

Role Profile

Part A - Grade & Structure Information

Job Family Code	6PCS	Role Title	LIFE Assistant Practitioner
Grade	PS6	Reports to (role title)	LIFE Alternative Education Provision
		Directorate	Children, Schools & Families
JE Band	192-227	Service	Eduucation Effectiveness
		Team	LIFE Alternative Education Provision
		Date Role Profile was created	Jun-20

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.

Role Purpose including key outputs	To help develop and deliver a wide range of outcome based, alternative learning programmes and experiences for groups of targeted young people not in mainstream education.
Work Context	The post holder will require the ability to work in a potentially volatile environment with young people, some of whom can be described as demonstrating challenging behaviour. The ability to negotiate with a range of professionals whilst delivering targets for each young person on the programme is essential. The role will require working in a variety of settings and venues.
Line management responsibility if applicable	N/a
Budget responsibility if applicable	N/a
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Risk Management</p> <ul style="list-style-type: none"> • Contribute to risk awareness in carrying out duties and raise issues where appropriate. • Conduct standard assessments of service users' circumstances and issues, recommending onward referrals, to ensure protection of vulnerable individuals. <p>Case Management</p> <ul style="list-style-type: none"> • Manage straightforward cases in specified service area as allocated by senior colleagues, working within guidelines and procedures, and record service user progress. • Support service users to access community opportunities and work directly with users, providing advice and support to facilitate independence. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan, organise and supervise allocated activities within procedural and regulatory framework. Typically deal with multiple cases and/or groups at one time. • Assist in development and project work, and working with other staff to provide information and feedback. <p>Finance/Resource Management</p>

	<ul style="list-style-type: none"> • Make recommendations for the provision of services in line with the budget determined according to assessment of needs. <p>Work with others</p> <ul style="list-style-type: none"> • Build effective relationships internally and externally on day-to-day service issues. • Liaise with carers, relatives, colleagues and other agencies to ensure good communications and service to users. <p>People Management</p> <ul style="list-style-type: none"> • Assist in the induction of new staff and by sharing expertise and knowledge within the team. • May oversee and guide more junior staff. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Vocational Qualifications Level 2/3 or equivalent in relevant field with practical knowledge of service user group needs, or equivalent experience. • Understanding of relevant legislation, processes and procedures and issues relating to the service user group. • Ability to show an understanding of the circumstances of people with social care needs, to gather detailed and appropriate information and to reach a view about the likely source of assistance. • Able to present options and choices and support others to come to their own conclusions • Numeracy skills and the ability to understand and explain basic cost information. • Good written and oral communication skills with the ability to build relationships with a range of stakeholders. • Competent in a range of IT tools including databases and MS Office. • Ability to explain processes and concepts in simple terms and produce simple reports, and to build and maintain effective relationships with a range of people. • Able to plan and prioritise own work in the context of conflicting priorities. • Ability to work effectively and flexibly as part of a team • Ability to guide and support less experienced or more junior colleagues. • Experience of working with the user group. • Satisfactory DBS clearance might be required.
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<ul style="list-style-type: none"> • Qualification relevant to working with challenging young people. • Proven experience and ability of working face to face with young people with complex needs, in a variety of settings. • Knowledge of certification and accreditation schemes. • Ability to communicate and engage with vulnerable young people, their families, carers and staff from other agencies. • Ability to take an active role in CPD and team meetings. • Hold a clean, valid driving licence.

Role Summary

Roles at this level provide a practical front line support service helping with advice and guidance and managing a less complex caseload, or providing frontline support to service users and their families/carers. They work as necessary with community, professional groups and local organisations to ensure provision of advice and support to service users, using analysis and judgement to apply knowledge of systems, procedures and good practice. They will need to be able to work independently, as well as part of a team, and will work under the supervision and guidance of more senior staff. They will set their own priorities within short, e.g. day-to-day or week-to-week timescales. They may be involved in guiding the work of less experienced or more junior staff.

