

# Role Profile

## Part A - Grade & Structure Information

<b>Job Family Code</b>	<b>7PCS</b>	<b>Role Title</b>	<b>Language and Communication Support Worker</b>
<b>Grade</b>	PS7	<b>Reports to (role title)</b>	<b>Speech and Language Therapy Clinical Lead</b>
<b>JE Band</b>	228-268	<b>Directorate / School</b>	<b>Children, Schools and Families</b>
<b>Date Role Profile was created</b>	<b>May-26</b>	<b>Service / Department</b>	<b>Enhanced Language and Communication Initiative</b>
<b>Agile</b>	<b>Community</b>	<u>DBS Requirement</u>	<b>Enhanced with Adults and Children</b>

## Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

<b>Role Purpose</b> including key outputs	<p>To assess the adult communication and regulation supports in Reception classes using a SCERTS® Model.</p> <p>To support schools to implement whole-class evidence-based approaches to create a communication friendly and inclusive classroom through collaboration with classroom staff.</p> <p>To coach school staff in identifying the barriers to inclusion in their classroom, modelling communication and emotion regulation strategies, and providing information, signposting, and advice.</p> <p>To problem solve with the class team around meeting children's needs with support from the ELCi Support Co-ordinator and the speech and language clinical lead and senior educational psychologist supporting the programme.</p> <p>To contribute to project work and evaluation data.</p>
<b>Work Context</b>	<p>The post holder will work within a team of communication support workers, an ELCi Support Co-ordinator, speech and language therapy clinical lead and senior educational psychologist.</p> <p>The post holder will be required to travel, although allocated schools will be within a defined geographical area.</p> <p>The post holder will receive regular support from the programme team in the planning of the working week but will work with a high level of autonomy.</p> <p>The post holder will receive regular 1:1 supervision as well as group and team support to develop skills needed for the post.</p>
<b>Line management responsibility</b> if applicable	none
<b>Budget responsibility</b> if applicable	none
<b>Representative Accountabilities</b> Typical accountabilities in roles at this level in this job family	<p><b>Risk Management</b></p> <ul style="list-style-type: none"> <li>Contribute to risk awareness in carrying out duties and raise issues where appropriate.</li> <li>Assess and manage risk associated with assigned cases/service delivery to ensure safeguarding of service users.</li> </ul> <p><b>Case Management</b></p> <ul style="list-style-type: none"> <li>Monitor, manage and deliver care plans in specified service area.</li> <li>Undertake case related reports and maintain records in accordance with procedural and legislative requirements.</li> </ul> <p><b>Planning &amp; Organising</b></p> <ul style="list-style-type: none"> <li>Initiate assessments, plan and carry out care management within procedural and regulatory framework. May plan the work of other staff.</li> <li>Assist in development and project work, and working with other staff to provide information and feedback.</li> </ul> <p><b>Finance/Resource Management</b></p> <ul style="list-style-type: none"> <li>Make recommendations for the provision of services in line with the budget determined according to assessment of needs.</li> </ul> <p><b>Work with others</b></p> <ul style="list-style-type: none"> <li>Liaise, communicate and work in partnership with other internal departments, partner organisations, agencies and/or contractors and engage with the community and volunteers.</li> </ul>

	<p>People Management</p> <ul style="list-style-type: none"> <li>• Contributes to the induction and training of new staff and the on-going development of more junior staff, and may coordinate and supervise the work of team assistants.</li> </ul> <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality &amp; Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety &amp; Welfare: To work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. adherence to safe working under the health and safety policy is required.</p>
<p><b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b></p>	<ul style="list-style-type: none"> <li>• Vocational Qualifications Level 3/4 or equivalent in relevant field with practical knowledge of service user group needs, or equivalent experience.</li> <li>• For some roles a relevant degree may be required.</li> <li>• Understanding of relevant legislation, processes and procedures and issues relating to the service user group.</li> <li>• Ability to show an understanding of the circumstances of people with more complex social care needs, to gather detailed and appropriate information and to reach a view about the likely source of assistance.</li> <li>• Able to plan, manage and prioritise a caseload and seek guidance where necessary.</li> <li>• Numerate and able to makes recommendations for the provision of services in line with the budget determined according to assessment of needs.</li> <li>• Competent in a range of IT tools including MS Office and database management systems.</li> <li>• Effective written and oral communication and interpersonal skills with the ability to build relationships with a range of stakeholders.</li> <li>• Problem solving skills or ability to undertake process or practice improvement with minimal supervision.</li> <li>• Ability to work effectively and flexibly as part of a team, and provide guidance and assistance to less experienced or more junior members of staff.</li> <li>• Experience of working with the user group and of staff supervision where appropriate.</li> <li>• Satisfactory DBS clearance might be required.</li> </ul>
<p><b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b></p>	<p>Significant experience in working with children or young people within a school setting with speech, language and communication needs.</p> <p>Experience and ability to train others through modelling. Knowledge of speech, language and communication difficulties and their impacts on learning, ability to carry out observations and some assessment.</p> <p>Willingness to undertake relevant training and implement learning. An enhanced DBS will be required. A car driver is essential as there will be a requirement to visit a number of schools independently.</p> <p>* Knowledge and/or experience of the SCERTS® Model is desirable</p>
<p><b>Role Summary</b></p>	<p>Roles at this level provide a practical front line support service helping with advice and guidance, managing a varied caseload, and working as necessary with community, professional groups and local organisations to ensure provision of support. They have practical knowledge of the procedural framework, service user group needs, and are authoritative on procedures of some complexity and variety, with an in-depth knowledge and understanding of a particular functional area. Planning and organising is a key element, mainly in terms of planning own time, planning and prioritising for the weeks ahead. Although most work will follow established patterns, initiative is needed to resolve problems and queries based on experience and judgement, mainly without reference to others, but with access to clear guidance. They may supervise a team and coordinate service delivery in their own service area.</p>
<p><b>Reference Number</b></p>	<p>BM-2026-228</p>