

Role Profile

Part A - Grade & Structure Information

.;	7CLES	Role Title	L-SPA ND Adviser
Grade	PS7	Reports to (role title)	L-SPA SEND Advisers
		Directorate / School	CFL
JE Band	228-268	Service / Department	Inclusion and Additional Needs/ L-SPA
		Date Role Profile was created	Jan-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 provide operational support and technical advice to school staff for implementing and maintaining needs led approaches to supporting neurodiverse children and young people. You will use coaching and mentoring techniques to improve opportunities for neurodivergent children and young people to be fully included in their school community and to be able to participate fully in the whole school offer. Your work will play a key role in our approach to early intervention and inclusion and support our journey of improvement to delivering the right support at the right time in the right place. You may be required to initiate and implement new programmes of training and support for frontline school support staff. You will be required to deliver measurable outcomes for children, families, schools and the wider service as part of the L-SPA early intervention and inclusion team and to work in close collaboration with the Mindworks Service (Health partners).
Work Context	Operational work will be primarily delivered in school working in close collaboration with classroom teaching and support staff. You will be required to work across the partnership in close collaboration with Health colleagues and be able to deliver evidence of impact across different performance criteria.
Line management responsibility if applicable	No line management responsibility
Budget responsibility if applicable	Indirect responsibility through advice and information to support the EEIF budget spend (less than £500k p.a.)

<p>Representative Accountabilities</p> <p>Typical accountabilities in roles at this level in this job family</p>	<p>Support delivery</p> <ul style="list-style-type: none"> • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • Support more senior staff in classroom management and behaviour techniques. • May carry out personal care routines as appropriate. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide an effective support and clear advice to colleagues and customers. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained. • Communicate and liaise with service users and/or external contacts, representing the team/service as required. <p>Resources</p> <ul style="list-style-type: none"> • May assist in the management of a small budget or recovery of income. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Collate data, prepare reports/statistics to meet statutory/management information requirements. • Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team. • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team's objectives. <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 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>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
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Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level. • 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 undertake a programme of works. • 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.
Details of the specific qualifications and/or experience if required for the role in line with the above description	<p>Substantial experience of supporting the learning and inclusive education of neurodiverse children and young people is essential</p> <p>Qualification as a Higher Level; Teaching Assistant is desirable if coupled with substantial experience.</p> <p>Experience of working within a team to deliver new ways of working</p> <p>Experience of managing small projects from implementation to evaluation</p> <p>Strong interpersonal and communication skills</p> <p>Enhanced DBS will be a requirement</p> <p>Must be willing to travel countywide</p>
Role Summary	<p>Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may require more specialist knowledge or experience. Responsibility may include management of resources and/or area of work.</p>
Reference Number	<p>BM-2024-072</p>