

Role Profile

Part A - Grade & Structure Information

Job Family Code	8CLES	Role Title	Neurodiversity Advisor
Grade	PS8	Reports to (role title)	TAS SH Coordinator
		Directorate / School	Children, Families and Lifelong Learning (CFLL)
JE Band	269-313	Service / Department	Team Around the School Support Hub (TASSH)
		Date Role Profile was created	Jul-26

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 specialist neurodiversity advice, coaching and support to schools, parents/carers and partner agencies, strengthening inclusive practice and improving outcomes for neurodivergent children and young people through early intervention and needs-led approaches. To coordinate and evaluate training, mentoring, champion and parent participation programmes, using evidence, feedback and partnership working to support service improvement and deliver measurable outcomes for children, families, schools and the wider Team Around the School Support Hub.
Work Context	The role works across a range of schools and partnership settings, providing specialist neurodiversity advice, coaching and support to school staff, parents/carers and partner agencies. The postholder will exercise professional judgement when responding to complex situations, work independently across a varied caseload and adapt support to meet the needs of individual schools and communities. The role contributes to the development of inclusive practice through the delivery and coordination of training, mentoring, champion activity and parent participation programmes. Working closely with Health colleagues and other partners, the postholder will gather and analyse evidence of impact, evaluate initiatives and contribute to service improvement through feedback, co-production and performance information.
Line management responsibility if applicable	No line management responsibility
Budget responsibility if applicable	Indirect responsibility through advice and information to support the budget spend (less than £500k p.a.)

Representative Accountabilities Typical accountabilities in roles at this level in this job family	Support delivery • Undertake and coordinate projects and reviews in a defined area of activity to support and enhance service delivery. • Provide a range of specialist services advising and assisting customers in area of expertise, to maximise service quality, efficiency and continuity. Planning & Organising • Plan and prioritise own work activities for the months ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. Policy and Compliance • Ensure personal and where appropriate team compliance with established protocols, procedures and practices. • Audit and monitor compliance of 3rd parties with organisation requirements. Work with others • May manage staff, or supervise the work of others, allocating and prioritising work and managing performance to secure efficient service delivery. • Liaise, communicate and build relationships with other departments, parents, partner organisations, agencies and/or contractors. • Resolve issues/queries independently, recommend alternative solutions if unable to assist, and ensure efficient, day-to-day customer service is delivered. Escalate issues as appropriate. Resources • May be required to maintain specialist equipment, systems and software. • May manage or assist with budget/resource management in accordance with the organisation's policies and procedures. Analysis, Reporting & Documentation • Collate, store, record and analyse relevant data producing high quality reports, controlling data quality and integrity and recommending actions as appropriate. 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. The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. To have regard to and comply with safeguarding policy and procedures.
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Educated to 'A' level, HND standard, or equivalent or able to evidence ability at an equivalent level. • May require a qualification relevant to the specific nature of the role. • Knowledge of relevant legislation, practices and policies applicable to specialist area. • Ability to undertake technical work relevant to the role. • Excellent written and oral communication skills with the ability to build sound relationships with customers. • Competent in a range of IT tools. • Ability to apply specialist knowledge to respond to complex enquires from a range of stakeholders. • Previous practical experience in a relevant field. • Ability to manage a range of projects through to completion. • Effective interpersonal, influencing and negotiation skills. • Experience of leading a team (where appropriate).

Details of the specific qualifications and/or experience if required for the role in line with the above description	• Substantial practical experience of supporting the learning, inclusion and participation of neurodivergent children and young people. • Strong knowledge of inclusive education practice, relevant legislation, safeguarding requirements and needs-led approaches within schools. • Experience of leading training, coaching or mentoring for school staff and evaluating the impact on practice and outcomes. • Experience of working directly with parents/carers and partner agencies to support co-production, participation and resolution of complex issues. • Ability to manage small projects or reviews from implementation through to evaluation, including analysing feedback/data and producing clear recommendations. • Qualification as a Higher Level Teaching Assistant or equivalent relevant qualification is desirable where supported by substantial experience. • Enhanced DBS will be required; must be willing and able to travel countywide.
Role Summary	Roles at this level may manage a straightforward operational activity or small team or provide specialist support services. They have in-depth knowledge of methods, systems and procedures and possess practical understanding in one or more technical disciplines. A thorough knowledge of their own area or discipline is required although overall supervision from a more experienced professional is available. They work collaboratively with parents, staff, partner organisations, agencies and/or contractors and play a major role in maintaining quality standards and/or engaging in project management.
Reference Number	BM-2026-255

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