

LONDON BOROUGH OF LEWISHAM

JOB DESCRIPTION

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| Designation: | Education, Training & Employment (ETE) Worker | Grade: P02 | |
| Reports to (Designation): | Participation Manager | Grade: | P04 |
| Directorate: | CYPS | Department: | Integrated Adolescent Service/Education |

Main Purpose of the job:

The post holder will act as a link between Education, the Youth Justice Service and wider Integrated Adolescent Service.

To support children and young people involved in the youth justice system to access and sustain education, training, and employment opportunities. The role aims to reduce offending by promoting positive engagement in learning and skills development, improving life chances, and supporting reintegration into the community.

In addition, the post holder will attend a range of multi-agency panels and meetings focused on education outcomes for children and young people, representing the Youth Justice Service and advocating for appropriate provision and support.

The post holder will uphold anti-racist principles in all aspects of their work, ensuring that services are delivered in a way that actively challenges discrimination and promotes equity for children and young people from all backgrounds.

Summary of Responsibilities and Personal Duties:

Assessment and Planning

Undertake ETE assessments for children/young people subject to statutory youth justice interventions.

Develop tailored ETE action plans aligned with individual needs, aspirations, and risk management plans.

Work collaboratively with practitioners, schools, colleges, training providers, and employers.

Direct Support to Children/Young People

Manage a caseload of children/young people subject to youth justice interventions, ensuring timely assessments, action plans, and progress reviews.

Provide one-to-one support to overcome barriers to education, training, and employment.

Motivate and engage children/young people who may be NEET (Not in Education, Employment, or Training).

Support with practical steps such as CV writing, job applications, interview preparation, and enrolment processes.

Panel Attendance and Advocacy

Attend a range of multi-agency panels and meetings related to educational outcomes for children and young people.

Represent the Youth Justice Service perspective and advocate for appropriate educational provision and support.

Share relevant ETE progress updates and contribute to decision-making that improves outcomes.

Partnership Working

Liaise with education providers, apprenticeship schemes, training organisations, and local employers.

Advocate for young people to ensure access to appropriate provision, including alternative education where necessary.

Work closely with social care, health, and voluntary sector partners to address holistic needs.

Collaborate with Speech and Language Therapy (SALT) and Special Educational Needs and Disabilities (SEND) colleagues to ensure young people receive appropriate support for communication and learning needs.

Work collaboratively with the Virtual School to support the education of children in care and those with complex needs, ensuring continuity and quality of provision.

Monitoring and Reporting

Track progress against ETE targets and maintain accurate records on case management systems.

Provide regular updates and contribute to performance reports for the Youth Justice Service.

Ensure compliance with statutory guidance and local policies.

Safeguarding, Inclusion and Anti-Racist Practice

Promote safeguarding and well-being in all interactions.

Embed anti-racist practice in all aspects of work, challenging discrimination and advocating for equity.

Ensure inclusive approaches that respect cultural diversity and address systemic barriers to education, training, and employment.

Contribute to risk assessments and management plans for young people involved in offending.

General Terms

Ensure that all duties and responsibilities are discharged in accordance with the council's policies and procedures, Code of Conduct and relevant regulations and legislation.

To comply with the council's equal opportunities and diversity policies ensuring anti-discriminatory practice within the service area.

To maintain personal and professional development to meet the changing demands of the job and participate in appropriate training/development activities including the council's performance, development and review scheme.

Ensure that all duties and responsibilities are discharged in accordance with the council's policies and procedures, Code of Conduct and relevant regulations and legislation.

To undertake additional duties that may arise from time to time commensurate with the grade of the post.

This job description is a guide to the level and range of responsibilities you will be expected to undertake. It may be changed from time to time to reflect changing circumstances and demands. As directed, you will undertake additional duties and responsibilities that may arise from time to time commensurate with the grade of the post.

Internal Contacts: These include Family Help & Care, Education.

External Contacts: This will include CAMHS, NHS colleagues, Police, Probation, Courts.

