

IMPLEMENTATION OF SINGLE STATUS IN SCHOOLS – 2014			Job Family Profile Summary	
SOCIAL CARE & INCLUSION				
	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<b>Example Job Titles</b>	Student Support Assistant; Medical and Welfare Assistant; Play Worker	Night Attendant	Medical Welfare Assistant; Student Welfare Officer	Child & Parent Support Officer; Medical Welfare Assistant; Therapy Assistant.
<b>Typical Level Purpose</b>	To provide practical support service, such as in attendance monitoring; maintaining a medical and welfare service; promoting play activity.	To provide practical support in supervising resident special needs students at night times, including personal support in bathing and toileting.	To provide support for the welfare of students including running a medical room, providing effective medical care and treatment, promoting health education.	To provide practical support in medical care and treatment or specialised therapy or dedicated support to vulnerable children and their families.
<b>Typical reporting line</b>	Designated Manager / Senior staff member	Designated Manager / Senior staff member	Designated Manager / Senior staff member	Designated Manager / Senior staff member
<b>Typical Supervisory responsibility</b>	May allocate day to day tasks to others.	May allocate day to day tasks to others.	May allocate day to day tasks to others.	May be required to supervise others.
<b>Probable settings</b>	Medium Primary or Secondary	Special School	Medium Secondary School	Large Primary / Special School /Medium Secondary
<b>Generally Representative Accountabilities &amp; Responsibilities</b>	Works within detailed procedures and instructions, resolving issues as they arise in line with precedent. Support available when required. May be an element of forward planning.	Works within standard instructions and established routines dealing with issues as they arise. Support on call when required.	Works within established routines and systematic procedures, dealing with differing situations requiring identification of appropriate course of action. Support available when required.	Works within well -defined procedures and defined medication procedures in line with training undertaken. Determining appropriate course of action in differing situations. Access to support when required.
<b>NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.</b>	<p><b>Typical tasks:</b></p> <ul style="list-style-type: none"> <li>*Providing practical medical and welfare support to students and staff.</li> <li>*Inputting of data and providing reports to contribute to school attendance monitoring.</li> <li>*Promoting childrens’ play under direction.</li> <li>*Encouraging participation in activity to promote inclusion and confidence building.</li> </ul> <p>If supervisory, allocates tasks and monitors to ensure timely and quality delivery.</p> <p>Communication with students and staff, exchanging information and promoting activity. Empathy and calmness in dealing with sick, distressed or injured students.</p>	<p><b>Typical tasks:</b></p> <ul style="list-style-type: none"> <li>*Administering basic First Aid treatment and, under instruction any treatment required.</li> <li>*Providing comfort and assistance to children during the night as required.</li> <li>*Carrying out light domestic tasks such as mending, ironing.</li> </ul> <p>If supervisory, allocates tasks and monitors to ensure timely and quality delivery.</p> <p>A range of communication skills to interact effectively and empathise with students with learning difficulties, medical conditions.</p>	<p><b>Typical tasks:</b></p> <ul style="list-style-type: none"> <li>*Treatment and aftercare of injuries and sickness.</li> <li>*Maintaining stocks of medical supplies and records.</li> <li>*Investigating child protection issues.</li> <li>*Ancillary duties such as ordering and maintaining stocks of school uniform, organising photography.</li> <li>*Referrals to external services, monitoring levels of success achieved.</li> </ul> <p>If supervisory, allocates tasks and monitors to ensure timely and quality delivery.</p> <p>Effective communication to develop relationships with students, parents, school colleagues and wide range of support agencies.</p>	<p><b>Typical tasks:</b></p> <ul style="list-style-type: none"> <li>*Working one to one or in small groups of vulnerable students to nurture and engage.</li> <li>*Engaging and supporting parents/carers through the delivery and facilitation of parenting classes ; signposting to external agencies as appropriate.</li> <li>*Providing counselling to students/parents/staff.</li> <li>*Administering medication including controlled drugs to significant numbers of students.</li> <li>*Delivering therapy, write moving and handling plans, apply for specialist equipment</li> </ul> <p>Ability to communicate with students with complex needs and who may be without speech. Effective communication with students, parents and external agencies to support, counsel and signpost.</p>
<b>Typical Knowledge, Skills &amp; Experience</b>	General standard of education. Appropriate Vocational qualification such as ICT. First Aid at Work qualification plus basic understanding of common long term health conditions.	General standard of education. First Aid Certificate. Experience of working with students with severe learning difficulties.	General standard of education. Appropriate Vocational ICT qualification such as ICT. Full First Aid Appointed Person Certificate and relevant experience.	Good standard of general education, typically equivalent to NVQ Level 3, plus experience and knowledge, such as of working with SEN students, positive play, child protection and statutory responsibilities of schools. First Aid qualification plus Controlled Drugs administration.
