

Job Description

Directorate:		Education	
Service Area & Section:		Vulnerable Learners, Elective Home education Team	
Unit Manager:		Debra Treharne	
Post Title:		Elective Home Education ALNCO (Additional Learning Needs Coordinator)	
Job Family & Role Profile:			
Post No:	ED.73501	Grade	Current T&Cs + ALN 1

Summary of Role	
Reporting to:	Elective Home Education Co-ordinator
Purpose of the Post:	<ul style="list-style-type: none"> • To apply Welsh Government statutory guidance in monitoring and supporting families who have elected to home educate their child, particularly those learners with ALN. • To understand and implement ALNET and the Welsh Government's published Guidance on Elective Home Education (Oct 2023) • To ensure that the best possible outcomes for EHE learners and their families and are achieved throughout the LA with particular regard to the Education Act (1996), ALNET and the Elective Home Education guidance (Oct 2023) • To provide knowledge and interpretation of Welsh Government Elective Home Education guidance, through Regional Working and City and County of Swansea guidance and procedures; for parents, carers, schools, Social workers and education staff. • To develop the process of Person Centred Reviews and the IDPs and monitor their implementation • To assist the local authority in its responsibility for monitoring and ensuring that those learners being electively home educated are receiving a 'suitable' and 'efficient' education which is meeting their individual needs, including any additional learning needs. • To establish and build on effective, relationships with families who elect to educate their children at home, that both understands and is sympathetic to their individual needs. • To make arrangements to visit and provide guidance for all parents and carers who have elected to educate their children at home. • To write reports based on your visits providing parents/carers with a copy. • To build positive relationships with Elective Home Educating families and the EHE communities.

	<ul style="list-style-type: none"> • To liaise on a regular basis with already established groups of home educators and assist in the development of new groups where necessary. • To support the EHE Team and ALNIT in ensuring that all families who have elected to home educate their children are offered at least an annual visit. • To liaise with Lead Officer for EHE, schools and other Local Authority services where appropriate to support the return of EHE learners to schools should they wish to return to mainstream education or to signpost/refer to other services. • To collate and submit WG data returns. • To contribute to National WG EHE meetings
<p>The post holder is responsible for the following:</p>	<ul style="list-style-type: none"> • Managing a caseload by preparing for home visits, securing information about the child and family and ensuring that visits to children and families are prioritised. • Arranging and organising Person Centred Reviews of IDPs and ensuring all relevant stakeholders are involved in those reviews. • Leading person centred IDP review meetings to ensure parents are providing a package of education that is meeting their child's additional learning needs and their child is making progress. • Following PCRs/home visits, write reports and share these with EHE Co-ordinator and parents/carers. • Monitoring and evaluating learners' responses and progress against the objectives of the IDP and ALP. • Developing and maintain effective methods of communication with EHE Team, ALNIT, schools, learners, parents and external agencies. • Undertaking home visits to families who have elected to home educate to ascertain what education is being delivered and that learners have appropriate social contact with their peers. • Supporting the EHE Team in the development and review of EHE guidance and assist in implementing strategies to raise engagement with EHE communities. • Providing support to ensure families undertake Elective Home Education responsibilities in regard to the IDP. • Ensuring that parents/carers are aware of their rights and responsibilities as home educators. • Providing support to families to highlight where there are resources that may benefit the learner and provide links to supportive networks. • Supporting the EHE Team in respect of children who are known to the area but not registered in school, and advising on appropriate education which should be provided to meet the objectives of the IDP. • Running and participating in information drop-in sessions for parents/carers already electively home educating or are considering home educating. • Working in liaison with colleagues in Health and Social Care to ensure that parents/carers have access to information normally disseminated via schools and colleges. • Assisting the local authority in its responsibility for ensuring that a suitable and efficient education is being provided by the families that we are aware of following the Education Act 1996.

