



# Role Profile

## 16+ TRANSITION WORKER

|               |           |                   |            |
|---------------|-----------|-------------------|------------|
| Reference No. | I357.01   | Type              | Individual |
| Service       | Education |                   |            |
| Job Family    |           | Anticipated Grade | FC6        |

### Purpose

To escort and supervise children and young people with additional support needs to and from schools and other educational establishments.

The transition at the end of compulsory education into new learning opportunities is very important for young people. Fife has developed a school and post school strategy for ensuring all young people, and in particular, vulnerable young people, have a suitable offer of post 16 learning. It is based on three interconnected processes:

- Identification of intended destination
- Provision of advice and support in order to achieve this destination
- Provision of learning opportunities appropriate to learner

Key workers have a major role in the achievement of Fife Council's priority of reducing economic inactivity among young people. They will do this by working with young people, both in a school and post school context, who face a broad range of barriers to progression into employment, further education or training or who are at risk of disengaging. The key worker will therefore support the implementation of pre and post 16 transition processes and activities in their identified schools. Typically the above will involve managing an agreed caseload of disengaged and excluded young people.

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Please note that some of the key worker caseload will include young people known to the Youth Justice Service i.e. likely to be young offenders.

| <b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:  | <b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility  | <b>E</b>                            | <b>D</b>                   |
|--|--|-------------------------------------|----------------------------|
| <ul style="list-style-type: none"> <li>Supporting the identification and referral of young people likely to benefit from additional support in the time of transition.</li> <li>Supporting and contributing to the assessment processes of young peoples' needs and abilities.</li> <li>Contributing as appropriate to strategies to establish initial engagement with a young person.</li> <li>Maintaining regular contact with clients to identify ongoing needs and to draw up and review flexible action plans.</li> <li>Accompanying clients to interviews and helping them to get established in training placements. Meeting them at a range of venues and transporting them when appropriate while promoting and supporting lone travel skills.</li> <li>Participating in the transition review process including contributing as required to school 16+ Learning Choices Team.</li> <li>Coordinating young person's involvement in an Activity Agreement programme, including monitoring of progress, advice and support in relation to EMA where relevant, and liaison with programme staff.</li> <li>Assisting where possible, other relevant professionals to identify and develop suitable first step post school provision, including Activity Agreement programmes.</li> <li>Advocating, where appropriate, on behalf of a young person to other agencies and organisations.</li> </ul> | <p>You will be expected to demonstrate extensive knowledge and good experience in working with statutory and other support agencies and young people at risk of disengaging.</p> <p>Ability to take a solution based focus to challenging behaviour</p> <p>Appropriate qualification e.g. HND or equivalent experience in Careers Guidance, Community Development, Training or Education.</p> <p>Degree or equivalent experience in Careers Guidance, Community Development, Training or Education</p> <p>Developed networking and negotiation skills.</p> <p>Demonstrated ability to self-motivate and prioritise own work load.</p> <p>Experience of recording client data on electronic systems.</p> <p>Knowledge and understanding of legislative framework (ASL Act) for young people who require additional support to progress into a positive post-school setting.</p> <p>Current driving licence and use of own car for business purposes</p> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> | <p>D</p> <p>D</p> <p>D</p> |

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|--|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Liaising with employers, schools, colleges, training providers, the voluntary sector, Social Work, SDS and other outside agencies to increase awareness of the needs, abilities and aspirations of the young person.</li> <li>• Maintaining contact with the young person for an agreed period beyond their school leaving date</li> <li>• Making a judgement about when appropriate to cease support</li> <li>• Providing ongoing mentoring support to sustain placements in education, training or employment.</li> <li>• Contributing to any Scottish Government, Fife Council monitoring, evaluation and dissemination activity.</li> <li>• Contributing to reports and statistical information as required.</li> <li>• Managing and monitoring an agreed caseload of young people</li> <li>• Entering and maintaining up to date records on relevant database in relation to caseload</li> </ul> <p><b><u>Work Complexity (includes decision making and creativity)</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing requirement to prioritise within competing work pressures.</li> <li>• Good level of understanding of developing policies and processes relating to e.g. 16+ Learning Choices, the Senior Phase of the Curriculum for Excellence, Getting it Right for Every Child, Community Planning, Community Learning..</li> <li>• Need to understand the aims and objectives of the various partners and the constraints under which they operate.</li> <li>• Decide on the level of contact necessary to maintain an effective operational working with a diverse range of partners.</li> <li>• Devise, in conjunction with colleagues, learning experiences and activities to suit individual needs of very disengaged young people.</li> <li>• Implementing exit strategies when support is about to be withdrawn.</li> </ul> |   |  |   |   |
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Undertaking all other duties as required for the role. Duties will be in line with the grade.

**Additional tasks or responsibilities** – this is a generic role, however this particular job may also require you to undertake the following:

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## Job Title of Specialist tasks

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| <p>The jobholder may be required to perform duties, appropriate to the job, other than those given in the job profile. The particular duties and responsibilities attached to a job may vary from time to time without changing the overall purpose of the job and would not, therefore, justify reconsidering the grade of the job. Such variations would be reflected in an updated job profile.</p> <p>You will be required to demonstrate excellent communication skills – one-to-one and possibly group activity work will be a part of this role</p> |  |  |  |
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## Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required

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|--|--|---|--|-------------------------------|
| Type of Protection of Vulnerable Groups (PVG) or other Disclosure check (choose only one). | PVG Children <input checked="" type="checkbox"/> | PVG Protected Adults <input type="checkbox"/> | PVG Both <input type="checkbox"/>            | None <input type="checkbox"/> |
|  | Basic Disclosure <input type="checkbox"/>        | Standard Disclosure <input type="checkbox"/>  | Enhanced Disclosure <input type="checkbox"/> |                               |

### Additional Information – the following information is available:

- Skills Framework (if applicable)
- **How** we work matters

### Expected Behaviours – It is essential that you display the following behaviours as they are expected of all our employees:

- Take Ownership
- Focus on Customers
- Work Together
- Embrace Technology & Information
- Deliver Results