| Role Structure | Role Details |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | HC06 |
| Location: | Youth Employment Hub 57 to 59 Blueschool Street |
| Responsible to: | Youth Employment Hub Co-ordinator |

# Job Description

# Job Role: Early Help Data Officer

**Service Education, Skills and learning**

## Main purpose of the role

## To carry out Herefordshire Council’s statutory duty to collate, track and monitor information on the education, employment or training destinations of young people in years 12 and 13 and up to the age of 25 for those young people with an Education, Health and Care plan. By working closely with internal and external partners across Herefordshire this post will support an integrated approach, to identify young people in need of support to engage in education, employment with training and training.

## The post holder will be a member of the Youth Employment Hub team and help play a central role in the effective delivery of Herefordshire’s new Youth Employment Hub. The Hub provides advice, guidance and support to all young people aged 16-24 to help them gain skills to access education, training and employment.

The role will maintain accurate records, on the Core + CCIS database Ensuring compliance with statutory requirements, local and national policy.

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * **To use a variety of communication methods to effectively contact young people to establish their EET status and identify those needing support and upload the information to the database accurately.** | * Daily |
| * **Contact education providers and other relevant services to confirm the education and training status of young people in years 12 and 13 and those with an education, health and care plan up to the age of 25.** | * Daily |
| * **To liaise with other professionals working with young people who are NEET or whose status is not known to direct support and upload information to the database.** | * Daily |
| * **To identify young people who are Not in Education, Employment and/or Training (NEET) or at risk of NEET and report this so that services can be offered to them.** | * Daily |
| * **To minimise the number of young people in years 12 and 13, whose activity is not known. Liaise with internal departments and external agencies to obtain data and undertaking database searches and cross-referencing of data to track and trace their participation.** | * Daily |
| * **To establish the September Guarantee status of 16/17 year olds residing in Herefordshire and upload accurate information to the database.** | * Yearly |
| * **To contact the schools, colleges and other providers to facilitate timely sharing of information, including maintaining up to date contact details.** | * Weekly |
| * **Keep accurate and up to date records of young people’s participation in EET or NEET and upload data to our database in accordance with data protection guidelines and Department for Education reporting cycles.** | * Daily |
| * **To extract, collect, collate, prepare and present numerical**   **and other data to assist managers with effective performance management, quality assurance and benchmarking.** | * Monthly |
| * **To interpret data requirements, validate data, investigate and report anomalies and ensure a rigorous audit trail of measured data.** | * Yearly |
| * **To support the preparations for, and delivery of, external inspections.** | * As and when necessary |
| * **To contribute fully and proactively to the development and delivery of the Education, Skills and Learning Service plan.** | * Yearly |
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**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | |
| * A level/Level 3 qualification including GCSE Maths and English | Essential | A, |
| * Microsoft Office packages, including significant expertise in MS Word, Excel, PowerPoint, Access and Outlook | Essential | A, I |
| **Experience & Knowledge** | | |
| * Proven experience in data management, tracking and analysis. | Essential | A, I |
| * Experience of developing, operating and maintaining databases. | Essential | A, I |
| * Ability to use standard Microsoft and client record management systems and other office packages to keep clear, written and electronic records and provide monitoring information. | Essential | A.I |
| * Familiarity with issues and challenges faced by young people who are NEET. | Desirable | A, I |
| * Knowledge of legislation and practice in relation to children and young people's participation in education, employment and training. | Desirable | A.I |
| * Proven experience of working effectively with a range of different stakeholders including schools, colleges, young people and parents/ carers. | Essential | A, I |
| * To have a clear understanding of safeguarding and protecting young people from risk and harm. | Essential | A,I |
| **Skills and Abilities** | | |
| * Ability to query and analyse complex data sets with attention to detail and present data in a user-friendly way. | Essential | A,I |
| * Strong communication skills, both written and verbal, and the ability to develop positive, professional and sustainable relationships with all stakeholders, including young people. | Essential | A, I |
| * Good self-organisational skills and the ability to manage multiple tasks and deadlines efficiently. | Essential | A, I |
| * Ability to work effectively independently and collaboratively in a team environment. | Essential | A, I |
| * Discretion and integrity in handling sensitive information. | Essential | 1. I |

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council’s THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. ​They help us to achieve our Council Plan vision “do our best for Herefordshire” acting as our DNA and the “way that we do things around here”. We expect all colleagues to act as a role model by living our values and setting an example for others. ​Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust -** Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty -** Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility -** Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity -** Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value -** Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy -** Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.