- Co-ordinating and liaising with other LA agencies, such as EP, ALNIT, EOTAS, and Early Help Hub, .
- Liaising with schools to ensure parents are making informed choices when parents express their intent to EHE their child with ALN.

Pupil welfare, safeguarding and child protection.

- Assisting the local authority in its corporate responsibility for the welfare of learners in accordance with the Children's Act 1989.
- Linking with schools to address potential wellbeing when notified of EHE.
- Safeguarding learners by assisting the EHE Officers in making appropriate Child Protection Referrals where required, participate in multi-agency meetings including case conferences and core groups where necessary.
- Assisting in tracing the whereabouts of missing children and notifying others as appropriate.
- Ensuring that parents, where appropriate, are aware of local authority entitlements and assistance.
- Ensuring a co-ordinated and consistent approach to referral, recording, reporting and case closing systems for those children with ALN.
- Attending meetings with other agencies and contribute to multi-agency initiatives in relation to EHE learners and families.
- Contributing to early help and prevention / intervention strategies to address welfare and wellbeing concerns.
- Understanding, following, and implementing Swansea Council Child Protection procedures.
- Undertaking Elective Home Education monitoring visits

Support for legal processes

- Advising parents/carers of their responsibilities in relation to the Education Act 1996.
- Working with a high level of accuracy and within the requirements of relevant legislation and specific deadlines.
- Fully participating in team meetings, regular support sessions in-service training and be fully committed to own personal development.
- Contributing to the wider work of the Department by attendance at appropriate departmental meeting and involvement in any working groups which are required.
- Informing EHE families of any projects, programmes or study support by other organisations that may be able to provide support and assistance on a range of activities for children being educated at home.
- Assisting with the completion of statistical returns both internally within the Council and for external purposes such as Welsh Government.
- Supporting Lead Officer in the analysis of EHE data to identify complex themes and trends.

Child Employment

- Promoting legislation relating to child employment with local employers and families.

	<p>General Duties</p> <ul style="list-style-type: none"> • Keeping up to date with changes in relevant legislation and working practices. • Maintaining detailed and accurate records of casework. • Undertaking the Personal Health and Safety responsibilities within the HASAWA 1974. • Assisting from time to time with any other duties as may reasonably be required by the Director of Education or the Unit Manager or the Elective Home Education Co-ordinator.
<p>Job Working Circumstances</p> <p>The post holder will be:</p>	<ul style="list-style-type: none"> • Office based but will be required to travel to other locations both within and outside the boundary of the local authority. • Expected to have considerable engagement with a range of stakeholders including school senior leaders, parents, multi-agency partner organisation and Education Directorate staff. • Using a PC on a daily basis. • Expected to work in a flexible manner across tasks and locations across the Council. • Expected to deal with sensitive/emotive issues, challenging behaviour and difficult situations.

Person Specification

Directorate:		Education	
Service Area & Section:		Vulnerable Learners, Pupil Support Team	
Unit Manager:		Helen Howells	
Post Title:		Elective Home Education ALNCO	
Job Family & Role Profile:			
Post No:	ED.73501	Grade	Current terms and conditions +ALN 1

Role Criteria No.1	Education, Qualifications & Training
Essential	Qualified to degree level, currently employed as an ALNCO or relevant experience in ALN.
Desirable	Commitment to professional development
Evidence	All certificates to be provided at interview for validation.
Role Criteria No.2	Skills /Technical / Professional Competence
Essential	<ul style="list-style-type: none"> • Working knowledge of Elective Home Education Process • Working knowledge of the education system, ALNET and legislation relative to school attendance and child protection. • Understanding of national, regional and local policies in relation to ALN and education • ICT competence and ability to work with relevant software packages e.g. SIMS • To keep up to date with IT developments as may become necessary in order to carry out duties expected in the role. • A good understanding of the education system, and families electively educating at home.
Desirable	<ul style="list-style-type: none"> • Ability to communicate in the medium of Welsh
Evidence	At interview, then in post
Role Criteria No.3	Experience
Essential	<ul style="list-style-type: none"> • Experience of working within a team and using effective communication strategies to implement effective practice • Experience of working in a multi agency context. • Experience of working with other teams across the council, particularly ALNU and the EPS, and of building proactive links to support families and young people • Experience of managing difficult situations and diffusing conflict. • Experience of working in ALN in education settings. • Experience of working with EHE families
Desirable	
Evidence	At interview, then in post