	Ability to make effective decisions concerning welfare of students/staff. Ability to manage the behaviour of children, promoting positive behaviour. Effective ICT skills for recording and reporting of information.	Ability to deal with a range of situations involving challenging young people, using knowledge, training and experience. Ability to record any night time incidents and report to supervisor.	Ability to understand and manage behavioural issues and conflict. Effective ICT skills for recording and reporting information, ordering and administering of funds.	Ability to apply practical knowledge of relevant processes and procedures to provide dedicated therapy, medical or emotional support to vulnerable children and families. Effective ICT skills to record medical incidents and treatments and stocks of medical supplies.
	Knowledge of school policies and procedures, such as Safeguarding, First Aid, Administration` of Medication, Health & Safety, Data Protection.	Knowledge of school policies and procedures, such as Safeguarding, First Aid, Health & Safety, Data Protection.	Knowledge of school policies and procedures, such as Safeguarding, First Aid, Administration of Medication; Health & Safety, Data Protection.	Knowledge of school policies and procedures, such as Safeguarding, First Aid, Administration of Medication; Health & Safety, Data Protection.
<b>Additional Work Elements</b>	May be some physical effort, such as in standing to lead play activities.	A difficult working environment working with special needs students.	May be difficult working environment at times.	May be some physical effort such as standing or lifting when providing therapy support. May be difficult working environment at times.

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SOCIAL CARE & INCLUSION			
	GRADE 8	GRADE 9	GRADE 10
<b>Example Job Titles</b>	Children & Family Support Worker; Residential Childcare Officer.	School Nurse; Deputy Head of Care.	Special School Nurse; Head of Care
<b>Typical Level Purpose</b>	To provide support for vulnerable students or may support SEN students in special school residential setting.	To provide a professionally qualified support service, such as medical/diagnostic or may provide management support in a special school residential setting.	To provide nominated leadership for the school nursing service or may manage and strategically develop special needs residential provision.
<b>Typical reporting line</b>	Designated Manager / Senior staff member	Designated Manager / Senior staff member	Headteacher
<b>Typical Supervisory responsibility</b>	May allocate day to day tasks to others, supervise shifts or train new staff as part of their Induction.	May be required to deputise for Head of Care and coordinate work of support staff or train staff. May mentor in professional capacity.	May manage staff, including appraisal, education and professional training.
<b>Probable settings</b>	Large Primary / Medium Secondary / Special School	Large Primary / Special School	Special School
<b>Generally Representative Accountabilities &amp; Responsibilities</b>	Working within established procedures but in some settings may be required to take initial decisions without immediate supervision.	Work is governed by professional standards and regulatory practices but required to make appropriate initial judgements without immediate supervision. Provision of specialist critical support, not professionally supervised.	Work is governed by professional standards and regulatory practices but required to make judgements in provision of specialist critical support, not professionally supervised. Lead role in relevant field in the setting, such as nominated Safeguarding or CAF lead or Head of Residential care unit.
<b>NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.</b>	<p><b>Typical tasks:</b></p> <ul style="list-style-type: none"> <li>*Identifying and working with vulnerable students as key worker, writing and monitoring their Care Plan.</li> <li>*Signposting to and coordinating with external support to ensure student needs are met.</li> <li>*Responsibility for controlling and directing pupil behaviour by developing appropriate interventions</li> <li>*Analysing data, maintenance of student records</li> <li>*Supervising /training of staff.</li> </ul> <p>Effective communication to build rapport with a range of student needs and recognise where intervention is needed. Empathetic and influencing skills to respond appropriately in difficult situations and engage with students to influence behavioural change. Able to manage conflict.</p>	<p><b>Typical tasks:</b></p> <ul style="list-style-type: none"> <li>*Providing immediate first aid, including CPR.</li> <li>*Managing Medical Room and care of students using the facility.</li> <li>*Organising, ordering and maintaining medical supplies.</li> <li>*Training staff in administering of medications.</li> <li>*Developing and implementing students' Individual Care Plans.</li> <li>*Promoting health education through displays and talks.</li> <li>*Supporting the management and development of residential provision to ensure students' needs are met.</li> <li>*Organising duties for staff; participating in sleep-in duties.</li> </ul> <p>Effective communication to build rapport with a range of students who may have complex needs and communication difficulties. Empathetic and caring skills to determine symptoms which children may find difficult to describe. Able to manage conflict and influence behaviour. Liaison with staff, parents and external agencies.</p>	<p><b>Typical tasks:</b></p> <ul style="list-style-type: none"> <li>*Developing and promoting school health educational philosophy and initiatives, planning educational programmes.</li> <li>*Delivering CPD training to staff; professional training to student Nurses.</li> <li>*Managing and strategic development of the residential provision.</li> <li>*Identifying student need &amp; participating in multi-disciplinary assessment &amp; care planning.</li> <li>*Maintaining documentation in line with recognised Standards of Practice. Undertaking Risk Assessments.</li> <li>Monitoring budgetary expenditure.</li> <li>*Managing staff deployment through organising rotas, formal supervision and performance monitoring.</li> </ul> <p>Effective communication as professional lead to engage with range of students, staff and external agencies. Strong influencing and negotiating skills to act as professional lead and as effective manager</p>
<b>Typical Knowledge, Skills &amp; Experience</b>	Typically NVQ Level 3 Childcare or equivalent with significant experience of working with complex needs. CAF and Lead Professional training.	Eg Professional Nursing qualification and Registration, plus relevant post qualification experience of working with students with range of needs. Eg Typically NVQ Level 3 / 4 relevant to Child Care.	Eg Professional Nursing qualification plus considerable experience of working with students with complex needs. Eg Typically NVQ Level4 Residential Childcare.
