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| Service and job specific context statement | |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion |
| **Post title:** | Exclusion Officer |
| **Grade:** | L |
| **Responsible to:** | Lead for SEMH |
| **Staff managed:** | None |
| **Date of issue:** | August 19 |
| **Job family:** | **E - Education/School** |

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| Job context |
| The exclusions officer is the lead professional providing advice and challenge to head teachers, school staff, governors and colleagues in relation to the statutory framework for exclusions and in year fair access. If required they also provide advice on the legal process to parents of a child who has been excluded.  The exclusions officer represents the local authority at Governors Discipline Hearings, Independent Review Panels and courts in line with The School Discipline (Pupil Exclusions and reviews) (England) Regulations 2012, and Fair Access Panels to ensure that the local authority is discharging its statutory duties in relation to exclusions and In Year Fair Access.   * This role forms part of the Inclusive Education Service. * This role involves spoken communications so a confident use of English language is required. * The Post holder will require an enhanced DBS. |

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| **Structure** |

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| Job Description |

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| Job purpose | To be responsible for ensuring that all permanent exclusions are re-admitted to either school or alternative provision and to monitor exclusion procedures in schools, ensuring compliance with national legislation and the Local Authority’s policies and procedures. |
| Operational management | * Provide advice and guidance to schools and academies regarding regulatory frameworks and their associated responsibilities, or signpost to relevant officer * Ability to understand and apply legislation, regulations, procedures in relation to exclusion and in year fair access. * To support schools and parents through the process of exclusion, fixed term and permanent. * Ensure the Local Authority effectively implements its statutory duties in relation to excluded children and children educated outside school. * To represent the local authority at all permanent exclusion Disciplinary Committee meetings (where applicable) to ensure that the meetings are conducted appropriately and procedures outlined in the statutory guidance are adhered to. * To represent the Local Authority at Independent Review Panel hearings in line with their statutory duties. * To advise the Disciplinary Committee of the Local Authority’s view on the appropriateness of the exclusion, and challenge as necessary. * To suggest alternative strategies if appropriate including the pupil’s requirements in relation to the Special Educational Needs Code of practice, directing to appropriate teams within the Inclusive Education Service if appropriate. * Be responsible for ensuring that all permanently excluded pupils are re-admitted to school or alternative provision in line with the Local Authority’s statutory duties relating to 6th day provision and or in year fair access. * Plan, organise, administer and facilitate meetings and ensure appropriate agenda management and follow up. * Complete the Local Authority’s Statement of Case prior to Disciplinary Hearings. |
| Communications | * Establish positive relationships with key partners ensuring a climate which encourages professional dialogue and values all contributions. * Use of communication methods to demonstrate an appropriate and effective choice of channels, style, language and content to meet the needs of the target audience. * Use feedback from service users, internal customers and knowledge of best practice to improve processes and systems * Provide Schools and governing bodies with clear, unambiguous, evaluative oral and written feedback/guidance in relation to exclusion and in year fair access. * Ensure confidentiality in line with the Local Authority’s policies and protocol. |
| Partnership / corporate working | * Provide comprehensive information, advice and guidance to other council departments, schools, academies and colleges, partners, service users and the general public. This includes advice and guidance in relation to compliance with regulations, frameworks and processes e.g. statutory guidance for school attendance or school exclusions and in year fair access. * Establish and maintain stakeholder relationships with a wide variety of stakeholders including managers, educational establishments and other partners, parents/carers and children/young people effectively engaging, supporting and influencing. * Have a commitment to integrated working which will involve good interagency working that requires positive relationships with partner services, agencies and organisations both within CYPS and externally. |
| Resource management | * Engage in the process of self-review and performance management |
| Systems and information | * Use of ICT including MS Office (Outlook, Word, Excel), databases (interrogation and operation) and the Internet. * Develop systems and procedures in relation to exclusions. * Collate information from a wide range of partners, stakeholders and internal sources, interpreting data in order that detailed reports can be compiled. * Make decisions in relation to how information is collected, collated, analysed and presented within the scope of the role making recommendations where appropriate. * Follow appropriate service systems and protocols. |
| Strategic management | * Strategic oversight of exclusion data * Co-ordination of the Fair Access panels |
| Safeguarding | * Be responsible for promoting and safeguarding the welfare of children and young people. * Take appropriate and considered action in any circumstances where the safety and or welfare of children and young people may be at risk. |

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| Person Specification | |
| Essential upon appointment | **Desirable on appointment** |
| Knowledge   * Knowledge and understanding of inclusion principles and practice * Knowledge of statutory requirements, including requirements in respect of exclusion and in year fair access * Knowledge and understanding of LA responsibilities in relation to exclusion and in year fair access * Knowledge of the way schools operate | * Knowledge of relevant legislation; research documents |
| Experience   * Experience working in an educational, legislative or children services environment * Experience of implementing the Exclusion Statutory Guidance * Experience of administrating Fair Access Panels * Experience of multi-agency working | * Experience of Governor Disciplinary Hearings and Independent Appeals * Experience of working in a school environment |
| Occupational Skills   * Ability to assimilate new initiatives, technology and software and interpret information. * Self-organisation skills * Effective influencing and negotiating skills * Good interpersonal skills. * Customer-facing role requiring the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post |  |
| Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role   * Relevant degree or demonstrable equivalent experience |  |
| Other Requirements   * Ability to travel across the County * Ability to attend meetings outside of normal business hours |  |
| Behaviours | [Link](http://www.northyorks.gov.uk/article/23524/What-you-should-know-before-applying-for-a-job) |

NB – Assessment criteria for recruitment will be notified separately.  
Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.