

# Role Profile

## Part A - Grade & Structure Information

<b>Job Family Code</b>	<b>8CLES</b>	<b>Role Title</b>	<b>BSL interpreter/SSW - term time 33 weeks</b>
<b>Grade</b>	PS8	<b>Reports to (role title)</b>	<b>Professional Lead - PSS FHE16+ (post16)</b>
		<b>Directorate / School</b>	<b>Vulnerable Learners</b>
<b>JE Band</b>	269-313	<b>Service / Department</b>	<b>PSS - FHE16+ (Post16)</b>
		<b>Date Role Profile was created</b>	<b>Jul-22</b>

## 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.

<b>Role Purpose</b> including key outputs	The BSL Interpreter/SSW post is a peripatetic role, providing BSL interpreting and communication support (including notetaking) to students in colleges and universities in Surrey, at Surrey County Council buildings, and occasionally remotely (online). In the role you will be required to work in partnership with a team of other professionals as part of Physical & Sensory Support (PSS) with vulnerable young people in educational settings, providing curriculum access to Further and Higher Education courses. The FHE 16+ team is the post-16 traded service area within the wider Physical and Sensory Support.
<b>Work Context</b>	According to your individual skills and qualifications, you will be providing BSL interpreting and communication support to students in colleges and universities around Surrey, as well as to colleagues in the team. You will occasionally be interpreting for deaf parents at school events and for deaf work colleagues attending training and occasional online or in-person work meetings. As this is a joint interpreter/SSW role, your main role will be as a BSL interpreter, but there will be times when you will also provide specialist notetaking support in-class to both deaf and visually impaired students in colleges and universities. If required, you will be given in-house notetaker training leading to a full Level 3 professional notetaking qualification. You will be required to communicate and liaise with FHE 16+ colleagues, students, college and university staff to facilitate quality assurance with regard to support and student achievement. You will attend work meetings as required and undertake continual professional development training during work hours. You will need to have use of your own car to travel to different bookings during the work day, covering bookings between the hours of 9am and 5pm during 33 weeks of the year from September to June.
<b>Line management responsibility</b> if applicable	There will be some line management / supervision responsibilities during non-contact time.
<b>Budget responsibility</b> if applicable	n/a

<p><b>Representative Accountabilities</b></p> <p>Typical accountabilities in roles at this level in this job family</p>	<p>Support delivery</p> <ul style="list-style-type: none"> <li>• Undertake and coordinate projects and reviews in a defined area of activity to support and enhance service delivery.</li> <li>• Provide a range of specialist services advising and assisting customers in area of expertise, to maximise service quality, efficiency and continuity.</li> </ul> <p>Planning &amp; Organising</p> <ul style="list-style-type: none"> <li>• Plan and prioritise own work activities for the months ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed.</li> </ul> <p>Policy and Compliance</p> <ul style="list-style-type: none"> <li>• Ensure personal and where appropriate team compliance with established protocols, procedures and practices.</li> <li>• Audit and monitor compliance of 3rd parties with organisation requirements.</li> </ul> <p>Work with others</p> <ul style="list-style-type: none"> <li>• May manage staff, or supervise the work of others, allocating and prioritising work and managing performance to secure efficient service delivery.</li> <li>• Liaise, communicate and build relationships with other departments, parents, partner organisations, agencies and/or contractors.</li> <li>• 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.</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• May be required to maintain specialist equipment, systems and software.</li> <li>• May manage or assist with budget/resource management in accordance with the organisation's policies and procedures.</li> </ul> <p>Analysis, Reporting &amp; Documentation</p> <ul style="list-style-type: none"> <li>• Collate, store, record and analyse relevant data producing high quality reports, controlling data quality and integrity and recommending actions as appropriate.</li> </ul> <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality &amp; Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety &amp; 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 &amp; Learning: To understand and carry out role in line with agreed standards, expectations &amp; 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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<b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Educated to 'A' level, HND standard, or equivalent or able to evidence ability at an equivalent level.</li> <li>• May require a qualification relevant to the specific nature of the role.</li> <li>• Knowledge of relevant legislation, practices and policies applicable to specialist area.</li> <li>• Ability to undertake technical work relevant to the role.</li> <li>• Excellent written and oral communication skills with the ability to build sound relationships with customers.</li> <li>• Competent in a range of IT tools.</li> <li>• Ability to apply specialist knowledge to respond to complex enquires from a range of stakeholders.</li> <li>• Previous practical experience in a relevant field.</li> <li>• Ability to manage a range of projects through to completion.</li> <li>• Effective interpersonal, influencing and negotiation skills.</li> <li>• Experience of leading a team (where appropriate).</li> </ul>
<b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b>	<p>To be shortlisted for interview for this position, your application will clearly evidence:</p> <ul style="list-style-type: none"> <li>• Qualified BSL/English interpreter status, regulated by NRCPD (RSLI) OR</li> <li>• Trainee BSL/English interpreter status, regulated by NRCPD (TSLI) with a level 6 qualification in BSL</li> <li>• An ability to support students in further or higher education as a notetaker, taking manual or electronic notes or willingness to undergo training.</li> <li>• Awareness of the communication and access requirements of deaf people</li> <li>• Willingness to learn about supporting students with visual or multi-sensory impairment</li> <li>• Good communication and organisational skills</li> <li>• Good IT skills, with experience using MS Word, Outlook and calendars</li> <li>• Flexibility to support students across Surrey from 9-5pm, with use of own car for business purposes.</li> <li>• Ability to support students remotely, working from home as necessary.</li> </ul>
<b>Role Summary</b>	<p>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.</p>
<b>Reference Number</b>	BM-2022-450