

LONDON BOROUGH OF REDBRIDGE

ROLE DESCRIPTION AND PERSON SPECIFICATION

Role Title:	Connexions Personal Adviser		
Directorate:	People	Grade:	LBR 10
Department:	Education and Inclusion	Hours/weeks:	36 hours/52.14 weeks
Function:	Positive Activities	Post number:	S004377
Team:	Connexions Team	Base/location:	Station Road Centre, Barkingside
Reports to:	Connexions Manager		
Responsible for:	No direct line management but may be responsible for the supervision of workers, trainees and work placement staff on occasion		

Role and Context

Overall Role Purpose:	Delivering Information, Advice and Guidance (IAG) including careers guidance to vulnerable young people aged 13-19 and up to the age of 25 for young people with Special Educational Needs (SEND). The Connexions Team provide IAG to vulnerable young people at different locations. Also, provide input into the Education, Health and Care (EHC) plans in relation to post 16 Education, Employment and Training options.
Role Context:	To deliver appropriate information, advice, guidance (IAG) and support to vulnerable young people to enable them to access education, employment and/or training opportunities. To reduce the number of young people who are not in education, employment or training and those whose destination is unknown. To Manage a caseload of vulnerable young people providing support and IAG for them to progress into Education Employment and Training (EET). To provide IAG work in schools with targeted young people to help prevent them becoming NEET To specifically support young people with Special Education Needs and Disabilities, including those with EHC plans from year 9 up to the age of 25. To specifically support Care Experienced young people

Key Accountabilities and Result Areas	
1. Strategy and Planning	• To deliver appropriate information, advice, guidance and support to vulnerable young people to overcome barriers and to enable them to access education, employment and/or training opportunities. • To reduce the number of young people who are not in education, employment or training (NEET) and those whose destination is unknown. ◦ To carry a caseload of up to 50 16/17-year-old NEET young people and offering support to 18-year-old NEETs as appropriate • To work with schools to identify pupils who are at risk of not participating post 16 according to the statutory guidance of Raising the Participation Age. • To work to prevent exclusion / non-engagement in Education Employment and Training (EET) and contribute to the reduction in total number of young people becoming NEET. • To carry out direct face to face work with young people, in either one to one or group work settings at relevant and appropriate community locations including schools and colleges. • To provide Information, Advice and Guidance (IAG) to vulnerable young people on access to education, employment and training (EET); as well as on any barriers preventing access to EET such as low self-esteem, substance misuse, housing, benefits, immigration. • To maintain detailed, accurate and up to date records of all activities concerning young people, in appropriate formats, in accordance with information governance requirements. CCIS (Client Caseload information system) is the main source of evidence that the Local authority uses to discharge its statutory duties • To develop and maintain multi-agency working relationship with other professionals including appropriate referrals of young people. • To contribute to EHC assessments for young people with SEND using Person Centred Planning (PCP) principles to identify young people's attributes, long term goals and aspirations. • To deliver on externally funded projects for young people as required (such as UKSPF funded initiatives) • To work with young people with SEND from year 9 up to the age of 25 to help them to identify appropriate education, employment, and training options. • Delivering paid IAG services to schools as required.
2. Operations and Support	• Meeting young people in appropriate locations subject to risk assessments. • Developing, agreeing and reviewing action plans of young people. • Identifying aspirations and manage expectations. • Embracing policies and procedures in practice. • Being aware of appropriate legislation. • Updating CCIS (Client Caseload Information system) appropriately. • Supporting young people into EET by removing barriers to progression through multi-agency working. • Closing cases when complete. • Reporting issues to Line Manager in a concise way. • Delivering informed IAG to professionally agreed standards. • Managing crisis interventions appropriately and using appropriate referral routes to minimise crises, following up all actions within the remit of the role of Connexions Personal Adviser. • Keeping abreast of new legislation, education, and training opportunities and to promote apprenticeships appropriately. • Promoting Raising Participation Age to young people. • Ensuring information is collected from schools and processed appropriately. • Targeting Young people without an offer for support which may be from the school or other partner as well as Connexions staff. This may involve some referrals as well as direct work. • Developing a strategy based on the monitoring reports undertaken by the CCIS contract • Ensuring cases are referred to other agencies as appropriate • Making Multiagency and CAF referrals • Closing cases where the referral addresses all the issues. • Attending appropriate multi-agency meetings. • Delivering IAG and support to those with SEND up to the age of 25. • Working with other agencies, SENCOs, and parents as appropriate. • Identifying those who require Connexions input.