To carry out the duties of the post with due regard to the Council's relevant policies, codes and procedures.

To carry out duties with due regard to the Council's values and behaviours

All employees are required to participate in Appraisal and Performance Management processes and to undertake appropriate training and development, including mandatory induction training, identified to enhance their work.

Undertake other duties, commensurate with the grade, as may reasonably be required.

Consideration will be given to restructuring the duties of this post for a disabled postholder.

THIS JOB DESCRIPTION MAY NEED TO BE AMENDED BY THE DIRECTORATE TO MEET THE CHANGING NEEDS OF THE SERVICE.

PERSON SPECIFICATION

Job Title: Education, Training & Employment Worker

Grade: P02

Department: Integrated Adolescent Service/Education Directorate

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.

| Equality & Diversity | |
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| Demonstrates understanding of and commitment to promoting equality, diversity, and inclusion in all aspects of service delivery. | S1 |
| Ability to challenge discrimination and advocate for fair access to education, training, and employment opportunities. | |
| Recognises the barriers faced by children/young people from diverse backgrounds, including those with SEND, language needs, and socio-economic disadvantage. | |
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| Knowledge | |
| Youth Justice legislation and statutory guidance (e.g., Crime and Disorder Act 1998, Youth Justice Board Standards). | S2 |
| Education law, including the Education Act and statutory duties around attendance, exclusions, and alternative provision | S3 |
| SEND Code of Practice and understanding of reasonable adjustments for children/young people with additional needs. | |
| Safeguarding frameworks (Children Act 1989 & 2004, Working Together to Safeguard Children). | S4 |
| Understanding of education, training, and employment pathways for young people aged 10–18. | |
| Knowledge of safeguarding principles and statutory responsibilities within youth justice. | |
| Awareness of SEND and communication needs, and the role of SALT in supporting young people. | |
| Familiarity with multi-agency working and local education panels/processes. | |
| Understanding of the role and statutory responsibilities of the Virtual School in promoting the education of looked-after children and care leavers. | |
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| Aptitude & Skills | |
| Strong engagement and motivational skills to work with reluctant or hard-to-reach children/young people. | |
| Excellent communication skills, including the ability to adapt language for children/young people with speech, language, or learning needs. | |

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| Ability to develop tailored action plans and monitor progress effectively. | |
| Competent in using IT systems for case recording and reporting. | |
| Skilled in partnership working and advocacy across education, health, and social care sectors. | |
| Ability to organise and prioritise caseload effectively, balancing competing demands and deadlines. | |
| Experience | |
| Experience of working with children/young people facing barriers to education, training, or employment. | S5 |
| Experience of multi-agency collaboration, including attendance at panels or meetings to improve education outcomes. | S6 |
| Experience of supporting children/young people with SEND or communication needs, ideally in partnership with SALT professionals. | |
| Experience of delivering practical support such as CV writing, job applications, and interview preparation. | |
| Experience of holding and managing a caseload of children/young people with complex needs, ensuring compliance with statutory requirements and service standards. | S7 |
| Experience of working with Virtual School teams or similar education support services to improve outcomes for vulnerable learners. | |
| General Education | |
| Level 4 or higher qualification in careers guidance, education, or SEND-related discipline. | S8 |
| Demonstrates a proactive approach to maintaining and developing professional knowledge and skills through ongoing training, reflective practice, and engagement with current legislation and best practice guidance. | S9 |
| Personal Qualities | |
| Resilient and adaptable in challenging situations. | |
| Empathetic and non-judgmental approach to working with children/young people. | |
| Committed to promoting positive outcomes and reducing offending. | S10 |
| Organised, solution-focused, and able to work under pressure. | |
| Strong commitment to safeguarding and professional boundaries. | |
| Circumstances | |
| Ability to work flexible hours, including evenings. | |
| Ability to travel within and outside the borough. | |
| Enhanced DBS clearance required. | |
| Physical | |
| Generally candidates must meet the standard Lewisham requirements for the post | |

DBS Disclosure Required **Basic** **Standard** **Enhanced**