Role Criteria No.4	Competencies & Abilities
Essential	<ul style="list-style-type: none"> • Communication skills: Ability to communicate effectively across a range of stakeholders including school staff, headteachers, parents and partner agencies. • Ability to work in a multi-agency context • Creative and analytical skills: Provide creative solutions to problems and initiate efficient ways of working whilst working within the remit of policy and legislation. • Planning and organising: self manage a timetable and case loads commitment ensuring deadlines are met and policies are followed. • Ability to work within policy: ability to work within the remit of local, national and regional policies • People skills : Ability to exert positive influence over the others, inspiring trust and fostering confidence ability to achieve high standards. Diffusing difficult situations and seeking positive resolutions
Desirable	Knowledge of relevant elective home education guidance.
Evidence	At interview, then in post
Role Criteria No.5	Commitment to Equal Opportunities
Essential	<p>Candidates will demonstrate that all activities are undertaken in accordance with the Equalities Act 2010 and Swansea Council's Equal Opportunities Policy and Procedures.</p> <p>All employees and managers must be aware of the Equality Act so that it is considered in their work, where relevant, to ensure compliance with legislation.</p>
Desirable	
Evidence	At interview, then in post
Role Criteria No.6	Current Driving Licence
Essential	<p>Use of own car:</p> <p>Should the post holder have a disability and/or be unable to drive, then they may seek alternative means of transport/assistance, which must be an effective and cost effective method of travelling</p>
Desirable	
Evidence	Evidence the post holder is appropriately insured for business purposes to be provided annually
Role Criteria No. 7	Compulsory Requirements for Introducing Change and New Ways of Working
Essential	<ol style="list-style-type: none"> 1. Demonstrate commitment to the Council's new ways of working, providing a positive and supportive environment that initiates and enables innovative and sustainable working practices that deliver high quality services for our citizens. 2. Embrace change through actively and flexibly participating in and adapting to new ways of working with our citizens, as agreed through formal consultation with Trades Unions and HR Policies and procedures
Desirable	
Evidence	At interview, then in post
Role Criteria No. 8	Other Requirement
Essential	Use of TEAMS for business
Desirable	
Evidence	At interview, then in post

Health Surveillance and Monitoring:	This post will require the post holder to take part in health surveillance and monitoring procedures.
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Safeguarding:	The Authority in line with the Corporate Safeguarding Policy is committed to safeguarding and promoting the welfare of children, young people and adults and expects all staff and volunteers to share this commitment. The Authority expects all staff to undertake and keep up to date with mandatory safeguarding training for the both the protection of children and adults.
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Welsh Language

The Authority is committed to delivering an equally high quality service in Welsh and English and will support staff in providing this.

Assessment of Posts

All posts have to be assessed in respect of the Welsh Language requirements. The evidence of which has to be retained and available for (a) audit trail and (b) inclusion in annual report figures.

Requirements for this post (See attached Welsh Language Skills Assessment)
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Understanding	Level: 1	Speaking	Level: 1
Reading	Level: 1	Writing	Level: 1

Based on the above, requirement for this post is as follows:			
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Essential		Desirable	✓
To be learned		Not required	

Disclosure and Barring Service (DBS):	This post requires the postholder to have the level of DBS disclosure as indicated below:		
	Standard DBS Disclosure Application	Enhanced DBS Disclosure Application	No DBS Disclosure Application
		✓	

