

LONDON BOROUGH OF REDBRIDGE
ROLE DESCRIPTION AND PERSON SPECIFICATION

Role Title:	Youth Justice Education Officer		
Directorate:	People	Grade:	LBR 11
Department:	Education & Inclusion	Hours/weeks:	36 hours/52.14 weeks
Function:	Positive Activities	Post number:	EL3122
Team:	Youth Justice & Targeted Prevention Service – YJTPS	Base/location:	Station Road Centre, Barkingside.
Reports to:	Team Manager		
Responsible for:	N/A		

Role and Context	
Overall Role Purpose:	Reporting to the Team Manager, the post holder will deliver a high quality, professional and people centred service to ensure the children in the youth justice cohort receive the statutory and suitable education offer for those of statutory school age; and progressive opportunities in education, employment and training for children age 16 and over. This includes: - Teaching the children in individually or on a group basis and participating in the delivery of a wide range of YJS activities - Liaising with education, training providers and the Local Authority - Being accountable for the quality of work undertaken and delivering against the agreed key performance indicators - Reporting on outcomes to the YJS Management Board - Developing effective partnership relationships with key internal and external stakeholders - Being responsible for the delivery of the service in line with legislation, guidance and local policy and procedures - Applying extensive knowledge of practice, theory and legislation to enhance practice, procedures and policies, promote innovation, and introduce new ways of working from recognised sites of excellence. - Making complex decisions relating to service provision for children, young people, families and settings - Embedding best practice principles and a positive, open and trusted learning culture in the respective area of service to help ensure that the children 's needs are met in the most appropriate manner for their assessed learning style.

	To act as an advocate for children to access education which they are entitled to; and to support and encourage the children and families to fully participate in the education on offer. This will include improving children's school attendance, challenge unnecessary exclusion from schools or reduced timetable with the purpose of preventing and reducing offending and promoting desistance. In addition, the post holder will be required to: • implement the learning from the HMI Probation ETE Thematic Inspection report • analyse the Youth Justice System Key Performance Indicator in relation to Education Training Employment to identify any barriers to a child's desistance • represent the service at management and officer groups, external organisations and at meetings with elected members at local and national level, to provide advice and information as required.
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Role Context:	The Youth Justice & Targeted Prevention Service is the statutory Youth Justice Service arising from section 39 of the Crime and Disorder Act 1998, which is the local Youth Justice Partnership, including Police, Probation, Health, Children's Social Care, but led by the Local Authority. This Job Description is a guide to the level and range of responsibilities the post holder will be expected to undertake initially. It is neither exhaustive nor inclusive and is subject to be adjusted from time to time to meet the changing needs of children. The postholder is also expected to case manage some youth justice cases at the standard stipulated in the Youth Justice National Standards and HMI Probation Inspection framework.
Key Accountabilities and Result Areas	

1. Operations and Support	• To deliver functional skills teaching to post 16 children who are NEET and do not hold any formal qualification. • To engage and build positive relationships with children and their families, where appropriate, in order to support the child's education and to encourage the identification of sustainable solutions to overcome barriers to education; including information on ETE and signposting to relevant education services and support available. • To identify barriers for the child in accessing, participating and progressing in ETE and to work with case managers to co-produce an ETE personal development plan with children if appropriate. • To engage with children, and their parents/carers where appropriate, to identify potential barriers to learning and to establish their preferred learning style and to ensure that their views are taken into account in any proposed ETE plan • To facilitate the process for families to submit application for a school place, for in year admission and new academic year admission, and to provide appropriate support to the family in the process as necessary.
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- Deliver group work activities to motivate children in progressing in ETE.
- To check the education status of children on the daily 141A daily list via Synergy, to update the information on the YJTPS MI system; and to inform the respective schools of their students' arrests daily.
- To verify individual children's ETE history and to update the information and records on YJS case management system. Also to share with YJS colleagues any information regarding potential risk to other children and/or staff.
- To develop and deliver focus interventions to generate and stimulate interest of children in engaging ETE.
- To coordinate accreditation opportunities for children's work throughout the YJS.
- To liaise with Connexions Personal Adviser to provide support and advocacy to children making the transition to further education, training and employment.
- Contribute to the preparation of pre-sentence reports and pre-court reports in consultation with Case Managers.
- To maintain professional knowledge around legislation, policy and practices both in statutory education and post 16 sectors.
- Maintain awareness, through liaison with relevant service providers, of developments in local employment and training opportunities available to children.
- Recommending specified educational arrangements as requirements of Court Orders, such as YRO ISS, and putting in place arrangements for monitoring compliance.
- To carry out face to face engagement with children & families, at YJTPS office, at schools and the community including home visits.
- Contribute to the smooth transition of statutory school age and post-16 children in residential facilities and secure facilities into appropriate placements in school or continuing education or training.
- Attend meetings at secure estates (Young Offender Institution, Secure Training Centres & Secure Children's Homes); and to contribute to resettlement planning.
- To proactively support children with special education needs & disability access and engage suitable education; and to coordinate with professionals to ensure the Education, Health & Care Plans (EHCPs) of children are implemented.
- Represent YJTPS at Redbridge Inclusion Panel (RIP) Meetings

