

IMPLEMENTATION OF SINGLE STATUS IN SCHOOLS – 2014			Job Family Profile Summary	
STUDENT SUPPORT SERVICES				
	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Example Job Titles	Midday Supervisor (Primary / Secondary);	Senior Midday Supervisor (Primary /Secondary); Midday Supervisor (Special School); Technology Technician	Morning Club leader; Senior Midday Supervisor (Special School); Ancillary Assistant; Assessment & Data Coordinator; Science Technician	Art & Design Technician; ICT Technician; Sports Technician
Typical Level Purpose	To provide safe and enjoyable lunchtime activities for students.	To provide practical support service, such as in play activity or preparation of resources and equipment.	To provide practical support in activity such as before school care, lesson / lunchtime supervision, laboratories or management of school information systems.	To provide practical technical support and equipment for a curriculum area such as Art and Design or school-wide ICT support.
Typical reporting line	Senior Midday Supervisor /designated manager	Designated manager eg Head of Department	Designated manager/ senior staff member	Designated staff member.
Typical Supervisory responsibility	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 have supervisory responsibility.
Probable settings	Secondary or senior role at Primary	Typically Larger Primary / Secondary or Special School	Typically Larger Primary / Secondary	Typically Secondary
Generally Representative Accountabilities & Responsibilities NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.	Works within detailed procedures. Resolves minor disputes as they arise but supervision available for recurring issues. Senior role allocates work to Midday Supervisor/s. Typical tasks: Supervising lunchtime activities outdoors and indoors when inclement weather. Senior role supervises junior colleagues ensuring tasks completed to rota. Communication with students to encourage positive lunchtime activities. Politeness and courtesy to colleagues, school staff, visitors.	Works within detailed procedures and instructions. Supervision /access to technical assistance available when required. An element of forward planning in sourcing resources. Typical tasks: Practical support tasks such as supervising and organising lunchtime activities or in obtaining resources and equipment. If supervisory, allocates work and monitors to ensure timely and quality delivery. Communication with students and staff, exchanging information and interacting to promote activity and manage behaviour.	Works within standard procedures, access to assistance when required. Some independent working to deal with classroom situations as they arise. An element of forward planning. Typical Tasks: *Providing and organising games activity. *Covering Frist Aid Room *Supervising pupils in non-structured breaks *Administering basic First Aid *Managing Information Management systems: inputting data and creating and producing reports. *Conveying pupil information electronically. *Setting up and maintenance of laboratory equipment Communication and interaction with students, staff and colleagues to promote activity, respond to enquiries and manage behaviour.	Generally covered by established procedures with element of new challenges to meet external requirements. May have responsibilities for budgetary spending. Typical Tasks: *Organising specialist support and equipment. *Providing health & safety knowledge. *Preparing and testing equipment for practical lessons and for external examinations. *Monitoring stocks of resources. *Assisting in practical lessons, working with small groups of students *Ensuring hazardous substances are stored appropriately. Effective communication to interact and motivate with students and staff to promote engagement and activity.
Typical Knowledge, Skills & Experience	Basic standard of education. Ability to interact with students through positive communication and deal promptly with any issues. Ability to use practical, technical skills to use mainly standard equipment Knowledge of school policies in Health & Safety, Safeguarding, basic First Aid.	General standard of education. NVQ 2 level as appropriate. Ability to interact with students through positive communication and deal promptly with any issues Ability to use practical, technical skills to use mainly standard equipment. Ability to supervise staff. Knowledge of safe working practices and regulations including Health & Safety, Safeguarding, basic First Aid.	General standard of education. Typically Level 2/3 vocational qualifications as relevant to role, such as ICT, First Aid. Ability to interact with students through positive communication and promote activity. Ability to apply practical knowledge to use appropriate software recording and reporting systems. Knowledge of school policies and procedures including, Safeguarding, basic First Aid, Data Protection.	Typically Level 3 qualification and practical knowledge and experience in relevant environment. Ability to organise and manage resources. Ability to employ practical, technical skills and experience. Ability to use resources safely and effectively, such as paints. Knowledge of school policies and procedures including, Safeguarding, Health & Safety.
