pastoral support plan meetings, school reviews and JAFF meetings.
16. To fully participate in regular supervision sessions, staff meetings, and in-service training and to be fully committed to your own personal development.
17. To assist in the work of the department as may reasonably be required from time to time.

Person Specification – Non Managerial

1. Qualifications & experience

Qualifications/relevant experience	Assessment Method				
	Essential / Desirable	Application Form	Interview	Other (please specify)	Probationary Period
5 GCSE's (or equivalent) including Maths and English	Essential	✓			
A relevant Level 3 or above professional qualification in Social Care, Health, Education or Youth Work	Essential	✓			
Experience of effectively dealing with the social and emotional factors which contribute to poor school attendance					
Other experience					
Experience of working with children or young people and their families.	Essential	✓	✓		
Experience of working with a range of agencies.	Essential	✓	✓		
Experience of working in a statutory setting.	Desirable	✓	✓		
Experience of working in an education or social work setting.	Desirable	✓	✓		
Experience of having undertaken a planning, monitoring and evaluation role.	Desirable	✓	✓		
Knowledge/Skills					
The ability to understand the individual needs of children and young people, their families and schools, as well as how best to meet those needs within the policies of the L.E.A.	Essential		✓		
Good leadership, interpersonal and communication skills.	Essential		✓		
Good organisational ability.	Essential	✓	✓		
The ability to work independently and able to demonstrate initiative.	Essential	✓	✓		
The ability to cope calmly with confrontational situations.	Essential	✓	✓		
The ability to work well as a team member.	Essential	✓	✓		
Self motivation and innovation of approach.	Essential	✓	✓		
Knowledge of the legislation affecting school attendance and child protection policies and procedures.	Essential	✓	✓		
The ability to promote measures designed to maximise school attendance.	Essential	✓	✓		
An appreciation of the wider welfare needs of children and young people.	Essential		✓		
Computer literate, with the ability to use databases and spreadsheets.	Desirable	✓			
The ability to promote partnership working.	Desirable	✓			

2. Welsh Language Requirements (please select one of the following)	Essential / Desirable	Application Form	Interview	Other (please specify)	Probationary Period
Welsh language skills are desirable (level 0 in all Welsh Language Levels above).	Desirable	✓			

	Level 0	Level 1 Entry	Level 2 Foundation	Level 3 Intermediate	Level 4 Advanced	Level 5 Proficiency
Listening/Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please see "[Welsh Language Skills Guidelines](#)" on the Blaenau Gwent website for further information on the above levels.

3. Special Requirements	Essential / Desirable	Application Form	Interview	Other (please specify)	Probationary Period
Clean driving licence and access to vehicle at all times.	✓				
A genuine respect and regard for young people.	✓				
Flexible approach to working hours, including some evening work.	✓				

4. Personal Competencies

All competencies are regarded as essential, although it is recognised that some may be achieved over a period of time. All employees are expected to continually develop their competencies in line with the appropriate framework. In addition to those assessed as part of the recruitment process, competencies will be assessed during the probationary period and afterwards through the Authority's performance coaching scheme.

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Delivering the service	Plans ahead, organises work in advance				✓
	Involves line manager/colleagues in setting and meeting targets				✓
	Reorganises work when necessary				✓
	Sees tasks through to completion whenever possible				✓
	Seeks help if workload becomes unmanageable				✓
	Uses initiative to report issues that arise that impact on others				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Improvement & Change	Is prepared to try new things & feed back results				✓
	Understands that changes are needed if things are to be improved				✓
	Finds new and creative ways of doing things better				✓
	Actively seeks to develop own skills and knowledge				✓
	Learns from mistakes & welcomes constructive feedback				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Providing Excellent Customer Service	Recognises the importance of high standards of customer service				✓
	Is committed to providing an excellent service to the all the citizens of Blaenau Gwent				✓
	Understands the links between own professionalism and the possible impact on the Authority's image				✓
	Has a professional attitude that sets an example to colleagues				✓
	Takes pride in own work and that of colleagues				✓
	Is respectful, courteous and helpful at all times				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Team Working	Reacts constructively to others' suggestions and requests				✓
	Recognises potential value of others' opinions and actively seeks their contributions				✓
	Asks for help when necessary				✓
	Actively seeks to help others				✓
	Is aware of the impact of own behaviour on others				✓

Topic	Competencies	Assessment Method			
		App. Form	Interview	Other e.g. presentation, discussion group, simulation, etc (please specify)	Probationary Period/ Performance Coaching
Communicating	Adapts content and style to help others understand				✓
	Makes sure that people are regularly informed				✓
	Uses appropriate language, gestures and tone when talking with others				✓
	Checks others have understood & seeks advice when necessary				✓
	Actively seeks to improve all forms of communication with others				✓
	Communicates professionally by using formal channels appropriate to the situation				✓