	• Put in place and manage on behalf of the Youth Justice Service any SLAs/protocols with education/training partners to secure the entitlement to service of children supervised by YJS. • Attend meetings as required to represent the Youth Justice Service on ETE matters both internally and externally. • Work within the policies, practice and procedures of the Youth Justice Service and to promote good practice particularly the Education measures and guidance set by the Youth Justice Board. • To ensure the aspiration, wishes and preferences of children and families regarding ETE are properly considered and being incorporated in the work of YJTPS; contributing to the development / implementation of Child Friendly Redbridge initiative. • To analyse the data and to present trends of ETE engagement and outcomes of children in identifying potential disproportionality and racial disparity; and to work with partners to seek solutions in reducing disproportionality and racial disparity in ETE.
2. Communication Partnership	• To proactively liaise with partnership colleagues, in particular the education colleagues, to identify solutions to overcome barriers for children in accessing, participating and progressing in ETE. For example, Education Welfare Service, SEND, Behaviour & Inclusion, CX, Ed Psych, Alternative Provision (PRUs), Admission and Virtual School. • Follow up ETE meetings to check progress of children's education progression. • To liaise with Connexions Personal Adviser to support children to access further education, by compiling safety plans and risk assessment.
3. Performance and Standards	• To liaise with case managers to regularly update the ETE progression, monitoring school attendance and level of engagement in school and learning. • Provide an Education Training and Employment (ETE) input into the multi-disciplinary assessment, supervision and review of children who have committed offences or who are at risk of offending. • To provide written briefings or summaries as requested by the Youth Justice Service on education policy/legislation and guidance as required. • To compile reports on ETE progression of the youth justice cohort to the management team, ETE Task & Finish Group (or equivalent) and the YJS Management Board.

	• Work closely with the Information and Performance Monitoring Officer in the collation of information contributing the accurate submission of YJS KPIs.
4. Equality and diversity	• Work inclusively, with a diverse range of stakeholders and promote equality of opportunity. • Ensuring staff understand the importance of equality, diversity and inclusion and demonstrate inclusive practices in everything they do • Contributing to the department's equality, diversity and inclusion plan and embedding actions into the team • Challenging any behaviour which does not meet the Council's code of conduct and the department's expectations and using appropriate HR policies and processes if required • Continually developing own knowledge in equality, diversity and inclusion in order to embed best practice into the team.
Corporate Accountabilities	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 & Behaviour, Health & Safety, Data Protection, Safeguarding and Customer Care.
Flexibility	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. This may include working out of core council hours to provide support as and when required.

Person Specification		A - I - T	Weighting
Knowledge & Experience			
Method of candidate assessment: A = Application form I = Interview T = Test			
Statutory or Mandatory qualifications:	Educated to "A" level standard or equivalent as a minimum. Professional Certificate in Effective Practice, Education, Youth Justice, Health or Community.	AI	3
Key Subject or Content Areas (inc: Desirable Qualifications)	Recognised qualification in delivering functional skill teaching (minimum level 4 or equivalent) For example: • Level 4 Certificate in Education and Training • Level 5 Education and Training Diploma (with minimum of 100 hours of teaching practice; and • Other equivalent	AI	3
Knowledge / Experience Field Title	Post qualifying experience of at least two year working directly with families, children and children with a variety of needs e.g. emotional, social and behavioural difficulties.	AIT	3
	Knowledge of current Education legislation including SEND and EHCP.	AIT	3
	A working knowledge and understanding of the Children Act 1989, Crime and Disorder Act 1998, the Data Protection Act, GDPR and other relevant legislative frameworks and developments.	AIT	2
	A good knowledge of the latest development of youth justice initiatives.	AI	2
	Knowledge of the causes of crime and effective interventions to reduce offending and re-offending behaviour, youth crime and anti-social behaviour.	AI	2
	An understanding of the roles and responsibilities of relevant statutory partner agencies.	AI	2
	A sound understanding of the research into effective practice with children, particularly in the area of youth crime prevention.	AI	2
	Knowledge and understanding of child development, adverse childhood experiences and trauma informed practice.	AI	2
	Possess an excellent working knowledge of statutory education and post-16 practice and legislation nationally.	AI	3
Possess a high standard of communication skills both oral and written			

	Possess good organisational skills, be able to work to deadlines and be accountable for own workload	AI	3
	Able to exercise consistency, careful judgement and sensitivity in dealing with children and their parents/carers	AI	2
	Commitment to work flexibly including evenings and weekends as required.	AI	2
	Commitment to undertake Continuing Professional Development in respect of ETE and youth justice system	AI	3
	Experience in using IT packages and case management system either in youth justice or education sector.	AI	3
	Commitment to the Equal Opportunity and Diversity Policies of the Youth Justice Service, in reducing racial disparity and disproportionality.	AI	2
		AI	3

Skills / Abilities	Detail of skill / ability requirement		
	Ability to communicate effectively in a manner which is clear, fluent, concise and appropriate and which holds people's attention both in groups and in one to one situations, encouraging feedback as appropriate.	A I T	3
	Ability to establish positive and motivating relationships with sometimes resistant and vulnerable children and their families.	A I	3
	Ability to translate assessments into effective integrated interventions aimed at positive engagement in ETE and subsequently reducing re-offending and anti-social behaviour.	A I	3
Corporate Behaviours	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. As part of an individual's personal development Redbridge expects employees of all levels to be continuously developing these core behaviours.	AIT	3
Effective and Collaborative Team Working	• Works effectively and collaboratively with others within a multi-agency service in the pursuit of team goals, sharing information and supporting others. • To take responsibility for personal development and actively participate in all learning and development. • To participate in the ongoing development, implementation and monitoring of service plans. • To support and contribute to value for money, service efficiency and improvement.	AIT	3 3 3 2
Working Pattern and travel	36 hours per week, to be worked flexibly, ability to work outside core hours, particularly in the evenings and weekends / Bank Holidays	AI	3
Safeguarding and Disclosure	• Valid Enhanced DBS checks	A	3

Version:	1
Last Reviewed:	01/02/2023