

KS4 & SEND Advisory Officer

Reports to:	KS4 & SEND Advisory Officer		
Department:	Children & Young People and Community Development (CYPCD)	Grade:	PO2
DBS Status:	Enhanced	Politically restricted:	No

Job Purpose:

To lead on the educational support and oversight of the Key Stage 4 cohort, promoting attendance, progress, attainment and educational stability. To provide specialist oversight and advice for children and young people with SEND, including those with EHCPs and in specialist or out-of-borough provision. To ensure PEPs, EHCP provision and educational interventions are appropriately coordinated and ambitious; working collaboratively with schools, carers, social workers and other professionals to remove barriers and improve outcomes.

This is an 8-month temporary/secondment position commencing in December 2026, with the possibility of an extension for up to a further 6 months, subject to service need, funding and review.

Values

Collaborate proactively.
Lead inclusively.
Embrace change.
Be bold and curious.
Celebrate and share our success.

Job specific roles and responsibilities

Key Stage 4 Advisory Responsibilities

1. Have Virtual School lead advisory responsibility for the Key Stage 4 cohort of children looked after by Brent Council, maintaining oversight of their educational progress, engagement and stability.
2. Monitor and analyse attendance, attainment, progress, suspensions/exclusions and educational placement, identifying pupils at risk of underachievement or disengagement and ensuring timely and appropriate intervention.
3. Champion high-quality Personal Education Plans (PEPs), working with schools and designated teachers to ensure that targets are ambitious, measurable and focused on improving educational outcomes.
4. Monitor predicted and actual GCSE and equivalent attainment, identifying and coordinating appropriate tuition, interventions, curriculum pathways and other support, and providing professional advice and challenge where necessary.
5. Work proactively with schools, social workers, carers and other professionals to prevent suspension, permanent exclusion and unnecessary school moves, and to secure suitable education, interim provision and reintegration arrangements where required.

6. Attend and contribute to PEPs, statutory reviews and relevant multi-agency meetings, advocating for the educational needs and aspirations of Key Stage 4 pupils.
7. Lead on Year 11 transition planning, working with post-16 colleagues and partners to support successful progression into education, employment or training, while using cohort data to identify priorities and inform reporting on Key Stage 4 outcomes.

SEND Responsibilities

8. Have Virtual School lead responsibility for an identified cohort of children and young people with SEND, including those with EHCPs and those placed outside the borough.
9. Monitor attendance, attainment, progress, exclusions and educational provision for the identified SEND cohort, identifying barriers to learning and ensuring appropriate and timely intervention.
10. Work with social workers, schools and other professionals to secure suitable educational provision for children and young people with SEND, including appropriate interim education or tuition for those who are out of school or unable to access their existing provision.
11. Provide specialist SEND advice and support, identifying appropriate interventions and resources and liaising with relevant education, health and social care professionals to ensure identified needs are addressed.
12. Monitor the timeliness and quality of EHCP annual reviews, including for children placed outside Brent, providing appropriate professional challenge and escalating concerns where necessary.
13. Undertake targeted visits and contribute to the quality assurance of specialist, independent and out-of-borough educational provision, ensuring that provision is suitable, effective and responsive to the needs of children and young people.
14. Analyse SEND cohort data and emerging themes to inform service development, reporting and the identification of training needs, and contribute to targeted training and guidance for Virtual School colleagues, social workers, designated teachers, carers and other professionals.

General Responsibilities

15. Maintain accurate and up-to-date case records and contribute to the development and review of relevant Virtual School guidance and practice.

Safeguarding is everyone's responsibility and all employees are required to act in such a way that at all times safeguards the health and well-being of children and vulnerable adults.

Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection, Health and Safety and Emergency Planning & Awareness policies and procedures.

Employees should embed environmental sustainability into their work, actively contributing to Brent becoming a carbon-neutral borough in 2030.

Undertake any other duties commensurate with the general level of responsibility of this post.

Essential Requirements (key skills & qualifications)

Knowledge and Qualifications

1. Knowledge of the SEND Code of Practice and other relevant education and SEND legislation.
2. Knowledge and understanding of the educational needs of children looked after and the role of the Virtual School.
3. Good understanding of Personal Education Plans (PEPs), EHCPs and the relationship between effective educational planning and improved outcomes.
4. Knowledge of the Key Stage 4 curriculum, GCSE and equivalent qualifications, attainment and progress measures.
5. Understanding of the barriers that can affect attendance, attainment, educational stability and post-16 progression for vulnerable young people.
6. Sound working knowledge of safeguarding issues, policies, procedures and managing risk.
7. Understanding of issues affecting transitions and adolescence, including transition into post-16 education, employment or training.
8. Good knowledge of services and resources for children, young people and families, particularly those with a SEND focus.
9. Experience and knowledge of working within diverse communities; degree-level qualification or equivalent professional qualification, together with substantial management experience within an Education Welfare, School Attendance, Inclusion or related statutory education service.
10. Evidence of significant and sustained Continuing Professional Development, demonstrating a commitment to maintaining specialist expertise across education, safeguarding, attendance, inclusion and leadership.
11. Extensive knowledge of legislation, statutory guidance and national policy relating to school attendance, Children Missing Education, Elective Home Education, child employment, safeguarding, legal interventions and wider educational inclusion, together with an understanding of the strategic responsibilities of a local authority.
12. Sound understanding of public sector governance, performance management, quality assurance, financial management and service improvement within a complex local authority environment.

Experience

13. Significant experience of working with vulnerable children and young people in education, SEND, social care or a related service.
14. Experience of working with children and young people at Key Stage 4 and supporting improved attendance, engagement, progress and attainment.
15. Experience of working with children and young people with SEND and their families/carers in a statutory or voluntary agency.
16. Experience of working with schools and/or colleges, designated teachers, SENCOs and multi-agency partners.
17. Experience of contributing to PEPs, EHCP annual reviews or other multi-agency educational planning and review processes.
18. Experience of supporting children and young people who have struggled in education, including those affected by SEND, poor attendance, exclusion, placement instability or other significant barriers.
19. Experience of identifying, coordinating and reviewing educational interventions and support.
20. Experience of partnership working and providing appropriate professional challenge to improve outcomes for children and young people.

21. Experience of analysing cohort and individual pupil information to identify risk, monitor progress and inform intervention.
22. Experience of supporting transition planning, particularly at Year 11 and into post-16 education, employment or training.

Skills and Abilities

23. Ability to analyse data for identified cohorts and individual pupils and recommend strategies to improve educational outcomes.
24. Ability to manage a complex caseload, prioritise competing work demands and meet deadlines relating to casework, projects and reporting.
25. Ability to engage effectively with children and young people and ensure that their views and aspirations inform educational planning.
26. Ability to work collaboratively as part of a team while exercising professional judgement and working independently when required.
27. Ability to engage with a wide range of professionals, providing constructive challenge where appropriate in the best interests of children and young people.
28. Excellent interpersonal skills and the ability to build constructive relationships with children, carers, schools and professionals in difficult or complex circumstances.
29. Ability to communicate clearly in writing and verbally, including preparing reports, assessments and professional advice and maintaining accurate case records.
30. Ability to develop, implement and review SMART action plans and interventions tailored to individual educational needs.
31. Ability to maintain high expectations and promote aspiration for children and young people, including those with SEND or experiencing significant barriers to education.

Overall Headcount 0

Within reason these key deliverables may evolve to meet service need and it is expected that the postholder will be flexible and adaptable in their delivery to meet both service and council wide needs