	Ability to challenge behaviour and use influence with students and parents to raise standards of behaviour. Ability to identify appropriate support interventions and control and direct behaviour. ICT skills to use appropriate software, including analysing data and maintaining accurate student records.	Ability to manage challenging behaviour. Ability to diagnose and provide practical medical treatment. Ability to supervise staff, including organising of rotas and workload. ICT skills for maintaining appropriate record systems.	Ability to manage staff, including recruitment, appraisal and development. Ability to manage behaviour and positive intervention strategies Budget monitoring skills. ICT skills for maintaining appropriate record systems.
	Knowledge of National Care Standards, Inspection Standards. Knowledge of school policies and procedures, such as Safeguarding, First Aid, Administration of Medication; Health & Safety, Data Protection.	Knowledge of National Care Standards, Inspection Standards. Knowledge of school policies and procedures, such as Safeguarding, First Aid, Administration of Medication; Health & Safety, Data Protection.	In depth knowledge of relevant legislation, codes of Professional Conduct and procedural frameworks. Knowledge of PSHE teaching, EYFS and ECM curriculum, Common Assessment Framework. Knowledge of National Care Standards, Inspection Standards, Knowledge of school policies and procedures, such as Safeguarding, First Aid, Administration of Medication; Health & Safety, Data Protection.
<b>Additional Work Elements</b>	May be difficult working environment at times and some physical effort in Special School settings.	May be difficult working environment at times and some physical effort in Special School settings.	May be difficult working environment at times and some physical effort in Special School settings.

IMPLEMENTATION OF SINGLE STATUS IN SCHOOLS – 2014		Job Family Profile Summary
SOCIAL CARE & INCLUSION		
GRADE 11		
<b>Example Job Titles</b>	School Therapist.	
<b>Typical Level Purpose</b>	To provide specialist professional therapy service.	
<b>Typical reporting line</b>	Headteacher	
<b>Typical Supervisory responsibility</b>	May manage therapy staff and train staff.	
<b>Probable settings</b>	Special School	
<p><b>Generally Representative Accountabilities &amp; Responsibilities</b></p> <p><b>NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.</b></p>	<p>Works in accordance with professional practices and procedures. Latitude for using discretion in deciding on action to be taken. Not professionally supervised, requires adaptive thinking.</p> <p><b>Typical tasks:</b></p> <ul style="list-style-type: none"> <li>*Assessing students and developing &amp; implementing appropriate programmes of therapy for students with complex physical and learning difficulties.</li> <li>*Delivering specific, planned training to staff around the principles underpinning the delivery of therapies to enable them to support a range of students with varying need and behavioural capability.</li> <li>*Liaising with external professional agencies and wider community to encourage participation in physical activity.</li> <li>*Managing budget for purchasing of pool/therapy equipment.</li> <li>*Diagnostic &amp; interpretative specialist support programmes to individuals, such as in Art or Music.</li> </ul> <p>Effective communication to build rapport with students who have a range of severe complex needs and communication difficulties. Liaison with health/educational professionals and in other multi-disciplinary settings.</p>	
<b>Typical Knowledge, Skills &amp; Experience</b>	<p>Relevant Degree in therapy and post graduate practical experience and training. Experience of working in educational settings with students who have varying degrees of complex /special needs. Physiotherapist may require Pool Lifeguard, First Aid certificates.</p> <p>Ability to apply in depth knowledge, training and experience to provide specialist individualised therapy service to range of student need.</p> <p>Ability to maintain on-going CPD</p> <p>Budget monitoring and management skills for defined small scale budget.</p> <p>In depth knowledge of relevant legislation, codes of Professional Conduct and procedural frameworks relevant to the role.</p> <p>In depth knowledge of relevant legislation, codes of Professional Conduct and procedural frameworks.</p> <p>Knowledge of school policies and procedures, such as Safeguarding, First Aid, Moving &amp; Handling; Health &amp; Safety, Data Protection.</p>	
<b>Additional Work Elements</b>	Physical effort in standing /lifting. Hot and humid work environment.	

