

**LONDON BOROUGH OF LEWISHAM**  
**JOB DESCRIPTION**

Designation:	Education support lead	Grade:	PO4
Reports to:	AHT Virtual School	Department:	Education
Directorate:	CYP	Contract type:	Secondment or Fixed-Term (salary aligned with current grade if seconded)

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**Main purpose of the job**

The Education Support Lead will lead the development and delivery of targeted education strategies to improve outcomes for vulnerable learners across Lewisham schools. Working in close partnership with schools and children's social care, the postholder will act as a key point of contact for schools, offering expert guidance and coordination for students with potential vulnerabilities. The role will support the implementation of early intervention approaches, promote inclusive and relational practices, and contribute to the operational rollout of borough-wide training initiatives. A central aspect of the role includes shaping the Pathfinder education offer to all Lewisham schools and ensuring that current research, policy developments, and trauma-informed principles are embedded in local strategy and practice.

**The following responsibilities and person duties:**

- 1) **Collaborate with Schools and Agencies**
  - Establish and maintain strong partnerships with schools (DSLs), social care teams (social workers), and external agencies to ensure coordinated and holistic support for children and young people.
  - Facilitate multi-agency meetings and joint planning sessions to align interventions and share best practice.
- 2) **Multiagency Strategic Engagement**
  - Work with schools to map existing support across a range of Lewisham services.
  - Identify gaps in provision and contribute to strategic planning to enhance service delivery and accessibility.
- 3) **Expert Guidance for School Staff**
  - Provide specialist advice and consultancy to school leadership and staff to strengthen inclusive practices and provision for vulnerable learners.
  - Deliver training and resources to build staff capacity in supporting pupils with complex needs.
- 4) **Families First Education Offer Development**
  - Support the development of the Families First education offer across all Lewisham schools.

- Ensure the offer is inclusive, evidence-informed, and responsive to local needs and priorities.
- 5) **Early Intervention Strategy Support**
    - Assist schools in developing and embedding early intervention strategies aimed at supporting vulnerable students and improve education outcomes.
    - Promote proactive approaches that reduce escalation and improve long-term outcomes.
  - 6) **Promotion of Inclusive Practice**
    - Champion inclusive education and foster joined-up working across agencies to improve educational outcomes for all learners.
    - Monitor and evaluate the impact of inclusive strategies and recommend improvements.
  - 7) **Team Collaboration and Strategy Co-Development**
    - Collaborate with a small team including the Education Lead and Educational Psychologist to share expertise and co-develop consistent support strategies.
    - Participate in reflective practice and joint problem-solving to enhance service delivery.
  - 8) **Relationally Safe Schools Training**
    - Support the rollout and implementation of Relationally Safe Schools training across Lewisham schools.
    - Ensure training is accessible, consistent, and aligned with trauma-informed and relational approaches.
  - 9) **Research and Policy Integration**
    - Stay abreast of current research, policy developments, and best practice in education, particularly relational approaches.
    - Apply insights to strengthen local strategy and improve school-based support systems.
  - 10) **Support to the Virtual School Headteacher**
    - Provide additional support to the Virtual School Headteacher as required, contributing to strategic initiatives and operational priorities.

## **Person specification Note to Candidates**

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for this post.

Those categories marked 'S' will be used especially for the purpose of shortlisting.

Please ensure that Equality and Diversity issues are addressed specifically in relation to the role for which you are applying when addressing the requirements of this person specification where appropriate.

If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please address this in your application. If you meet all the other criteria, you will be shortlisted and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

<b>Equality &amp; Diversity</b>	
Awareness of and a commitment to Equality of Access and Opportunity in a diverse community	<b>S</b>
Understanding of how equality and diversity relates to this post	<b>S</b>
<b>Knowledge – Demonstrable knowledge of:</b>	
Excellent understanding of current education policy.	<b>S</b>
Understanding of issues affecting quality in educational provision including curriculum, assessment, Equal Opportunities, Race Relations, Disability, Human Rights, Special Educational Needs, Child Protection Procedures	<b>S</b>
Commitment to the implementation of the <i>Every Child Matters</i> Agenda and impact on CLA/CIN/CP cohorts and whole school communities	<b>S</b>
Know all the possible barriers to education for children with potential vulnerabilities	
<b>Aptitude</b>	
Ability to plan, organise and prioritise to meet deadlines	
An ability to use Information technology	
Able to work independently, creatively and flexibly to solve complex problems	
To support, coach, motivate and direct colleagues and partners through effective practice and proactive leadership; to implement and lead on change	
<b>Skills</b>	

Problem solving – identify causes, make objective and informed judgements with sufficient emotional resilience	
Self-management – take ownership of issues, taking a professional and disciplined approach	
Excellent communicator and ability to work in partnership with children and families and carers and other agencies	
Ability to produce clear reports and correspondence for a wide readership and to a high standard	S
Good ICT skills, including familiarity with monitoring and tracking systems, report writing and presentations.	
Provide expert advice and guidance to schools about how to best support potentially vulnerable students	
<b>Experience</b>	
Experience of working in an environment where inclusion and adding value are priorities	
Experience of working in the education sector	S
Experience as a school Designated Safeguarding Lead or equivalent	
Experience of collaborative, multi-agency working across social care, education and wider agencies and services	
Experience of transferring learning/knowledge to others	
Using recording and monitoring systems	
Influencing and shaping a service with consideration for the long-term impact strategic education interventions can have on schools	
<b>General Education</b>	
Good general education with good standard of literacy and numeracy	
Demonstrate continuous professional development	
Evidence of using relevant evidence-based practice	
<b>Personal Qualities</b>	

Able to work under pressure and to meet deadlines	
Flexible approach	
Excellent interpersonal skills able to develop and maintain productive relationships	<b>S</b>

**DBS Disclosure Required**

**Basic**

☐

**Standard**

☐

**Enhanced**

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