Job Profile

Reference Number	01331
Role Title	Refugee Education Officer
Grade	SO1
Directorate	Children's Services
Service Area	Education Access Team
Reports to	Senior Education Access Officer (Refugees & Asylum)

Role Purpose

- Facilitate timely and equitable access to suitable education for children and young people from refugee and asylum-seeking backgrounds through effective liaison with families, schools and statutory and voluntary partners.
- Identify and help overcome barriers to participation and achievement, particularly language, disrupted education and additional needs, promoting safe and successful entry into education.
- Advise schools and partners on the education needs of newly arrived children and families, promoting inclusive practice and awareness of barriers associated with displacement and disrupted education.

Duties, Responsibilities and Accountabilities

- Advocate for children and young people from refugee and asylum-seeking backgrounds to secure timely access to appropriate education.
- Liaise with school admissions, schools, colleges, families and partner agencies to progress applications and resolve access barriers.
- Manage an allocated caseload, prioritising referrals by assessed need and vulnerability, with timely assessment, intervention, review and appropriate closure.
- Provide newly arrived families with clear information and guidance on education and relevant local support services, using interpreters where appropriate.
- Identify barriers including English language, attendance, travel, disrupted learning and family circumstances; arrange practical support or refer appropriately.
- Provide proportionate follow-up after a school place is offered to identify difficulties with starting, attending or settling into education.
- Support transitions, including access to appropriate post-16 education, ESOL, training and other learning pathways through information, liaison and referral.
- Identify SEND, health, early help and other complex needs, and liaise with specialist services within professional boundaries.
- Recognise safeguarding and child-protection concerns, record and escalate promptly in accordance with council procedures.
- Demonstrate awareness and understanding of how trauma and displacement may affect children and families; communicate sensitively and refer concerns to appropriate specialist services in line with established procedures.
- Maintain accurate, timely and confidential assessments, case notes, actions and outcomes on MRI and other approved council systems, including Civica where applicable.
- Work autonomously within agreed procedures, provide updates and case information to the line manager, and contribute to case reviews

and service reporting.

• Provide schools and education settings with advice, resources and relevant awareness-raising or training on supporting newly arrived pupils.

• Work collaboratively with statutory and voluntary agencies, sharing information lawfully and making proportionate onward referrals.

• Follow council policies on data protection, health and safety, lone working, equality and safeguarding; contribute to team learning and service improvement.

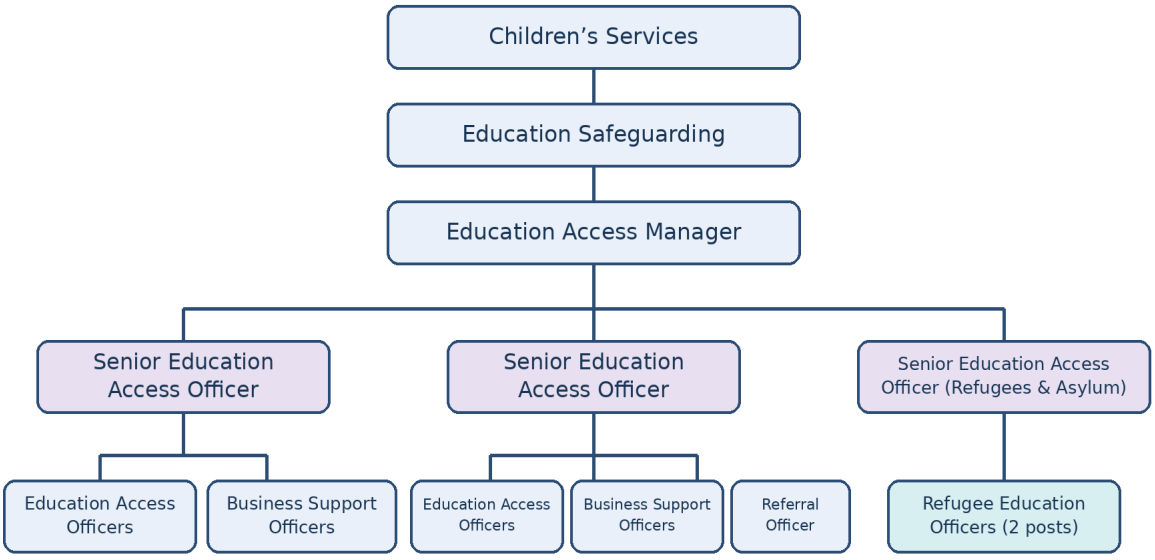
Dimensions of Role

• Individual practitioner post with an allocated caseload across the Bradford district; no direct line-management or delegated budget responsibility.

