

Members' Library Service Request Form

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Originator	Nicola Mcdowell
Originator's Ref (if any)	
Document Title	Service Review Report - Creation of Equity & Inclusion Education Outreach Team

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Additional information:

Authorised By	Nicola Mcdowell
Designation	Head of Education
Date	18/03/2024

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SERVICE REVIEW REPORT

REPORT TO: Members' Library Service

BY: Head of Education

DATE: 5 March 2024

SUBJECT: Education Team – Creation of Equity and Inclusion, Education Outreach Service (Temporary for 23 months)



1 PURPOSE

- 1.1 To seek Head of Council Resources approval under delegated powers for the creation of the **Equity and Inclusion Education Outreach Service/Team** which includes and the creation of a **Business Support Administrator** and an **Education Outreach Officer** as a temporary change to the staffing structure.

2 RECOMMENDATIONS

- 2.1 To agree to the establishment of the service as outlined in the report.

3 BACKGROUND

- 3.1 The impact of the COVID-19 pandemic disproportionately affected children and young people experiencing social and economic disadvantage. This has been further exacerbated by the cost-of-living crisis resulting in an increasing cohort of children and young people who are struggling to maintain good school attendance or engage in prolonged periods of learning when there.
- 3.2 To augment learning for children and young people with social and emotional behavioural needs, the Inclusion Service currently procures services from a range of third sector providers. In their totality, these services provide one hour of support per week for 35 children or young people. This costs £124,000 per annum with the hourly rate ranging from £51 to £148.
- 3.3 In addition to these services, £2.2m was spent last year on external educational provision. This year's budget is £1.6m with a forecast overspend of £379,000.
- 3.4 It is the commitment of Education and Children's Services that our children and young people are "living and learning in East Lothian". It is also the commitment of The Promise and East Lothian's Corporate Parenting Plan to ensure that families are supported to stay safely together at home.
- 3.5 The establishment of an Equity and Inclusion Education Outreach Service will: provide greater consistency of experience for learners; ensure that our most

vulnerable children and young people benefit from the ambition, care, and skill of our own workforce; contribute to keeping our learners within East Lothian and offer greater value for money.

- 3.6 It is proposed that the strategic direction of the service would be set by the Quality Improvement Manager (Equity & Inclusion) and linked to the Strategic Equity Fund stretch aims to close the poverty related attainment gap. A Depute Head Teacher would be appointed to oversee the service.
- 3.7 The service would not employ teachers as the educational planning for children and young people would remain the responsibility of their Named Education Contact at school. This will ensure that children and young people retain their links with their school and local community.
- 3.8 The service would employ 8 FTE temporary Education Outreach Officers - Equity and Inclusion and 1 FTE temporary Business Support Administrator to help coordinate the work of the team.

4 POLICY IMPLICATIONS

- 4.1 There are no immediate policy implications arising from the contents of this report.
- 4.2 The Job Evaluation Team have evaluated the role of Education & Outreach Officer and awarded an overall grade 7 for this post (£29,874 - £32,447 per annum).
- 4.3 The Business support Administrator was benchmarked against the generic Business Support Administrator post and awarded an overall grade 4 (£22,428 – £23,924 per annum).
- 4.4 The Deputy Head Teacher post has been jobs sized and signed off by LNCT and awarded grade DHT 1 (£59,994 per annum)

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 DISCLOSURE SCOTLAND REQUIREMENT

- 6.1 These posts are considered as regulated work with vulnerable children, as specified in the Protection of Vulnerable Groups (Scotland) Act 2007.

7 RESOURCE IMPLICATIONS

- 7.1 Financial – This service will require £412,670 per annum for: 8 x Grade 7, DHT 1, Admin Grade 4 with on costs, travel & IT. It assumes no premises as staff will be based at John Muir House and outreach locations: schools, community settings and CPY's homes. As temporary, the posts and the service will be funded for 23 months through the Strategic Equity Fund.

The Ledger codes associated with these posts are as follows:

Local Government employees: **5-61-684-1-13-005**

Teaching staff: **5-61-684-1-11-005**

- 7.2 Personnel – This post has been formally evaluated. HR & TU will be consulted. The EIS are supportive of this proposal.

8 BACKGROUND PAPERS

- 8.1 None.