Review/ Right to vary:	This Person Specification is as currently applies and will be reviewed regularly according to the Employee Performance Management Review Policy and the Performance Development Review and Appraisal process. The Job and Person Specification may be subject to other Variance within the remit of the Role Profile.
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Sign off			
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Line Manager:	D Treharne	Date:	10/07/24
Post Holder:		Date:	

Welsh Language Skills Framework

Level 0			
No Welsh language requirement identified for the post – but all recruits should be aware of the corporate requirements of the Welsh language standards and completion of the Welsh language awareness course is advised.			
Understanding	Speaking	Reading	Writing
➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified
Level 1			
Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. Where someone lives; what they like doing. Can pass on a simple message or make a straightforward request, e.g. via e-mail.			
Understanding	Speaking	Reading	Writing
➤ Can understand simple personal information details; e.g. where someone lives, his/her name, who the person wishes to see	<ul style="list-style-type: none"> ➤ Can pronounce place names and personal names correctly. ➤ Can greet individuals face to face or over the telephone ➤ Can open and close a conversation or open and close a meeting. 	➤ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms	<ul style="list-style-type: none"> ➤ Can open and close an e-mail or letter ➤ Can write personal names, place names, job titles ➤ Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called.
Level 2			
Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; simple plan for the future. Can write and read messages in letters or e-mails describing familiar issues and written in short sentences.			
Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> ➤ Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel in general ➤ Can understand when people ask you do something 	<ul style="list-style-type: none"> ➤ Can communicate simple information or ask common questions, e.g. to acquire information from an individual ➤ Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh ➤ Can hold a short conversation with an individual or exchange 	➤ Can read short message and certain letters or e-mails, e.g. Those which make a request or ask you to pass on a message	<ul style="list-style-type: none"> ➤ Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting ➤ Can write a short letter or e-mail to arrange an appointment

	<p>relatively straightforward information</p> <ul style="list-style-type: none"> ➤ Can contribute to a meeting, but need to revert to English for specialist terms. 		
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Level 3

Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.

Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> ➤ Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar. ➤ Can understand a discussion at a meeting if the subject is familiar. ➤ Can understand individuals and colleagues in a familiar situation or in everyday conversation. 	<ul style="list-style-type: none"> ➤ Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical. ➤ Can hold a conversation with an individual or exchanging relatively straightforward information. ➤ Can contribute to a meeting but need to revert to English for specialist terms. ➤ Can adapt the style of language to suit the audience. 	<ul style="list-style-type: none"> ➤ Can understand most e-mail messages or letters concerning day to day work. ➤ Can guess the meaning of a word based on context if the subject is familiar. ➤ Can read a simple, straightforward article in a newspaper or magazine types of written material. 	<ul style="list-style-type: none"> ➤ Can write a letter or e-mail to an individual, or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event. ➤ Can write relatively accurately when drafting a short information leaflet or information Welsh as required.

Level 4

Can usually follow most conversations or discussions, even on unfamiliar topics, unless the speaker has a strong or unfamiliar accent. Can talk confidently with fluent speakers about familiar subjects relating to work, and can express an opinion, take part in discussion, and talk extensively about general topics, e.g. In meetings or one-to-one situations with individuals. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of a dictionary and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately.

Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> ➤ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar. 	<ul style="list-style-type: none"> ➤ Can contribute effectively to internal and external meetings in a work context. 	<ul style="list-style-type: none"> ➤ Can read most correspondence and scan long texts to find details. 	<ul style="list-style-type: none"> ➤ Can produce correspondence of all types, short reports, documents and literature with support of an editor or electronic aid.

<ul style="list-style-type: none"> ➤ Can understand differences in register and dialect. 	<ul style="list-style-type: none"> ➤ Can converse comfortably with individuals and exchange information as required. ➤ Can argue for and against a specific case. ➤ Can chair meetings and answer questions from the chair confidently. 	<ul style="list-style-type: none"> ➤ Can understand most newspaper articles and reports with the aid of a dictionary. ➤ Can understand novels and other texts, unless written in a very formal or colloquial form. 	
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Level 5

Can understand everything that is being said. Can talk extensively about complex issues, presenting difficult information and can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a coherent way. Can express themselves spontaneously, fluently and in details, adapting the language to suit the audience.

