Role Profile

Part A - Grade & Structure Information

Job Family Code	**6PCS**	**Role Title**	**School Relationships Support Assistant (School Support)**
Grade	PS6	**Reports to (role title)**	**School Relationships team manager**
		Directorate / School	**CFL**
JE Band	192-227	**Service / Department**	**School Relationships & Support Service**
		Date Role Profile was created	**24.07.2023**

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 within the Education and Lifelong Learning Directorate under the direction of the School Relationships and Support Service Manager. This role primarily delivers and is responsible for supporting the Area Schools Officer role and school support administrative and enquiries function, a traded service and core service delivery to education partners. To work within a team to provide a full information and administrative service, ensuring that activity is delivered in a timely, efficient way to meet the needs of the School Relationships and Support Service (School Support, Surrey Education Services, Free School Meal Checking Service and Surrey Online School), Council and partnerships. To act as a first point of contact for partners, services, school/education settings and parental enquiries. To provide accessible initial advice and guidance; where required, undertake triage to enable enquirers to access additional support from the service and wider Council and partnership agencies. Develop, utilise, and maintain a range of electronic databases and information sources to support service activity. To input and upload service information, data, and resources to Surrey Education Services hub. Maintain, process and share where appropriate sensitive information and data in accordance with policy and procedures. The role holder will be required to provide support with other projects as identified by the Service Manager.
Work Context	The role requires an agile working mindset and requires a high level of inter-personal skills to work effectively across the service, between agencies and across teams. The role holder must be a confident user of information technology and be able to develop and implement automated processes to improve efficiency using a wide range of software solutions. The role holder must be able to command trust and confidence, display professional integrity, respect confidentiality, understand political sensitivities and have commercial understanding. Focus will be on prioritising workload, ensuring compliance and supporting the delivery of a range of quality support services to meet changing demands and commercial activity. High level of awareness of data protection principles and handling of sensitive information will be essential. Ability to communicate with stakeholders across all levels and varying locations. A key part of this role will involve extensive internal and external customer interaction. 36 hours per week full time equivalent. The role will be office and home based and on occasion may be required to travel to school based locations to support service delivery. There is an expectation that the role holder will take at least 50% of annual leave during the school holiday periods
Line management responsibility if applicable	n/a
Budget responsibility if applicable	Direct role in supporting the administration of invoicing processes

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. • Conduct standard assessments of service users' circumstances and issues, recommending onward referrals, to ensure protection of vulnerable individuals. Case Management • 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. Planning & Organising • 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. Finance/Resource Management • Make recommendations for the provision of services in line with the budget determined according to assessment of needs. Work with others • 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. People Management • Assist in the induction of new staff and by sharing expertise and knowledge within the team. • May oversee and guide more junior staff. 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 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.
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• 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.
Details of the specific qualifications and/or experience if required for the role in line with the above description	•Satisfactory Standard DBS check is required •Customer service experience •A knowledge of the education landscape and education context •A knowledge of the benefits system and/or willingness to undertake training to achieve the required standard. •High level of awareness of data protection principles and handling sensitive personal data is key to the success of this role. •The role holder will be required to work on their own initiative, unsupervised and as part of a team.

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.
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