

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Title</b><br>Fair Access and Children Missing<br>Education Practitioner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Department</b> <i>CFCS</i><br><i>Education Learning and Skills, Access and Partnership,</i><br>Fair Access Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Post Ref.</b> |
| <b>Job Purpose</b> <ul style="list-style-type: none"> <li>• To be responsible for recording and supporting fair Access admissions processes, children missing education, pupils missing education and elective home education by maintaining and analysing accurate data and information, following statutory processes as necessary.</li> <li>• To ensure that the data prepared and provided to senior officers is accurate and current thus ensuring that the annual DfE School Adjudicator Report is underpinned by accurate school capacity information through the effective monitoring and analysis of vulnerable pupil admissions.</li> <li>• To contribute to the analysis of the demand on 'In Year' school places across Nottinghamshire to ensure that NCC discharges its statutory responsibility to provide a sufficiency of school places.</li> </ul>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |
| <b>Key Responsibilities</b> <ol style="list-style-type: none"> <li>1. To ensure that all data relating to fair access, children missing education, pupils missing education and elective home education are maintained and reported accurately to officers to ensure that statutory reporting is completed accurately and according to timelines, using expert knowledge of current regulations.</li> <li>2. To prepare information to be shared with locality fair access panels and school behaviour and attendance partnerships in order to secure school places and identify needs and safeguarding risks.</li> <li>3. To scrutinise and evaluate the information about vulnerable pupils to ensure that the information provided is accurate and up-to-date in order to inform effective decision making, some of which has significant financial implications.</li> </ol> | <b>Key Accountabilities</b> <ol style="list-style-type: none"> <li>1. To maintain accurate data and information relating to fair access, children missing from education, pupils missing from education, and elective home education.</li> <li>2. To be accountable for the accuracy of work undertaken and information provided in relation to fair access, children missing from education, pupils missing from education, and elective home education.</li> <li>3. To maintain accurate specialist information in relation to fair access, children missing from education, pupils missing from education, and elective home education.</li> <li>4. To develop and maintain expert knowledge in relation to school admissions, fair access, children missing from education, pupils missing from education, and elective home education.</li> <li>5. To produce accurate data and information for Senior Officers, schools and alternative education providers to</li> </ol> |                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>4. To contribute to the processes associated with statutory and non-statutory consultations relating to changes in school organisation and governance, including significant changes to size and capacity resulting from the provision of additional pupil places, ensuring that the County Council does not become subject to financial and legal challenge, or suffer significant delays in capital projects due to the due process not being followed.</li> <li>5. To collate and analyse data, in relation to children missing education and pupils missing education to provide current and accurate information to the CME Board.</li> <li>6. To supply the chronologies, COOS data and other information from Capita and Mosaic to ensure that officers access the most accurate collated information when writing reports, including statutory reports, answering enquiries and/or making decisions – applying specialist knowledge to identify potential risks and take the initiative to alert senior officers of those risks.</li> <li>7. To liaise, monitor and follow up with schools their data returns in relation to children on part time or alternative education provision and to actively challenge schools when children do not appear to be in receipt of an appropriate education.</li> <li>8. To actively maintain an in-depth, up-to-date expert working knowledge and expertise in the statutory regulations in relation to school capacities, school admissions, fair access, children missing education, pupils missing education and elective home education to ensure that team managers and the group manager are appropriately supported to plan effectively.</li> <li>9. To liaise with schools and other NCC departments to ensure that vulnerable pupils are appropriately supported.</li> <li>10. To work independently and as part of a small flexible team in liaison with other officers in handling enquiries, from parents of children in need of a school place, those at risk of becoming children missing education and those who are considering/ have opted to deliver elective home education.</li> </ol> | <p>enable them to take informed strategic and operational decisions in relation to vulnerable pupils.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

**The post holder will perform any duty or task that is appropriate for the role described**

***Person Specification***

***Education and Knowledge***

1. GCSE or equivalent in English and mathematics.
2. Strong literacy, communication and numeracy skills.
3. Management or business qualification to NVQ Level 3 or equivalent.
4. Expertise in the use of Microsoft Office packages to an advanced level (Excel, Word, Access etc.).
5. Knowledge and understanding of relevant legislation and guidance related to school sites and the planning of extensions and building of schools.

***Experience***

1. Experience of working successfully within a regulatory environment to interpret and apply legislation to practical issues.
2. Experience of successfully collating, analysing and producing written composite reports to inform officer decisions.
3. Experience of managing conflicting demands on time and other resources.

***Personal skills and general competencies***

1. A high level of personal drive and commitment to excellent customer care and the ability to set an example for other staff
2. Strong interpersonal skills to gain the agreement and acceptance of others including colleagues, senior managers and customers.
3. Ability to make decisions and solve problems to meet operational targets, involving devising solutions and prioritising the resources available
4. Ability to meet agreed objectives and delivery targets by the effective use of resources.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 4. Experience of responding to customer/client contact which is often of a challenging or difficult nature.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <div data-bbox="197 180 456 215"><b><i>Role Dimensions</i></b></div> <div data-bbox="136 252 2145 438"> <div data-bbox="136 252 2145 363"> 5. To maintain accurate information, knowledge and expertise in relation to school capacities, amalgamations, school expansion, the building of new schools, <b>Children Missing Education and Fair Access</b> to inform officers and support Member decision making in relation to discharging the county council's responsibility for admissions and place planning </div> <div data-bbox="136 363 2145 399"> 6. No financial role </div> <div data-bbox="136 399 2145 438"> 7. No directly reporting staff </div> </div> <div data-bbox="1697 438 2145 472"><i>Please attach a structure chart</i></div> |  |

Date