Additional Work Elements	Physical effort in large amount of standing, moving furniture. Some exposure to unfavourable working conditions such as time spent outdoors, noise.	May be physical effort in lifting equipment or technical resources. May be some exposure to unfavourable working conditions such as outdoors or noisy workshop environment.	May be physical effort in standing, lifting and carrying. May be some exposure to unfavourable working conditions such as time spent outdoors.	May be physical effort in standing, lifting and carrying.

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STUDENT SUPPORT SERVICES			
	GRADE 7	GRADE 8	GRADE 9
Example Job Titles	Senior Resource Technician; Learning Resource Manager; Swimming Instructor; Duke of Edinburgh Coordinator	Pastoral Manager; Community Arts Manager; Senior ICT Technician; Sports coach; Community Development Officer	Head of Pastoral Care; Work Experience Coordinator; Extended Services Manager; Library and Information Manager; Network Manager
Typical Level Purpose	To provide more specialised technical support services in managing or maintaining resources/equipment or providing sports instruction.	To manage school-wide support services such as pastoral welfare, behaviour and attendance; ICT support; PE activity and school sports; programmes to develop the school as a community hub; work experience & enrichment activities.	To lead and develop school wide support programmes, such as: developing and implementing support packages for exclusions; development of careers education and work related learning; May act as Lead professional on safeguarding, attendance, promotion of Library /ICT/ other learning resources.
Typical reporting line	Business Manager/Senior staff member /Headteacher	Senior staff member/Headteacher	Senior staff member/Head teacher
Typical Supervisory responsibility	May supervise junior colleagues	May line -manage support staff or activity leaders	May have line management responsibility
Probable settings	Typically Large Secondary or Special School	Typically Medium -Large Secondary	Typically Medium -Large Secondary or Special School
Generally Representative Accountabilities & Responsibilities	Mainly covered by established procedures and working manuals but organising own work and may supervise junior colleagues. May have indeterminate budgetary impact.	Works within defined practices and regulations but not closely supervised, requires use of judgement to deal with a range of differing situations, may involve planning support using available interventions. May have management of small budget or may have bearing on behaviour/student retention figures.	Works within defined procedures but not closely managed and expected to work autonomously. May line- manage teaching assistants, admin staff or coordinate the work of teaching support staff in the absence of the Headteacher in specialist settings. May have specific budgetary responsibility or success measures defined by student attendance/success/re-integration.
NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.	Typical Tasks: *Organising specialist technical support and equipment for science/art/technology teaching and exams. *Managing, developing and promoting library resource centre, including up to date book and resources stock. *Managing budget in line with curriculum needs. *Providing sports instruction, such as swimming. *Managing appropriate software recording and cataloguing systems. *Planning, leading, participating in Award scheme Effective communication to interact and engage with students and staff to promote activity, respond to enquiries and manage behaviour	Typical Tasks: *Managing behavioural incidents and directing students' behaviour by developing interventions to support learning progress. *Managing and developing programmes, such as: improving student support, attendance and punctuality; community learning and activity; work experience & enrichment; ICT networks; PE activities. * Reporting on progress to governors/senior staff *Delivering information and advice; producing reports for external agencies; facilitating training to support children and parents. *Develop community /business links, coordinating work experience site visits; accessing grants and funding streams. Effective communication to engage and influence students, staff and carers. Liaising and negotiating with wide range of statutory and voluntary agencies to build effective relationships and may include sourcing of funding.	Typical Tasks: * Acting as professional lead on CAF, including attending multi- agency meetings and conferences. *Promoting library and other learning resources, supervising students. *Input to school SEF and Inclusion planning. * Plan and deliver evening and holiday activities for targeted groups and individuals *Developing work related learning and careers information including organising events and activities. Effective communication to engage and influence students with challenging behaviour and complex needs and their families. Liaison and negotiation with wide range of agencies, extended services, local employers.