Understanding	Speaking	Reading	Writing
<ul style="list-style-type: none"> ➤ Can follow all conversations and discussions with individuals or colleagues. ➤ Can understand the ambiguity and nuance of language. 	<ul style="list-style-type: none"> ➤ Can express yourself fully in detail, even when discussing complex issues. ➤ Can adapt the style and register of your language to suit the audience. 	<ul style="list-style-type: none"> ➤ Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally. ➤ Can read long texts to find relevant details and can understand most types of written material. 	<ul style="list-style-type: none"> ➤ Can write reports in a clear style appropriate to the reader with the support of electronic language aids. ➤ Can write formal or informal Welsh as required. ➤ Can write a range of documents accurately and with confidence.

Disclosure and Barring Service (DBS) Disclosure Checks

The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involve children or vulnerable adults.

The DBS can issue 5 levels of Disclosure Certificates, depending on the position applied for, namely Standard, Enhanced, Enhanced with ISA check (children), Enhanced with ISA check (adults) and Enhanced with ISA check (children and adults)

Prospective applicants should be aware that before any offer of appointment is confirmed the successful candidate will be required to complete an online application form for the appropriate level of disclosure. Proof of the successful candidate's identity will also be required in the form of the following: Passport, Driving Licence, Birth Certificate and Utility Bills.

The Authority actively promotes equality of opportunity for all existing employees and prospective applicants. Candidates are selected on the basis of skill, qualifications and experience, and their match against the Person Specification. A criminal record will not necessarily bar applicants from working with the Authority. It will depend on the nature of the position and the circumstances and background of the offence.

The Authority has a written Policy on the Recruitment of Ex-offenders, which complies with the DBS Code of Practice, and undertakes to treat all applicants fairly.

The following information is available from the Employee Services Helpdesk, Room 323, The Guildhall, SWANSEA SA1 4PE; Telephone 01792 636098, email employee.serviceshelpdesk@swansea.gov.uk.

- DBS's Code of Practice;
- Authority's Policy on the Security of Confidential Disclosure information;
- Information on the Rehabilitation of Offenders Act 1974

Further information about the Disclosure Scheme is available at www.homeoffice.gov.uk/agencies-public-bodies/dbs/.



Corporate Plan

Delivering a successful and sustainable Swansea

Our ambitions and commitments to residents – our well-being objectives

We have prioritised six well-being objectives. These are:

- **Safeguarding** people from harm – so that our citizens are free from harm and exploitation.
- Improving **Education & Skills** – so that everyone in Swansea gains the skills and qualifications they need to succeed in life.
- Transforming our **Economy & Infrastructure** – so that Swansea has a thriving mixed use City Centre and a local economy that will support the prosperity of our citizens.
- **Tackling Poverty** – so that every person in Swansea can achieve his or her potential.
- Maintaining and enhancing Swansea's **Natural Resources and Biodiversity** – so that we maintain and enhance biodiversity, reduce our carbon footprint, improve our knowledge and understanding of our natural environment and benefit health and well-being.
- **Transformation & Future Council** development – so that we and the services that we provide are sustainable and fit for the future.

Our Values

Our plans will be built on three clear values which will guide the way that we work, how we develop as an organisation and our decision making through the years ahead.

➤ **People Focus**

We will focus on community needs and outcomes and on improving the lives of the people who live and work in Swansea. We will also

respect, value and support our employees and demonstrate the highest standards of integrity.

➤ **Working Together**

We will promote a whole partnership approach, working across services to maximise resources and knowledge and joining forces with others outside the Council to ensure we prioritise our resources and get the best for our communities.

➤ **Innovation**

We will promote and support a culture of innovation. We will think and work differently to improve our ability to deliver and to meet the financial, demographic and societal challenges we face. We will share learning across the Council, as part of our Innovation Programme