

Role Profile

Part A - Grade & Structure Information

Job Family Code	7CLES	Role Title	Higher Level Education Assistant
Grade	PS7	Reports to (role title)	Area Lead
		Directorate / School	Children, Families and Learning
JE Band	228-268	Service / Department	Access to Education
		Date Role Profile was created	Mar-21

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 plan, prepare and deliver teaching and learning activities (guided by a teacher) with individual pupils and groups in pupil's homes and the local community and assess, record and report on pupils' progress in any setting, including work experience placements.
Work Context	<p>The majority of the time will be spent supporting the education of pupils in their homes or in other designated areas across the relevant area of Surrey. Pupils are referred to Access to Education throughout the year, so the role will involve working with a constantly changing cohort of young people. The nature of the students referred to the service may result in the working environment having a potential risk of aggressive, argumentative behaviours from the pupils referred to the service.</p> <p>A number of pupils may have medical needs that prevent them from attending school. This is a peripatetic post with significant travel around the North East, North West or South West of Surrey. There will also be a significant amount of lone working.</p>
Line management responsibility if applicable	None
Budget responsibility if applicable	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<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. <p>Respond effectively to changing demands, adjusting priorities as needed.</p> <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.

	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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>
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>Education 5 GCSE A*-C including English and Maths or alternative equivalent. HLTA qualification or significant equivalent experience.</p> <p>Knowledge Understand key factors in education and health that affect children and young people's learning and progress Ability to support learners in accessing the curriculum in accordance with the SEN code of practice and disabilities legislation</p> <p>Skills and Abilities Ability to facilitate students' development, learning and progress. Ability to plan, prepare and deliver learning activities according to the needs of individual learners. Devise clearly structured activities that interest and motivate learners and advance their learning. Communicate effectively and sensitively with learners, colleagues, parents, carers and families Ability to monitor learners' responses to activities and modify the approach accordingly Ability to establish fair, respectful, trusting, supportive and constructive relationships with learners Ability to write clear and concise reports on pupils progress Ability to contribute to effective personalised provision in a variety of settings to facilitate reintegration into an appropriate education placement. Ability to work alone in a number of settings including the home environment, without direct supervision. Ability to prioritise case load based on the need of the learner, to ensure the most vulnerable are provided with appropriate support.</p> <p>Relevant Experience Experience in working with vulnerable and challenging students, including those with complex SEN needs. EBSNA/ELSA knowledge is highly desirable. Experience of working with individual and small groups of learners Knowledge in the use of ICT to support professional activities</p> <p>Other Requirements Driving License and access to a car</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-2020-055</p>