Typical Knowledge, Skills & Experience	Typically level 3 standard of education, ICT competence. Vocational qualification as appropriate such as First Aid, life - saving, swimming instruction. Plus Experience as relevant to role. Ability to organise and manage resources. Ability to employ practical, technical skills and experience. Knowledge of school policies and procedures including, Safeguarding, First Aid, Health & Safety. Statutory responsibilities of schools.	Typically level 3 standards of education and substantial relevant experience. Significant experience as relevant to the function area, such as multi- agency working, server administration & web related technologies, participating in CAF & team around the child meetings. Ability to manage resources and budget, coordinate activities, analyse data and provide reports to relevant parties. Knowledge of school policies and procedures including, Safeguarding, First Aid, Health & Safety. Statutory responsibilities of schools, financial regulations, data protection and security.	Typically Degree level with significant experience or relevant professional qualification such as Librarianship. Ability to use appropriate recording systems. Ability to plan and manage programmes of support or activities Knowledge of school policies, current government legislation such as National minimum Care Standards, regulations relevant to specialist role.
Additional Work Elements	May be physical effort in moving or maintenance of equipment, standing, bending in swimming activities. May be some exposure to unfavourable working conditions such as heat, noise, workshop environment, use of chemicals.	May be physical effort in moving equipment, standing to deliver sessions. May be some exposure to unfavourable working conditions, such as inclement weather.	May be physical effort in intervening in violent or aggressive situations. May be difficult working environment in working with challenging /special needs students.

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STUDENT SUPPORT SERVICES			
	GRADE 10	GRADE 11	
Example Job Titles	School sports coordinator; Data & Communications Manager; Community Sports Manager	ICT Network Manager; Extended Schools Leader	
Typical Level Purpose	To provide leadership and management for school, community and partnership organisations, such as school games or coordinate specific whole school systems such as ICT Networks.	To provide a specialist service such as managing operation of school systems such as ICT Networks; pastoral and extended services.	
Typical reporting line	Senior staff member/Head teacher	Senior staff member/Head teacher	
Typical Supervisory responsibility	May manage or coordinate the work of support staff.	Manages staff to deliver specific school-wide function.	
Probable settings	Typically Large Secondary	Typically Large Secondary	
Generally Representative Accountabilities & Responsibilities NB The difference between any levels is an accumulation of a number of elements rather than focus on any particular task.	<p>Work is governed by established practices and procedures, some degree of freedom to act but within clearly defined compliance parameters. May be remotely managed. May involve planning to set targets in line with local and national priorities</p> <p>May have budgetary or fund generating responsibility or accountability based on review and results.</p> <p>Typical Tasks: *Leading and developing programmes and plans to promote sports activity, including coaching and identifying talent for schools or local community. *Developing links between schools, local partners, local authorities *Coordinating of events and competitions *Providing an advisory service *Coordinating of a range of ICT functions to ensure integrated operation. *Managing support staff</p> <p>Effective communication to engage and motivate students, staff and community users. Negotiating and influencing skills with colleagues and staff and external partners.</p>	<p>Work generally within established practices and procedures. Required to use adaptive thinking in dealing with a problems and identifying improvements. Planning of projects and network development which may be across several sites.</p> <p>May manage whole school budget for the function area.</p> <p>Typical Tasks: *Advising senior management on IT procurement and systems development; establishing contacts with suppliers and negotiating contracts. *Adapting, developing and monitoring systems to suit changing need *Managing and developing support for students and staff, including training. *Providing leadership to develop extended services and to raise standards.</p> <p>Effective communication skills to engage with students and staff and deliver training. Liaison and negotiation with suppliers and contractors.</p>	
Typical Knowledge, Skills & Experience	<p>Typically degree /professional qualification with significant relevant experience and development.</p> <p>Ability to manage the delivery of programmes and activities. Ability to monitor and report on progress to specific project goals.</p> <p>Knowledge of school policies, current regulation in the relevant field, such as National programmes, National Governing Bodies.</p>	<p>Typically degree /professional qualifications with significant post graduate relevant experience and evidence of Continuous Professional Development.</p> <p>Ability to manage budgets and monitor expenditure Ability to motivate and manage staff.</p> <p>Knowledge of school policies, current and developing regulations in the relevant field.</p>	
Additional Work Elements	-	-	