

JOB FAMILIES ~ Personal Support
Level descriptor – Level 7 – JG7
Top Up Funding SUPPORT OFFICER

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| <p>Role purpose: Expected to undertake specialist or technical assessments/activities and make decisions based on those assessments within a service function using skills that would have be gained through professional qualifications and/or practical experience. Within this role the post holder will be expected to monitor the use of Top Up Funding (TUF) in educational settings and to share good practice in supporting schools' evidence that any allocated funding is being used to best effect. The post holder will identify whether there have been any changes to the level of need of individual pupils and whether funding should continue at the allocated level in liaison with headteachers and/or SENCOs, business/finance managers to assist in this.</p> | |
| <p>Typical activities</p> | <p>Knowledge, skills & experience</p> |
| <p>To support and challenge schools to make the best use of their resources (both delegated and top up funding) to achieve positive outcomes and progression for SEND pupils.</p> <p>To liaise collaboratively with SENCOs and headteachers to improve standards and achieve service delivery.</p> <p>To triangulate TUF, EHC Plans and actual provision within schools for individual pupils to evaluate impact of spending.</p> <p>Assess the needs and provisions of children and young people and develop a framework to support schools to optimally meet their needs.</p> <p>To provide support, strategies and sharing of best and innovative practice to ensure optimum use of funding to support the outcomes of individual pupils.</p> <p>Develop a resources list which can be shared with schools on best use of funding which meets individual needs and helps the promotion of their independence.</p> <p>Provide training through group sessions, SENCO clusters and MAT meetings.</p> <p>Take a role in developing a range of specific services related to SEND legislation with clearly identified outcomes associated with an overall service plan.</p> <p>To support the tribunal and top up funding processes as directed.</p> | <p>Vocational qualification or experience to Degree Level or above, relevant to the service user group or equivalent experience to give the same level of knowledge necessary to undertake the role.</p> <p>Approved professional qualification relevant to the area of work and practical experience of working with service user groups giving rise to a variety of technical skills and thorough understanding of the principles of the services available, legal responsibilities, work practices and processes.</p> <p>A thorough understanding of funding streams available to schools</p> <p>Significant experience of working at a senior level to improve outcomes of SEND pupils and influencing strategic direction for SEND in school.</p> <p>SEND Specialist who can demonstrate the ability to support and challenge schools to make the best use of their resources (both delegated and top up funding).</p> <p>Experience of providing training to schools at a strategic level.</p> <p>Ability to analyse areas of work and make decision to improve them.</p> <p>Knowledge and understanding of safeguarding protocols and the threshold levels for service user groups. Ability to investigate and follow up on potential issues.</p> |

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| <p>To provide feedback to, and to liaise with, the SEND Operational Lead and service lead.</p> <p>Communicate effectively and work in partnership with multi agency partners, colleagues, children, young people and families both verbally and in writing through the appropriate use of case notes and other record keeping within information sharing protocols and record keeping policies.</p> <p>To support schools' understanding of the graduated response guidance.</p> | <p>Ability to engage with service users and partner agencies within the relevant codes of practice values (dignity, respect etc)</p> <p>Ability to manage/organise own work and that of others to meet agreed deadlines</p> <p>Understanding and recognition of professional & personal boundaries.</p> <p>To be flexible on the times worked as there may be a requirement to meet school staff outside of normal business hours.</p> <p>Hold a full UK driving licence and availability of their own car for work use.</p> <p>Satisfactory enhanced DBS disclosure certificate (relevant applications and checks will be carried out before any job offer is confirmed).</p> |
| <p>Performance measures</p> | <p>Competencies</p> |
| <p>Quantifiable objectives – To reduce the reliance on 1:1 support for individual pupils as evidence in costed provision maps. To ensure optimum use of TUF. To improve pupils' outcomes so that TUF benefits the pupils and reduced the need for ongoing element 3 funding. Feedback from service users, colleagues and partner agencies Line manager assessment 360 feedback from school staff and colleagues Improvement in use of TUF within schools and better outcomes for pupils. The post to be reviewed and outcomes to be presented to SSF to ensure transparency and accountability.</p> | <p><u>Team Working</u> ~ cooperation and flexibility, is able to give and receive constructive criticism and solicits ideas from others <u>Service user/ outcome focused</u> ~ achievement of results through appropriate decision making, evidenced based interventions, personalised care plans <u>Problem solving & judgement</u> ~ develops solutions, makes links between identified potential issues and possible solutions, is confident in making decisions within guidelines. <u>Planning & Organising</u> ~ Prioritises work, organising work for self and others to agreed deadlines <u>Business Awareness</u> ~ Understands the contribution the role makes to the service and organisation as a whole and recognises how the actions of others impact on own role. <u>Leadership Standards</u> ~ demonstrates the behaviours set out in the council's leadership standards.</p> |

Equality and Diversity

We expect all employees to act professionally and to treat colleagues and the public with dignity and respect. This means setting a strong personal example of good equality and diversity practice at all times and ensuring they are sensitive to the needs and views of others and reflect this in the way they behave. Managers have additional responsibilities of managing others effectively by recognising and valuing each team member as an individual and always challenging inappropriate language and behaviour.

Health and Safety

We all have a responsibility to work within health and safety legislation, associated codes of practice, North Somerset Council's policies and procedures and our local safe systems of work and emergency arrangements.

Continuous Development

Our jobs and the way we do things evolve over time and we need to keep abreast of new technologies, legislation and methodologies for our own subject areas. We are responsible for reviewing and developing our own professional practice.