

Job Description

Education Partnership Officer

Service:	Education Improvement	Team:	Education Improvement
Location:	Agile / district based		
Salary range:	SCP 35-40 £47,665 - £53,051	Grade:	Grade 10
Reports to:	Education Partnership Officer	Staff responsible for:	None

Job Purpose

To lead the operation of the Team Around the School and Setting (TASS) approach within allocated Locality Groups, convening schools, settings and partners to identify local priorities, understand root causes and develop collaborative responses that improve outcomes for children, young people and families.

To build mutually beneficial relationships across schools, early years settings, colleges, education, health, children's services, voluntary, community and faith sector organisations and other community partners, strengthening local networks of support and delivering the priorities of the Education Strategy.

To support the local delivery of the Experts at Hand model as part of the wider TASS and locality approach, providing a clear district route to advice, specialist expertise, support and appropriate pathways, and helping schools and settings access support earlier.

The post holder will facilitate access, coordination and partnership problem-solving. The role does not replace the professional responsibilities, statutory functions or case-management arrangements of specialist services.

Accountabilities/Responsibilities

- Lead and chair Locality Groups, SEND Clusters, bringing schools, settings and partners together to identify persistent issues, understand root causes, incorporate the perspectives of children and young people and agree collaborative plans, actions, outcomes and accountability.
- Use data, consultation and local partnership intelligence to identify levels of need, gaps in provision, barriers to access, emerging risks and the issues affecting vulnerable and disadvantaged children and young people, including attendance, exclusion, SEND, exploitation, safeguarding, mental health and other barriers to educational outcomes.
- Support partners to negotiate and implement shared responses to complex local issues, including agreeing responsibilities, resources, accountability and intended outcomes.
- Identify blockers and conditions that allow issues to persist and work with partners to remove barriers, clarify pathways, change the local landscape and develop sustainable, preventative or alternative solutions.
- Strengthen relationships with statutory, voluntary, community and faith sector organisations, ensuring community assets and local support are connected to schools and settings in a coordinated and equitable way.
- Act as a named district contact for the Experts at Hand local front door, providing schools and settings with a clear and responsive route to advice, support and signposting.
- Receive and clarify requests from schools and settings, identify the nature and level of support required and connect them with the most appropriate education, health, SEND, children's services, community or specialist expertise.
- Support effective triage and onward referral within agreed pathways, roles and thresholds, escalating complex, urgent or unresolved matters where appropriate.
- Maintain an up-to-date understanding of universal, targeted and specialist support available to schools and settings, including local, countywide, community and commissioned provision.
- Build effective working relationships with specialist services and partners so schools and settings can access expertise earlier and unnecessary duplication, delay or repeated referral is reduced.

- Promote the Experts at Hand offer and wider locality support to schools, settings and partners, ensuring clear communication about purpose, scope, access arrangements and relationships with existing services.
- Support schools and settings to strengthen inclusive practice through early advice, partnership problem-solving, access to specialist expertise, local resources and appropriate professional development.
- Gather feedback from schools, settings and partners about their experience of Experts at Hand and wider locality arrangements and use this to identify gaps, barriers and opportunities for service improvement.
- Record and monitor requests, actions, pathways and outcomes in accordance with agreed service arrangements, information governance requirements and data protection standards.
- Monitor demand, recurring needs, unmet need, access difficulties and emerging themes, providing timely locality intelligence, reports and recommendations to the Lead Education Partnership Officer, Lancashire Education Partnership Board and other relevant strategic groups.
- Work with senior advisers, school clusters, wider services, communities and partners to develop practical solutions and provide updates to strategic boards, councillors and partner service leads.
- Identify and connect partner priorities with education improvement objectives and the delivery of the Education Strategy.
- Identify and agree appropriate EPO representation at county and district meetings, influencing partnership agendas and acting as a communication conduit between services, schools, settings and communities.
- Contribute to the development, testing, implementation and continuous improvement of district-based Experts at Hand arrangements, reflecting local need while supporting consistency with the countywide model.
- Plan and deliver briefings, training and development activity relating to partnership working, locality priorities, inclusion and access to support.
- Contribute to funding bids and support the appropriate allocation, use and monitoring of resources or funding within agreed governance arrangements.
- Maintain current knowledge of national, regional and local policy developments relating to education, SEND, inclusion, attendance, safeguarding, vulnerability and place-based working and assess their implications for locality partnership activity.
- Support effective collaboration between council departments and external partners, maintaining strong, positive and enduring relationships between schools, settings and their communities of support.
- Work flexibly across Locality Group areas according to demand and capacity, including occasional evening or weekend work and countywide travel.
- Undertake other duties appropriate to the grade and purpose of the post.

