

**Manchester City Council
Role Profile**

**Elective Home Education (EHE) Lead, Grade 9
Community Education Service, Children's and Education Directorate
Reports to: Statutory Lead for Safeguarding & Community Education
Job Family: People Care and Support Indirect**

Key Role Descriptors:

The role holder will be responsible for the safe delivery of care or people support functions, ensuring the discharge of statutory responsibilities and the provision of a high quality standard of service which promotes the wellbeing of individuals and groups within the community.

The role holder will effectively lead, manage and motivate a team of professional practitioners to develop a skilled and confident workforce which meets the needs of the service and Manchester residents.

The role holder will work in collaboration with partners and key stakeholders to develop effective partnerships and greater coordinated working with other services and organisations to ensure a positive contribution to the development and delivery of care and support priorities for the city.

Key Role Accountabilities:

Provide strong management direction and motivate team members through effective performance management and co-ordination to maintain continuous improvement in order to meet service priorities.

The role holder will provide professional consultation, support and guidance for team members and colleagues to assist in decision making and approve specific decisions in the management of cases.

Manage safeguarding risk and quality assurance effectively within the context of an agreed framework, policies, procedures and statutory responsibilities within a multi professional environment.

Work closely with key stakeholders to gather data intelligence in order to identify care needs and priorities to develop sustainable, customer focused service and implementation plans.

Proactively identify and support the implementation of change and improvements in service provision to improve care and support opportunities and outcomes for Manchester residents.

Monitor budgets in accordance with City Council policies and procedures to achieve financial targets and forecast resource requirements as appropriate.

Roles at this level may be required to manage a range of assigned resources. Staff management duties may be either through direct line management (including appraisals, performance management and other duties) or through matrix management of a virtual team of officers.

The role holder will be expected to effectively co-ordinate resources to support the principals of 'joined up' communication and to ensure efficiencies are achieved.

Personal commitment to continuous self development and service improvement.

Through personal example, open commitment and clear action, ensure diversity is positively valued, resulting in equal access and treatment in employment, service delivery and communications

Where the roleholder is disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Role Portfolio:

The Safeguarding and Community Education team sits within Schools QA in the Education department. The team carry out crucial work, both strategically and operationally, to promote the safeguarding, wellbeing and educational achievement of children.

The team works with schools, settings (Early Years, Alternative provision), and colleges in order to provide advice, training and guidance around safeguarding and Elective Home Education.

This team has strategic responsibility for ensuring that home education is suitable and engagement with home educating communities. Any concerns are escalated appropriately both internally and with multi-agency partners.

The post holder will monitor Elective Home Education (EHE) children/families and be responsible for ensuring that all children have access to an appropriate education. The post holder will hold line management responsibility for EHE team, allocating and monitoring cases and ensuring assessments are taking place within agreed timescales. They will have responsibility for ensuring the team are up to date on local and national developments. They will be responsible for the production of reports and statutory returns to the DfE. They are also responsible for leading the EHE policy and processes, including drafting EHE policy, engaging with EHE community and producing materials to support parents undertaking EHE and best practice. They will also contribute to the regional and national EHE professional forums and national consultations on EHE policy. They will also promote the EHE team to wider partner agencies to ensure all are working to ensure best outcomes for children.

Promoting appropriate education is core to the role. The LA has a responsibility to ensure that all children have access to quality education and that they are able to receive education, employment or training up to the age of 18. Therefore, the role includes liaising with post-16 providers and ensuring careers advice is available to EHE families in year 9, 10 & 11 regarding post 16 options available.

The postholder will use their knowledge and experience as a teacher(QTS) and experience of working with EHE team and EHE families to produce assessment documentation for the EHE team and practice guidance to promote best practice when visiting/engaging with families to ensure they have an accurate understanding of EHE and dfe guidance about an EHE curriculum and can determine that a parent is providing suitable education that promotes progress that is matched to their child's ability.

The post holder is responsible ultimately for ensuring the safeguarding of children within EHE cohort. This means that they may need to escalate cases where safeguarding concerns are raised with appropriate colleagues and partners in admissions, social care.

Elective Home Education (EHE) Lead, - Key Behaviours, Skills and Technical Requirements

Our Manchester Behaviours

- We are proud and passionate about Manchester
- We take time to listen and understand
- We 'own it' and we're not afraid to try new things
- We work together and trust each other
- We show that we value our differences and treat people fairly

General Skills

Communication skills

- Speaks fluently, expresses opinions, information and key points of an argument clearly, makes presentations and undertakes public speaking with skill and confidence.
- Writes convincingly and clearly, succinctly and correctly, avoids the unnecessary use of jargon or complicated language; writes in a well structured and logical way and structures information to meet the needs and understanding of the intended audience.

- **Analytical Skills** Ability to absorb, understand and quickly assimilate complex information and concepts and compare information from a number of different sources.

Ability to take a large quantity of data from a number of different and sometimes conflicting sources and analyse into trends / results.

- **Planning and Organising** Excellent prioritisation skills, evidenced by targets setting for self and others to meet demanding timescales.
- **Problem Solving and Decision Making** Continually performs at high levels of achievement, demonstrating tenacity, energy and commitment to achieve desired results.
- **Strategic Thinking** Skills to identify good practice and areas for improvement in strategy and communicate these to colleagues and key stakeholders
- **People Management** Ability to lead, manage and motivate staff to high levels of performance in order to achieve change and maximise staff potential and contribution to the achievement of identified aims and objectives. Can also lead and plan the work of the team which deals with more diverse issues.

Technical Requirements (Role Specific)

- Willing to consent to and apply for an Enhanced DBS (Disclosure and Barring Service) check
- The post holder is required to have QTS (Qualified Teacher Status)