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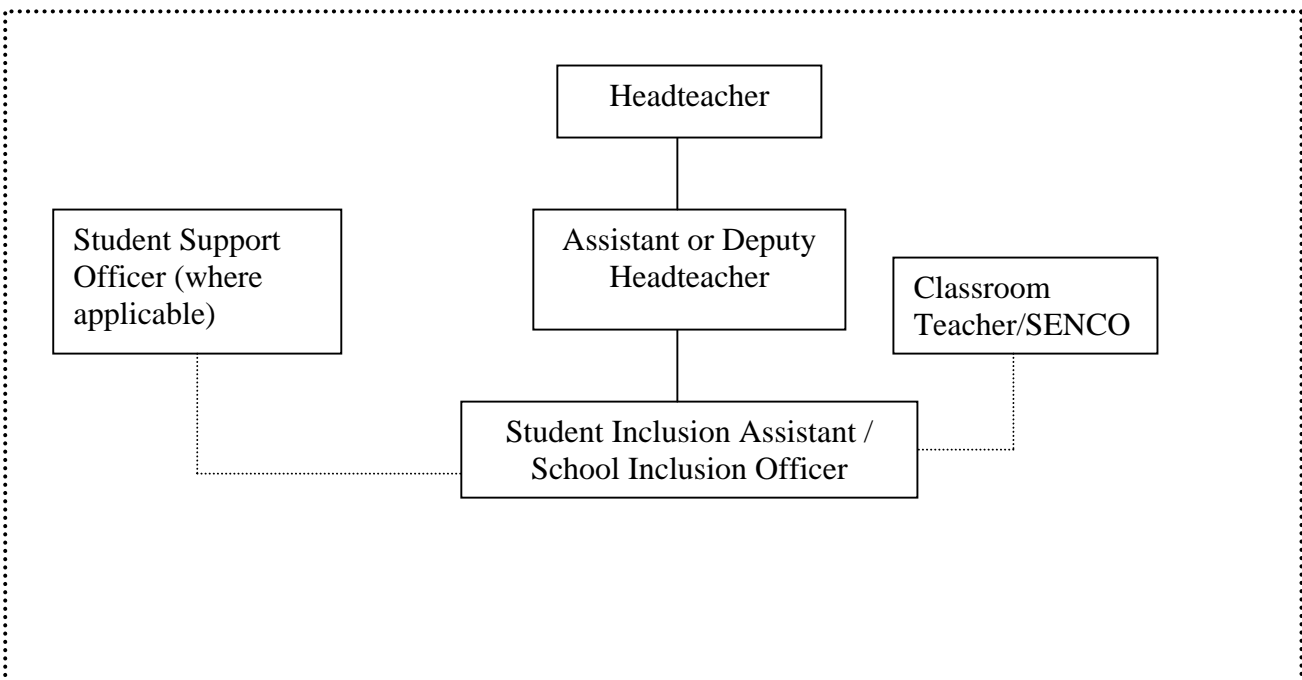
ROLE PROFILE FORM

Section A

Role profile ref no	01566
Department/Section:	Education (Schools)
Role Title:	Student/Pupil Inclusion Assistant (In some schools this post is also known as School Inclusion Officer)
Reports To - (Supervisor/manager's role title) :	Headteacher or member of Senior Management Team
Role Purpose: (why the role exists)	Using a variety of group work and behaviour management and counselling, develop social skills and responsible behaviour of students excluded from normal classes, reducing the number of fixed term or permanent exclusions from the school.

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



Section C**ROLE REQUIREMENTS**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Supervision	<ul style="list-style-type: none"> • Responsibility for day-to-day operation of Social Inclusion Room, ensuring adequate equipment is available and the room suited to the days' activities • Supervise students working in social inclusion room to ensure completion of work in appropriate 	75%
Student support	<ul style="list-style-type: none"> • Ensure curricular work is collected for students to ensure work within the Social Inclusion Room adheres to Curriculum requirements • Work with Heads of department to develop self-supported study packs in some schools • Maintain contact with social inclusion students, once they have returned to timetable using appropriate visits/counselling sessions • Liase with student support officer where appropriate • Provide a counselling service to students, including for students who self-refer 	5%
Records/ Administration	<ul style="list-style-type: none"> • Record summaries of conversations with students who attend counselling sessions and disseminate where appropriate • Keep records on Social Inclusion students via daily progress report • Store records in line with Data Protection Act (1998) • Set-up (where appropriate) and maintain pupil inclusion register 	10%
Other	<ul style="list-style-type: none"> • Ensure contacts are maintained with staff in school and with external agencies, referring cases when required and attending meetings of relevant groups • Support extra-curricular activities where this will facilitate the re-integration of excluded students 	5%
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.	5%

Section D -The key decision making areas in the role

- Deciding on the counselling and group work techniques needed to support students either individually or as a group
- Deploying appropriate behaviour management techniques during supervision of excluded pupils.

In some schools, the role will also include:

- Making decisions when refer students to external agencies, or when to contact agencies for further advice
- Deciding what issues relating to a student's personal life are relevant to a student's academic progression and to whom these should be communicated
- Deciding what information needs to be recorded on progress report forms and in notes of confidential counselling sessions.

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Responsibility for up to 6 students in the social inclusion room at any one time
- Counselling of an average 3 students per year
- No budget responsibility

Section F - The main contacts – external/internal customer contacts and purpose

- Teachers and Heads of Department, to develop curricular activities and self-learning tools
- Students, to provide support under the provision of this role
- External agencies, to seek expert advice in relevant circumstances
- Parents – constant contact in relevant individual circumstances, or at parents evening.
- New students at open evenings

Section G - Working conditions – environment, and physical effort or strain.**Section H - Context/additional information**

Students may be referred for counselling or have social inclusion difficulties because of emotional or behavioural difficulties. Students of this nature can be particularly demanding.

PROGRESSION IN ROLE

Section J - Entry: Necessary role-related knowledge, skills and experience at selection

- Good skills in ICT (word, excel, internet)
- Excellent numeracy and literacy (GCSE or equivalent standard)
- Excellent communication skills with a variety of students, staff and external agencies
- Good organisational and behaviour management skills
- Professional attitude towards issues involved with exclusion

Section K – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

1 month for initial training

- Developing knowledge of school policy and procedure surrounding inclusion/exclusion
- Working with Heads of Year to develop network of contacts with external agencies
- Develop good working relationship with other colleagues
- Build relationship with students

Further training where required, including:

- Behaviour management, including anger management
- Counselling training
- Conflict resolution
- SKIP or “team teach” training

Section L – Operationally effective: How would effectiveness in role be demonstrated?

- Minimal drop in educational achievement while students in social inclusion room
- Return to normal timetable if possible
- Students feel that counselling is useful to them (feedback/yearly survey)
- Teachers/parents see improvement in behaviour of student

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- A good understanding of the entire curriculum and the standards the school are trying to achieve
- Building reputation as counsellor and developing strong relationships with students at the school
- Strong leadership of the Social inclusion room, creating atmosphere of learning and trust whilst developing skills to enable the students to return to timetabled teaching
- Full use of facilities available in school to facilitate student's education and return to timetabled teaching if possible and with as little detriment to learning achievement as possible
- Meaningful contribution towards self-learning packs to aid learning of students in the social inclusion room
- Meaningful input on school's strategy on inclusion/exclusion