**JOB DESCRIPTION**

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| **Post Title:** Children Not in School Co-ordinator | | **Director/Service/Sector:** Children’s Services | | **Office Use** |
| **Grade:** Band 3 | | **Workplace:** Northumbria House, Cramlington | | **JE ref:** 4216  **HRMS ref:** |
| **Responsible to:** Principal Education Welfare Officer | | **Date:** September 2022 | **Manager Level:** |
| **Job Purpose:** Support the Education Welfare Team in undertaking a range of administrative tasks relating to children not in school, including Children missing from Education and Elective Home Education | | | | |
| **Resources** | Staff | None | | |
| Finance | | None | | |
| Physical | | Careful use of PC and shared responsibility for other office equipment provided. Handling and processing information. | | |
| Clients | | Education Welfare Team, Business Support Team, attendance leads and Designated Safeguarding Leads | | |
| **Duties and key result areas:**   1. Assist with the organisation of the work of a group or team of staff, providing clear guidance and motivating staff to achieve service objectives and quality standards. 2. Contribute to the training and development of staff involved in CME and EHE processes, acting as coach and mentor as necessary. 3. Lead on data input of monthly returns regarding Children Missing Education, ensuring all are received and processed within timescales. 4. Provide admin support for the monthly CME tracking panel, including preparation, minute taking and follow up actions. 5. Lead on the implementation of the “Children Not in School” register 6. Regularly monitor and update the “Children Not in School” register 7. Coordinate the local authority’s responsibilities for those children who are Electively Home Educated, providing admin support to Education Welfare Officers as appropriate 8. With the Business Support Manager, develop administrative systems in order to meet specific local requirements regarding Children Not in School 9. With the Business Support Manager, prepare the quarterly CNIS data return for the DfE. 10. Maintain performance management tools relating to CME and EHE, and provide data and information to the PEWO and senior manager/VSH as requested. 11. Maintain information systems such as filing, service, client or asset records, booking systems and reference materials in a manner that ensures accuracy, confidentiality, rapid access and ease of use. 12. Assist with more complex support work to investigate, collate, record, manipulate, extract and distribute data as requested by the Principal Education Welfare Officer. 13. Respond to more complex or detailed enquiries both verbally and in writing relating to CME and EHE 14. Undertake training and refresher training on the safeguarding of children. 15. Arrange meetings, attending and taking accurate, straightforward notes as requested. 16. Deal with external sources (clients, suppliers, public, other public bodies) resolving non-routine queries and problems. 17. Prepare material for committees, working groups, team meetings. 18. Undertake any other duties and responsibilities consistent with the nature, level and grade of the post to both the Education Welfare Team and wider Virtual School   The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| Transport requirements:  Working patterns:  Working conditions: | |  | | |

**PERSON SPECIFICATION**

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| **Post Title:**  Children Not in School Co-ordinator | **Director/Service/Sector:** | Ref: 4216 | |
| **Essential** | **Desirable** | | **Assess**  **by** |
| **Knowledge and Qualifications** | | | |
| A good general education demonstrating numeracy and literacy. NVQ Level 2 or equivalent in a business-related discipline.  Knowledge of safeguarding arrangements for children with an understanding of what CME and EHE arrangements are in place to achieve. | NVQ Level 3 or equivalent in a business related discipline. A knowledge and understanding of the directorate’s services. | |  |
| **Experience** | | | |
| Experience in a similar role covering a broad range of support tasks and procedures  Experience in using office applications on a personal computer  Experience using Microsoft Office. | Experience of the directorate’ services. Previous experience of supervising others. | |  |
| **Skills and competencies** | | | |
| Writes clearly, succinctly and correctly.  Able to quickly and accurately manipulate numerical data using all arithmetic functions.  Ability to use databases efficiently eg ICS and EMS  Ability to organise self and work without constant supervision. Skilled in using office applications on a personal computer.  Able to apply technology in new work-related situations.  Able to follow instructions and procedures without constant supervision.  Ability to form appropriate relationships quickly.  Works in a systematic and orderly manner. Knowledge of a broad range of work related tasks | Advanced skills in Microsoft Office. | |  |
| **Physical, mental and emotional demands** | | | |
| Usually works in a seated position.  Some standing, walking, stretching or lifting.  Regular periods of concentrated mental attention with some pressure from deadlines, interruptions and conflicting demands.  Contact with the public may result in some emotional demands.  Minimal exposure to disagreeable, unpleasant or hazardous conditions |  | |  |
| **Other** | | | |
| A commitment to providing a quality administrative support service.  Reliable and keeps good time.  Demonstrates integrity and upholds values and principles.  Promotes equal opportunities and diversity in all aspects of work.  Appropriately follows instructions to achieve set objectives.  Works collaboratively to achieve team spirit.  Adapts to change by adopting a flexible and cooperative attitude. |  | |  |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits