

## LONDON BOROUGH OF REDBRIDGE

### ROLE DESCRIPTION AND PERSON SPECIFICATION

Role Title:	Prevent Education Officer		
Directorate:	Place	Grade:	LBR 11
Department:	Community Safety & Enforcement	Hours/weeks:	36 hours p/w
Function:	Civic Pride & Enforcement	Post number:	CY9064
Team:	Safer Communities Partnership Team	Base/location:	Lynton House, Ilford, Essex
Reports to:	Prevent Coordinator		
Responsible for:	Schools & Other Education Providers		

Role and Context	
Overall Role Purpose:	<p>The Prevent Education Officer (PEO) has a high profile responsibility for supporting schools across all key stages and education personnel within Redbridge to deliver Prevent activity in order to increase young <b>people's resilience to radicalisation</b>. <b>The PEO will report to Redbridge's Prevent Coordinator</b> and will be responsible for leading on engagement with schools and other education providers, including Early Years providers and out of school education. The PEO is expected to have sight on the further education sector where required, and liaise closely with the HE/FE Coordinator. The PEO will identify vulnerabilities and risk, deliver training, and capacity building to reduce the risk. He/she will build and maintain a network of contacts within the Redbridge area (and neighbouring boroughs if needed) to advance Prevent activity, including the wider local authority, police, Ofsted, Home Office, and the Department of Education. The PEO will have prior experience in the education sector, with good political awareness. The PEO has a critical safeguarding role in training educational personnel, so the post holder will require excellent communication skills and the insider understanding of the challenges faced by the education sector.</p>
Role Context:	<p><b>Prevent is part of CONTEST, the Government's counter-terrorism strategy.</b> The aim of Prevent is to stop people becoming terrorists or supporting terrorism. This is done by challenging terrorist ideology; supporting vulnerable people and supporting sectors and institutions where there are risks of radicalisation. There is a great need to respond to the current national security threats and our aim here in Redbridge is to respond to all forms of extremism - including both Islamist extremist and far right threats.</p>

Key Accountabilities and Result Areas	
1. Strategy and Planning	<p>Work with education settings to identify appropriate resources (for example, Educate Against Hate) <b>to embed Prevent into the curriculum, increase pupil's resilience to radicalisation, promote fundamental 'British values'.</b> The post holder will also work with partners to address gaps in resource provision.</p> <p>Work with the Community Safety Manager to agree strategy and project plans for the effective support of this programme in Redbridge schools and educational establishments.</p>
2. Operations and Support	<p>Develop and maintain effective working relationships with the full range of Prevent partners, including: police, regional HE/E and Health Coordinators, probation and prison services, schools, colleges, and all other relevant statutory partners involved in delivering Prevent. Improve the coordination of Prevent activity amongst local education settings.</p> <p>Support Redbridge schools and colleges in building resilience to messages of violent extremism through training and guidance. Support the development and management of local action plans to prioritise support for these schools and the individuals within them. This includes training school staff, governors, managers, in particular through WRAP (Workshop to Raise Awareness of Prevent) and bespoke projects, to equip them with the knowledge and confidence to identify and refer children at risk and challenge extremist ideas.</p> <p>Work with partner organisations on behalf of the Council and the Community Safety Team.</p> <p>Support schools and colleges in challenging controversial issues, such as extremist behaviour and ideology, and ensure they are provided with opportunities to develop best practice.</p> <p>Contribute to disseminating best practice and promoting Prevent education where appropriate.</p> <p><b>Work with the Council's Communications Team to ensure the appropriate pages of the Community Safety website are maintained, enabling Redbridge staff to access up to date information and examples of good practice.</b></p> <p>Represent the Prevent education/curriculum and the Community Safety Team on relevant bodies and governance forums.</p> <p>Undertake work to understand the range of out-of-school provision operating in the local area, including identifying and mapping local providers, risk-assessing and monitoring the provision, and providing the information to the local authority and Department for Education (DfE) on any wider safeguarding issues as appropriate.</p> <p>Further, support DfE and OSCT when requested, e.g. in arranging Ministerial or senior official visits and briefings.</p>
3. Systems and Process Development and Improvement	<p>Support the development and management of local action plans to prioritise support for these schools and individuals within them. This includes training school staff, governors, managers, in particular through WRAP (Workshop to Raise Awareness of Prevent), to equip them with the knowledge and confidence to identify and refer children at risk and challenge extremist ideas.</p> <p>Develop, facilitate and evaluate central and school-based training for teachers and other school staff, parents and governors.</p> <p>Contribute to team meetings and consultations, in which every member of staff is given the opportunity to be involved in shaping the policy, practice and future development of the Community Safety Team.</p> <p>Provide regular reports and enable ongoing evaluative mechanisms about the local delivery of this programme in Redbridge schools and colleges.</p> <p>Support schools in monitoring and evaluating their involvement in the Prevent education.</p>

	Maintain a detailed working knowledge of national developments in the Community Cohesion and Preventing Violent Extremism programmes.
4. Communication Partnership	<p>Provide advice and support to schools on their compliance with the Prevent statutory duty. Promote the Prevent strategy across their local area, including via local media, and keep up to date with changes and any guidance issued by OSCT Prevent and the Department for Education.</p> <p>Establish and make regular contact with key individuals in schools/colleges in order to identify needs and provide support.</p> <p>Support your contacts in schools/colleges to develop effective policies and approaches to community safety and Prevent in the curriculum.</p> <p>Provide support to schools on involving children and young people in planning and evaluating Prevent work.</p> <p>Respond to enquiries from teachers, youth workers and other individuals and agencies.</p> <p>Oversee the development of a local network, and also a pan-London Network, for schools/ colleges to facilitate co-operation and collaboration and disseminate information, ideas and initiatives related to Prevent.</p> <p>Produce briefings and reports for elected members, Cabinet and other Council Committees as directed.</p> <p>Liaise and work with other Redbridge services, local agencies and community groups as appropriate.</p> <p>Provide input to parents and carers around Prevent-related themes and organise events in which parents can be informed about extremism as a safeguarding concern.</p>
5. Performance and Standards	<p>Maintain regular and proactive contact with DfE and OSCT Prevent, highlighting relevant information on extremism and radicalisation impacting on education settings and young people as well as information on the effectiveness of Prevent in the local area. Provide regular information about related trends, issues and allegations and provide judgement on the success of interventions on a timely basis.</p> <p>Also, act as a single point of contact for OSCT Prevent, DfE and Ofsted where radicalisation concerns arise in relation to education settings in the area and coordinate the local response. Respond to specific cases where vulnerabilities to radicalisation have been identified in pupils and deliver tailored interventions as appropriate.</p> <p>Work as part of the Community Safety Team in supporting, monitoring, evaluating and reporting progress around promoting Community Safety and Prevent.</p> <p>Represent the Council and the Community Safety Team in public forums, at conferences, events and meetings.</p> <p>Develop, co-ordinate, deliver and evaluate specific projects and initiatives to enhance delivery of this programme in Redbridge schools and colleges.</p>
Key Performance Outcomes	

6. Resource Management	<p>Utilise Home Office materials such as the Prevent Duty Guidance and WRAP training materials.</p> <p>Ensure maximum efficiency in the allocation of resources and skills within the programme.</p> <p>Manage third-party contributions to the Prevent programme.</p> <p>Use information technology systems as required in order to carry out the duties of the post in the most efficient and effective manner. This will include an element of website development and maintenance.</p> <p>Work with education settings to identify appropriate resources to embed Prevent in the curriculum, <b>increase pupils' resilience to radicalisation, and promote fundamental British values. Work with partners to address gaps in resource provision, for example additional resources for parents.</b></p>
Corporate Accountabilities	<p>All employees of the Council should undertake and conduct their work with due regard to the corporate accountabilities (available on the Redbridge Council website). These include responsibilities for outcomes regarding Equality, Conduct &amp; Behaviour, Health &amp; Safety, Data Protection, Safeguarding and Customer Care.</p>
Flexibility	<p>The key responsibilities and duties of the role are neither exclusive nor exhaustive. All workers are expected to operate flexibly to support delivery of services and from time to time will be required to undertake responsibilities outside the normal remit of role description as required by the line manager, which are broadly commensurate with the job level and scope of competence.</p>

The above list is intended as a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

Person Specification		A - I - T
Knowledge & Experience		
Method of candidate assessment: A = Application form I = Interview T = Test		
Statutory or Mandatory qualifications:	Educated to degree level or equivalent.  Qualified Teacher Status (QTS); PGCE	A- I
Educational Ability	Same as Above.	
Key Subject or Content Areas (inc: Desirable Qualifications)	Any subject; but a social science subject would be more desirable.	A-I
Knowledge / Experience Field Title e.g. Project Management	Some management experience such as managing staff or managing school resources.	A-I
+ Knowledge / Experience Field as required	Experience of teaching within a UK school.  Illustrate an active interest in preventing extremism related issues and, preferably, have some experience of working in this area.  Good knowledge of crime & disorder and community cohesion issues, including an understanding of national policies, their application at local level, the roles of local authorities, the police & other agencies.  Understanding of Local Strategic Partnerships, their delivery mechanisms & associated funding streams.  Experience of working in the education sector or experience of working with schools and colleges.  Experience of preparing & presenting complex reports & making recommendations for change to senior managers & elected members.  Experience of the ability to plan, manage, monitor & deliver projects & work programmes on time & to specification despite constraints or obstacles	A-I

<p>*Leadership and Development</p> <p>*Leadership and Development</p> <p>*Management</p> <p>*Supervision</p>	<p>*Leadership and Development</p> <p>Ability to lead, manage, and develop school staff and maximise Home Office resources for the effective and efficient delivery of Prevent objectives while sustaining high morale and inspiration to educational personnel. Assist the wider corporate management, in particular DfE and OSCT Prevent, and keep them appropriately informed and engaged. Champion good management practice in line with the corporate policies and procedures.</p> <p>*Management</p> <p>Ability to manage, motivate and develop school teachers, managers, and governors while using the available resources to deliver required service outcomes, ensuring understanding of how personal objectives align with service and Prevent objectives. To facilitate co-operative working within the Prevent Team (Prevent Coordinator and Prevent Support Officer) and across the organisation to develop and maintain good working relationships with internal and external stakeholders, such as Ofsted. To share and cascade relevant information as necessary to Prevent Team. To ensure learning and development opportunities are and utilised to the benefit of educational personnel, through appropriate planning and evaluation. Manage activities and performance in line with the corporate policy and procedure.</p> <p>*Supervision</p> <p>Ensure that the council maintain positive relationships with schools within the borough. Support formal and informal learning and development opportunities to aid operational delivery and staff understanding and ability. Supervise in line with the corporate policy and procedure.</p>	<p>A-I</p>
<p>Skills / Abilities Field Title</p>	<p>The ability to communicate effectively and maintain good working relationships with school personnel</p>	<p>A-I</p>
	<p>Flexible and adaptive to different school environments; <b>respect each school's ethos</b></p>	<p>A-I</p>
	<p>Ability to organise and prioritise workload</p>	<p>A-I</p>

+ Skills/Abilities field as required	<p>Ability to make good judgements and apt in designing Prevent curriculum.</p> <p>Possess excellent communication skills, both oral and written, as well as an ability to explain complex concepts in an easy to understand manner.</p> <p>Excellent communications skills, including the ability to write clear &amp; precise reports, present well at meetings &amp; deliver presentations to a variety of audiences.</p> <p>Ability to negotiate with managers at senior levels in a variety of agencies.</p> <p>Ability to work across agencies and within the community.</p> <p>Ability to work on a number of complex projects simultaneously &amp; respond quickly to changing priorities under pressure.</p> <p>Ability to analyse &amp; evaluate information &amp; to make sound judgements after careful &amp; systematic consideration of relevant information.</p> <p>Ability to build effective &amp; productive working relationships with people at all levels internally &amp; externally, including the ability to deal effectively with the communication needs of different internal &amp; external groups.</p> <p>Ability to think laterally, to develop creative &amp; innovative solutions.</p> <p>Ability to work flexibly on a range of projects across a range of community safety policy areas.</p> <p>Advanced negotiation and conflict resolution skills and abilities.</p> <p>A willingness &amp; ability to pursue matters on behalf of Community Safety Partnership to represent corporate interests.</p>	A-I
Corporate Behaviours	<p>The Council has a set of behaviours that all employees are expected to deliver in the performance of their role. The behaviour framework can be found on the Council's internet page, and these should be reflected in your application and the way you work.</p> <p><b>As part of an individual's personal development Redbridge expects employees of all levels to be continuously developing these core behaviours.</b></p>	A-I
Effective and Collaborative Team Working	<p>Ability to take responsibility for personal development and actively participate in all learning and development.</p> <p>Ability to participate in the ongoing development, implementation and monitoring of service plans.</p> <p>Ability to support and contribute to value for money, service efficiency and improvement.</p> <p>Ability to commit and contribute to the Council's vision, values &amp; priorities.</p> <p>Ability to act in a professional manner, setting an example to other staff.</p>	A-I

Working Pattern and travel
Safeguarding and Disclosure
Special Factors or Constraints

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