

Role Profile

Part A - Grade & Structure Information

Job Family Code	6BF	Role Title	TASSH Assistant
Grade	PS6	Reports to (role title)	TASSH Cluster Coordinator
JE Band	192-227	Directorate / School	CFL
Date Role Profile was created	Jul-26	Service / Department	Team Around the School Support Hub (TAS SH)
<u>Agile</u>	2	<u>DBS Requirement</u>	DBS (ENHANCED) W/ ADULTS & CHILDRENS BAR

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 comprehensive business support, data management, intelligence and administrative services to the Team Around the School Support Hub (TASSH), Experts at Hand and Placement Stability functions, ensuring accurate information, effective coordination and robust administrative processes to support decision-making, service delivery and continuous improvement. The postholder will support the TASSH Cluster Coordinator and the Intelligence, Evaluation and Placement Stability Coordinator through the administration of systems, performance information, meetings, referrals, monitoring processes and partnership activity, enabling schools, practitioners and partners to access timely information and coordinated support.
Work Context	The postholder works within Surrey's Early Intervention and Prevention Service (EIPS), supporting the delivery of the Team Around the School Support Hub (TASSH), Experts at Hand and associated Placement Stability activity across localities and school clusters. The role provides administrative, data management and coordination support to ensure operational processes, performance information and partnership arrangements function effectively. Working alongside the TASSH Cluster Coordinator and the Intelligence, Evaluation and Placement Stability Coordinator, the postholder will coordinate meetings and events, maintain records and databases, support referral and tracking processes, collate and present performance information, monitor actions and outcomes, and act as a point of contact for schools, partner agencies and commissioned services. The role requires the ability to organise and prioritise competing demands, maintain accurate records, handle sensitive information appropriately and work within established procedures while exercising initiative in day-to-day decision making.
Line management responsibility if applicable	No direct line management responsibility.
Budget responsibility if applicable	No direct budget responsibility.

Representative Accountabilities Typical accountabilities in roles at this level in this job family	Analysis, Reporting & Documentation • Provide and manipulate data for statistical purposes and run and present standard reports. • Prepare and despatch a range of correspondence/documents to facilitate efficient response to enquiries and timely conclusion of any process connected with the defined area of activity. Service Delivery • Deliver a range of administrative and/or customer/consultancy services in support of existing systems or processes to agreed standards, to maximise service quality and continuity. • Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service. Planning & Organising • Support a group of senior staff/service team, ensuring confidentiality, and assisting in the effective organisation of internal/ external meetings and activities to support a high standard of office organisation. • Plan and prioritise own week-to-week work activities, to ensure operational efficiency. Refer to more senior colleagues for prioritisation of non-standard work. Finance/Resource Management • Follow established ordering procedures to ensure adequate resources are available. Work with others • Maintain a network of contacts, knowing who to liaise with on key issues to report on and resolve issues. • Communicate and liaise with service users and/or external contacts, usually through established routine connections as own section of work requires. People Management • Guide junior staff in duties to facilitate their development and ensure routines observed. 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. To have regard to and comply with safeguarding policy and procedure as appropriate.
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Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Minimum 5 GCSEs at Grade C or above, or equivalent, or able to evidence ability at an equivalent level. • Relevant HR, management, communication, business administration or financial qualification to NVQ Level 2/3, or able to evidence knowledge/understanding of relevant discipline. • Familiar with one or more of the specific processes used in the relevant discipline. • Ability to apply relevant health and safety, equality and diversity, and other County/Service policies and procedures. • Competent in a range of IT tools. • Ability to work with others to achieve objectives and improve customer service. • Good written and oral communication skills with the ability to build sound relationships with customers. • Good administrative /organisational and analytical skills. • Ability to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to information gathering, recording and reporting. • Previous relevant work experience. • Experience of maintaining business processes and systems. • Ability to guide and support less experienced or more junior colleagues (for some roles).
Details of the specific qualifications and/or experience if required for the role in line with the above description	Good standard of education including GCSE English and Mathematics (Grade C/4 or above) or equivalent qualification. Experience of providing business support, administration, coordination or data management functions within a multi-agency, education, SEND, children's services or comparable environment. Experience of maintaining databases, producing reports, monitoring information and using Microsoft Office applications, including Excel, Word and Teams. Strong organisational, analytical and communication skills with the ability to manage competing priorities, build positive working relationships and handle sensitive and confidential information appropriately. Understanding of, or willingness to develop knowledge of, inclusion, SEND, early intervention, placement stability and multi-agency working within children's services. Enhanced DBS clearance required. Ability and willingness to travel across Surrey to meet the requirements of the role.
Role Summary	Roles at this level provide a business support service as part of a specific service or service team. They will carry out a range of administrative tasks using knowledge of general office routines and procedures, together with a broad understanding of the department and how the tasks directly support the service or service team. The work is within established processes and procedures and while it may not be subject to direct supervision, guidance is readily available. They will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day or week-to-week timescales, usually reacting to clear deadlines or processes. They support more senior staff by executing the detailed processes in specific aspects of business, financial, communication, facilities and/or HR administration and will be fully versed in all the procedures of their specialism. They may be involved in guiding the work of more junior staff. For some roles, customer service may be the predominant feature, e.g. dealing with a variety of clients in relation to a department's activities. Others may support a group of more senior staff with some of the more routine duties and ensure matters are dealt with appropriately when they are out of the office.
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