	• Providing support for parents of young people with SEND to help them access and apply for appropriate Education, Employment, and training opportunities. • Being aware of specific opportunities for those young people with SEND. • Carrying ICT equipment and resources for young people to and from different venues
3. Systems and Process Development and Improvement	• Ensuring young people have an appropriate action plan, where appropriate, with clear milestones and that all information is recorded on CCIS. • Support the collection of information for September Offer and Activity Survey processes which is collated by CCIS and Tracking contractors. • Producing pen portraits as required • Ensuring all young people are made aware of confidentiality and data protection agreements. • Maintaining high data quality standards by monitoring and maintaining client records and progression on IYSS/CCIS
4. Communication Partnership	• Working with schools to identify pupils most at risk of not participating post 16 and ensuring those most at risk receiving appropriate targeted support. • Working with partner agencies and encouraging them to fulfil their remit with young people so that there is no duplication. • Researching support available for vulnerable young people and referring appropriately. • Promoting multiagency working and to make referrals, including CAFs, as appropriate. • Providing IAG and advocacy to young people and their families; and supporting them to remove barriers to engaging in education. • Contributing to the Preparing For Adulthood EHC process for students from year 9 upwards and up to the age of 25 as appropriate. • Working with schools and partners researching opportunities available for young people. • Ensuring targeted referrals of vulnerable young people are made to agencies which are best suited to assisting individuals and to track progress if/as appropriate. • Contributing professional advice through the preparation and production of the guidance notes which will help inform the Education Health Care Plan (EHCP). • Attending agreed transition and review meetings from year 9 onwards as required • Attending and contributing to any other multi-agency professional meetings, including EHC and other panels, as required. • Proactively working with both key external and internal agencies to maximize the support available to young people, including; young people, schools, colleges, voluntary organisations, training agencies, midwives, Job Centre Plus, tracking contractor, parents, SENCOs, safeguarding, Housing, SEND Preparing for Adulthood team(SEND PFA), Looked After and Leaving Care teams, Children's Centres, Youth Service, Families Together, CAF team, Education welfare, Social Workers including Adult Social Care, Counsellors, Youth Workers, Youth Justice and targeted support workers (YJTPS), Fusion and other relevant Education/Children Support workers.
5. Performance and Standards	• Delivering the LA's statutory duties and maintaining the Connexions profile. • Delivering quality IAG and support through a young people centred approach and developing agreed action plans with young people. • Identifying and supporting those who are NEET and /or unknown and increasing participation through IAG and caseload tracking. • Carrying out one to one and/or small group IAG in schools with action planning, contributing to the overall NEET prevention. • Providing tailored support to NEET young people in the community. • Supporting young people, for those who are entitled to, to participate in externally funded projects
Key Performance Outcomes	Monthly NEET and Unknown monitoring and Annual NEET and Unknown performance
6. Resource Management	• Responsible for fulfilling the relevant requirements from external funded projects such as UKSPF funded initiatives; including evidencing milestone achievements for young people which are eligible for claims (payment by result) and auditing purposes. • Each Personal Adviser being responsible for an area of work within the remit of the Connexions Team. • Gathering information, good practice and knowledge; and sharing amongst the team.

	• Developing and contributing to Local information around Occupational areas (Learning Directions) including college and Labour Market Information. • Advising on developmental work with young people as well as staff development opportunities. • Examples of an area of work: youth justice , teenage parents, SEND, EET opportunities...etc • Keeping abreast of new legislation and of education and training opportunities. • Reviewing, reflecting and acting upon individual professional practices to achieve continuous improvement and development.
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.

Person Specification		A - I - T	Weighting
Knowledge & Experience			
Method of candidate assessment: A = Application form I = Interview T = Test			
Statutory or Mandatory qualifications:	Professionally recognised qualification in IAG, at a minimum of level 6 qualification (For example: Diploma in Careers Guidance, Qualification in Careers guidance level 6 NVQ in Advice and guidance level 6 or other equivalent qualification)	A	3
Educational Ability			
Key Subject or Content Areas (inc: Desirable Qualifications)	Good knowledge of legislation relating to the Participation of young people in education, employment or training including the Education and Skills Act 2008	A, I	3
	Good knowledge of SEND legislation and guidance including the Children and families Act 2014, the Equality Act 2010 and the SEN Code of practice 2015		2
	Knowledge of Education Employment and Training (EET) opportunities and up to date knowledge of national qualifications.		3
	Knowledge of benefits and other rights young people are entitled to.		2
Knowledge / Experience Field Title e.g. Project Management	Experience of working with NEET young people, young people at risk of NEET and young people with SEND in an IAG capacity	A, I	3
	Experience of multi- agency working		3
	Experience of working with parents and carers		3
	Experience in delivering externally funded projects		2
Supervision	Supervision Ability to coordinate the work of the team on a day-to-day basis to ensure other activities are completed effectively to required standards. Ensure that the team maintain positive relationships with internal and external customers. 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.	A, I	3
Communication and engagement	- Good communication and interpersonal skills - Ability to communicate with young people, parents, and carers. - Ability to present information clearly and accurately. - Ability to engage work with a range of organisations, partners and parents - Ability to present a case and negotiate appropriately with a range of professionals. - Ability to work effectively with Senior managers, staff, schools and other external partners to establish confidence and trust - Empathetic approach to young people’s needs	A, I	3
Flexibility	To be able to organise time effectively to meet targets and achieve results.	A, I	3
	Ability to work under pressure with flexible approach.		3
	To be responsive to change particularly in Government and Local Authority policies and initiatives and to be able to deliver them.		2
Diversity	- Being sensitive to cultural needs with a commitment to achieving a high level of equality and diversity and Health and Safety legislation requirements. - Ability to demonstrate this through delivery.	A, I	3

IT Skills	A good level of I.T. competence, with a willingness to develop these skills further.	A, I	2
Organisational skills	- Ability to manage a caseload and to prioritise. - Ability to work under pressure.		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.		3
Effective and Collaborative Team Working	- 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.		3

Working Pattern and travel	
Safeguarding and Disclosure	
Special Factors or Constraints	

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