Performance indicators

- Delivery of agreed locality and TASS outputs, milestones and collaborative plans.
- Quality and sustainability of partner relationships, including engagement with schools, settings, statutory services and VCFS partners.
- Evidence that local intelligence, gaps and recurring needs inform district and countywide priorities.
- Effective and consistent local operation of the Experts at Hand route, with schools and settings receiving timely and appropriate responses.
- Quality and appropriateness of advice, signposting, triage and escalation.
- Positive feedback from schools, settings and partners on the accessibility and usefulness of locality support.
- Accurate and timely recording and reporting of demand, pathways, actions, outcomes and use of resources.

Other

- **Equal Opportunities:** We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.
- **Health and safety:** All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

- **Customer Focused:** We put our customers' needs and expectations at the heart of all that we do. We expect all employees to understand those needs and expectations so that we can provide high-quality, appropriate services at all times.
- **Safeguarding Commitment:** We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Our Values

We expect all our employees to demonstrate and promote our values:

- **Supportive**
We are supportive of our customers and colleagues, recognising their contributions and making the best of their strengths to enable our communities to flourish.
- **Innovative**
We deliver the best services we possibly can, always looking for creative ways to do things better, putting the customer at the heart of our thinking, and being ambitious and focused on how we can deliver the best services now and in the future.
- **Respectful**
We treat colleagues, customers and partners with respect, listening to their views, empathising and valuing their diverse needs and perspectives, to be fair, open and honest in all that we do.
- **Collaborative**
We listen to, engage with, learn from and work with colleagues, partners and customers to help achieve the best outcomes for everyone.

Person Specification Education Partnership Officer

All the following requirements are essential unless otherwise indicated by *

Your ability to meet the job requirements will initially be assessed by the information provided on your application but further assessment will be undertaken at interview and, in some cases, by using other types of assessment(s).

Qualifications
Qualified professional or relevant degree, or substantial vocational experience at a demonstrably professional level. A relevant Level 3 or higher professional qualification.*
Experience
Experience of coordinating complex operations, functions or partnership activity and delivering against agreed plans, targets and priorities. Experience of working within an education, SEND, inclusion, early help or related children's services environment. Experience of effective multi-agency and partnership working across a wide range of statutory, education and VCFS stakeholders. Experience of chairing or leading collaborative forums and supporting partners to agree shared actions, responsibilities and outcomes. Experience of supporting the operational delivery of a front door, triage, advice, signposting or multi-agency support model. Experience of working with and supporting children, young people and families, including vulnerable and disadvantaged groups. Experience of analysing information, identifying root causes, gaps or recurring themes and using evidence and feedback to improve delivery. Experience of planning and delivering briefings, training or development activity. Experience of contributing to funding bids or supporting the appropriate use, monitoring or coordination of resources within agreed arrangements.*
Essential knowledge, skills & abilities
Strong analytical, evaluative and problem-solving skills, with the ability to identify root causes and develop practical collaborative responses. Detailed knowledge of partnership and place-based working and its contribution to education improvement, inclusion and earlier intervention. Knowledge of SEND and inclusion pathways and the respective responsibilities of education, health, social care and other partners. Ability to understand and apply agreed pathways, roles, thresholds and escalation arrangements and recognise when specialist or statutory intervention is required. Ability to navigate complex service systems and explain available support clearly to schools, settings and partners. Ability to build and sustain effective professional networks, negotiate shared responses and positively influence internal and external stakeholders. Excellent listening, communication and interpersonal skills, including the ability to manage conflicting views and sensitive matters appropriately. Ability to organise and prioritise a varied workload, respond to emerging issues and work effectively across localities.

Ability to gather, record and interpret demand, feedback and outcome information and communicate strategic implications clearly.

Understanding of school and setting responsibilities for ordinarily available and inclusive provision and the importance of earlier intervention without duplicating specialist services.

Knowledge of issues and barriers affecting children and young people's access to, engagement with and outcomes from education.

Knowledge of child and young people's development, including emotional, behavioural, social and medical needs and relevant support strategies.

Good understanding of corporate and service strategies, objectives and relevant council policies.

Project and change-management skills, including contributing to service design, testing and continuous improvement.

Excellent digital and ICT skills and the ability to maintain accurate records and handle sensitive information appropriately.

Other essential requirements

Commitment to equality and diversity.

Commitment to health and safety.

Display the LCC values and behaviours at all times and actively promote them in others.

Commitment to safeguarding and child protection.

This is an essential car user post. You will be required to provide a car for use in connection with the duties of this post and must be insured for business use. In certain circumstances consideration may be given to applicants who, as a consequence of a disability, are unable to drive.