• Works with children and families, schools, admissions, post-16 providers, health, SEND, safeguarding and other relevant agencies.

• May provide advice or informal support to colleagues, students and trainees; activity and caseload levels depend on service demand.

Team Structure



Role-based structure • Individual names intentionally omitted

The Refugee Education Officer posts report to the Senior Education Access Officer (Refugees and Asylum Seekers). The diagram shows positions rather than individual postholders.

Knowledge / Skills / Experience required

• Knowledge of barriers experienced by refugee and asylum-seeking families and of the UK education system, admissions, attendance, SEND and relevant safeguarding procedures.

• Experience of supporting children, young people and families in an education or related community, youth or family-support setting.

- Ability to build trust, listen to pupil and family views, communicate sensitively and fluently in spoken English, and explain options clearly.
- Experience of recognising safeguarding concerns, understanding professional boundaries and making appropriate referrals.
- Ability to organise and prioritise a varied caseload, assess needs, maintain accurate records and handle sensitive information lawfully.
- Competence with council IT and case-management systems (training in MRI and local systems can be provided); ability to interpret and present information.
- Understanding of anti-discriminatory practice, cultural differences, the potential impact of trauma, safe lone working and effective multi-agency collaboration.
- Experience supporting transitions between education settings or services is relevant; knowledge of post-16 pathways is advantageous.
- Recognised Level 4 NVQ/GNVQ or equivalent qualification in Education, Youth, Community or Social Work.
- Access to a usable car is essential for undertaking the duties of this post, subject to reasonable adjustments where applicable.
- Enhanced Disclosure and Barring Service (DBS) check required.

Key benchmarked competencies, traits and motives required to successfully deliver the role. These will support recruitment, succession planning, development and performance management		**Essential**
Health and Safety	Uses knowledge of Health, Safety policies, procedures and regulations including risks in own area of work	X
IT Packages	Uses a range of complex IT packages relating to area of work	X
Service Improvement	Ability to adopt a process of continual improvement and suggest ways of working more efficient and effectively to improve service delivery	X
Continued professional Improvement	Carries out a variety of working practices, applies complex regulations, rules, procedures and processes across a technical /specialist area	X
Communication	Knows and understands how to use, interpret, handle and communicate, often complex and detailed information, and relay it to service users/stakeholders in writing and/or over the telephone / face to face.	X
Numeracy & Literacy	Demonstrates a high level of numeracy, literacy and accuracy across a range of activities	X
Relevant Professional Qualification	Recognised Level 4 NVQ/GNVQ or equivalent in Education, Youth, Community or Social Work.	X
Carries out performance management	Covers the employees' capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard.	X
Communicates Effectively	Covers a range of spoken and written communication skills required as a regular feature of the job. This includes exchanging information/building relationships, giving advice and guidance,	X

	counselling, negotiating and persuading and handling private, confidential and sensitive information.	
Carries Out Effective Decision Making	Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. This includes planning and organising, self-effectiveness and any requirements to quality check work.	X
Undertakes Structured Problem-Solving Activity	Covers a full range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. This includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships.	X
Operates with Dignity and Respect	Covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.	X
Practices Appropriate Leadership	Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self-interest for the sake of the team or service. They consider serving the District in all that they do.	
Operates with Strategic Awareness	Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.	
Delivering Successful Performance	Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District's vision & work to achieve Council's values & agreed outcomes.	
Applying Project and Programme Management	Our manager's work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning	
Developing High Performing People and Teams	Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council's values and goals.	

Applicants with disabilities are only required to meet the essential key benchmarked competencies (clearly marked)

Completed by:	Ransome Oginni	**Date:**	27 October 2026
Quality checked:	Pay and Reward Team	**Date:**	3 November 2026