

Role Profile

Part A - Grade & Structure Information

Job Family Code	7PCS	Role Title	Specialist Inclusion Assistant
Grade	PS7	Reports to (role title)	Area Lead Specialist Teacher for Inclusive Practice
		Directorate	Children, Families & Lifelong Learning
JE Band	228-268	Service	Education & Lifelong Learning
		Team	Specialist Teaching
		Date Role Profile was created	May-24

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 work with Specialist Teachers to promote and support the delivery of services that improve outcomes for pupils. To plan, deliver and evaluate a package of support for identified pupils who are open referrals to the Area Specialist Teaching Team within mainstream school settings to deliver measurable outcomes for pupils. To maintain accurate records and, where necessary, write objective reports which inform parents, pupils, their schools, outside agencies and the Specialist Teaching Team on pupil progress, achievement and future support. The role holder will be responsible for delivering support to pupils in partnership with mainstream schools, the Area Specialist Teachers, parents/carers, pupils and other providers, ensuring that close links are maintained with all involved parties. They will support the identification of barriers to success in order to inform, and deliver, agreed targeted programmes of support appropriate to individual pupil needs in order to promote pupil progress. Where appropriate, and in conjunction with Specialist Teachers, the role holder will carry out formal or informal assessment to inform pupil support. The role holder will model good practice, to support and to provide guidance and assistance to less experienced members of support staff in schools that will help develop inclusive education which enables pupils to access the classroom curriculum as successfully as possible. Where appropriate, and in conjunction with Specialist teachers, the role holder will deliver training to school staff, and in some cases parents, in areas related to pupils' learning; language and communication and social, emotional and mental health needs. To take part in projects related to service development priorities and support the roll out to schools of strategies and good practice. They will support the Area Specialist Teaching Team in implementing a system of quality assurance with regards to service delivery, content, attendance and progress involving parents/carers, pupils and involved professionals. They will agree a personal work programme with the Area Lead Specialist Teacher and undertake any appropriate duties as directed by the Area Lead; and attend and engage with regular supervision and appraisal meetings in order to improve practice and identify any continuing professional development needs.
Work Context	The role holder will work as part of an Area Specialist Teaching Team, undertaking a range of responsibilities to support the progress and inclusion of pupils with cognition and learning; language and communication and social, emotional and mental health needs. The work will be based within mainstream school settings across one of the 4 quadrants of Surrey on a peripatetic basis, involving independent working supported by the area team. The role holder will support schools and pupils by planning and delivering individual or group intervention programmes that evidence good practice, using opportunities to model appropriate strategies. In addition, they will hold responsibility for supporting the progress of pupils through more intensive support programmes. This will involve working with pupils in class or on a 1:1 basis and developing the skills of existing school support staff. The role will include some team liaison time in the office, will carry relevant administrative responsibilities and attendance at review meetings may be required.
Line management responsibility if applicable	N/A

Budget responsibility if applicable	N/A
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Representative Accountabilities Typical accountabilities in roles at this level in this job family	Risk Management • Contribute to risk awareness in carrying out duties and raise issues where appropriate. • Assess and manage risk associated with assigned cases/service delivery to ensure safeguarding of service users. Case Management • Monitor, manage and deliver care plans in specified service area. • Undertake case related reports and maintain records in accordance with procedural and legislative requirements. Planning & Organising • Initiate assessments, plan and carry out care management within procedural and regulatory framework. May plan the work of other staff. • Assist in development and project work, and working with other staff to provide information and feedback. Finance/Resource Management • Make recommendations for the provision of services in line with the budget determined according to assessment of needs. Work with others • Liaise, communicate and work in partnership with other internal departments, partner organisations, agencies and/or contractors and engage with the community and volunteers. People Management • 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. Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. 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.
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Vocational Qualifications Level 3/4 or equivalent in relevant field with practical knowledge of service user group needs, or equivalent experience. • For some roles a relevant degree may be required. • 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 more complex social care needs, to gather detailed and appropriate information and to reach a view about the likely source of assistance. • Able to plan, manage and prioritise a caseload and seek guidance where necessary. • Numerate and able to make recommendations for the provision of services in line with the budget determined according to assessment of needs. • Competent in a range of IT tools including MS Office and database management systems. • Effective written and oral communication and interpersonal skills with the ability to build relationships with a range of stakeholders. • Problem solving skills or ability to undertake process or practice improvement with minimal supervision. • 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. • Experience of working with the user group and of staff supervision where appropriate. • Satisfactory DBS clearance might be required.

Details of the specific qualifications and/or experience if required for the role in line with the above description	• Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4 • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Competent in a range of IT tools. • Good written and oral communication skills with the ability to build sound relationships with customers. • Ability to apply specialist skills/judgement to plan, manage and prioritise a caseload and seek guidance where necessary • High level analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to tasks, recording and reporting. • Typically previous work experience in a relevant environment. • Experience of staff supervision where appropriate. • Evidence of recent and relevant employment and professional development. • Knowledge of and ability to identify and engage in strategies to overcome potential barriers to learning. • Knowledge of evidence based learning, language and social and emotional an mental health interventions. • Understanding of issues relating to inclusion equality and diversity and opportunity to access educational programmes. • Knowledge of the law in relation to safeguarding. • Ability to build relationships of trust with pupils and staff, showing empathy and the ability to inspire pupils and staff to achieve high expectations. • Ability to share best practice strategies in order to support those who work with vulnerable / challenging pupils. • Ability to work effectively with, and command the confidence of school staff. • Ability to maintain a professional and approachable manner when dealing with adults and pupils. • Experience of working in mainstream school settings as a Teaching Assistant for pupils with learning, language and social, emotional and behavioural difficulties, or equivalent experience. • Experience of using a range of strategies that support improved learning and behaviour outcomes. • Experience of keeping up to date records. • A commitment to the learning of all pupils. • A commitment to improving own practice through observation, evaluation and discussion with colleagues. • Valid driving licence and use of a car. • Satisfactory DBS. • Ability to ensure safeguarding and protection of children is paramount, observed and communicated at all times.
Role Summary	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.
Reference Number	BM-2024-141

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