AUTHOR'S NAME	Nicola McDowell
DESIGNATION	Head of Education
CONTACT INFO	nmcdowell1@eastlothian.gov.uk
DATE:	7 March 2024

JOB DETAILS FORM

JOB OUTLINE	
JOB TITLE: Education Outreach Officer – Equity & Inclusion	JET CODE: 7926
DIVISION: Education & Children’s Services	
SERVICE/BUSINESS UNIT: Equity & Inclusion	
REPORTING TO: Depute Head Teacher – Equity & Inclusion	
RESPONSIBLE FOR: None	
<p>JOB PURPOSE:</p> <p>The purpose of the Equity & Inclusion Education Outreach Service is to provide bespoke support to identified learners to improve their school attendance, engagement, attainment, and achievement. The Equity & Inclusion Outreach Service works with learners on a short-term basis to support them to take full advantage of opportunities in school. The Education Outreach Officer will also work in partnership with families to promote positive home-school links.</p> <p>In line with GIRFEC principles, the Education Outreach Officer will work closely with school colleagues, including learners’ Named Education Contacts (NEC) and other agencies as part of the ‘team around the child’ to provide early and effective support to ensure that all learners meet their full potential.</p>	
<p>MAIN DUTIES:</p> <ul style="list-style-type: none"> • To work flexibly and creatively on a one to one or small group basis with identified learners who face barriers to their learning / wellbeing. This can include collaborating with learners in a school, community, or home setting. • To build meaningful relationships with children and young people to support their academic attainment, wider achievement, social, emotional need, or address barriers to engagement at school. This will be underpinned by our stretch aims to close the gap between the most and least deprived children and young people. • To support the delivery of school devised educational programmes to children and young people up to and including National Qualification level. • To liaise effectively with school colleagues about children and young people’s progress to ensure continuity in educational provision. • To maintain accurate case records for children and young people. 	

- To contribute to GIRFEC and associated Child Planning Framework processes to ensure robust wellbeing assessments and planning which places the child at the centre and can evidence improved outcomes. This will include contributing to Child Plans and participating in Child Planning Meetings.
- To work in partnership with other professionals and children / young people and their families to ensure barriers are broken down; supports are proportionate and effective and channels of communication are clear.
- To provide practical support to children / young people and their families including signposting to other agencies.
- To adhere to General Data Protection Regulations (GDPR) around how personal information is managed.
- To adopt a solution orientated approach which promotes the capacity of children and young people and empowers them to get the most out of their education.
- To contribute to authority wide groups and initiatives to develop our approaches to key areas of work such as poverty proofing the school day, inclusion and managing distressed and challenging behaviour.
- To provide frontline pastoral care for identified children and young people and their families to address emerging needs to prevent them from escalating.
- To uphold national and local policies and guidance to support the wellbeing, attainment, inclusion and protection of children and young people.
- To undertake relevant training to maintain and develop knowledge and skills and contribute to the learning and development of others.

Any other appropriate duties, as requested by Management, commensurate with the grade for the post.

ESSENTIAL REQUIREMENTS FOR THIS ROLE

Qualifications/Experience:

- Educated to HNC or SVQ Level 3 in a relevant discipline including education, social care, health, or community education and able to demonstrate equivalent knowledge, skills and competencies gained through relevant experience.

Disclosure Scotland:

- This role requires PVG clearance for regulated work with children and protected adults. ELC will submit a PVG application on behalf of the preferred candidate and receipt of the subsequent PVG certificate will be required prior to commencement.

Scottish Social Services Council:

- None

PERSON SPECIFICATION		
Attributes	Essential	Desirable
Education, Registration & Training	Educated to HNC or SVQ Level 3 in a relevant discipline including education, social care, health, or community education and able to demonstrate equivalent knowledge, skills and competencies gained through relevant experience.	HND / Degree in relevant field. A current driving license and/or use of a vehicle to travel between locations.
Previous Experience (Paid & Voluntary Work)	Experience of working with vulnerable children / young people and families. Experience of direct work with children / young people. Experience of working with schools.	Experience of working with a range of agencies.
Knowledge/ Skills /Competencies	Knowledge of Getting it Right for Every Child (GIRFEC) approaches. Effective verbal and written communication skills. A skilled user of Microsoft Office. An excellent understanding of child development and the needs of children / young people. Effective time management and organisational skills.	
Personal Qualities	Positive attitude and approach to working with young people and families, with the desire and ability to help children reach their full potential. A willingness to undertake personal and professional training and development as required. Able to participate in activities with	

	<p>families and children / young people.</p> <p>A flexible and creative approach.</p> <p>Ability to communicate sensitively and effectively.</p> <p>Ability to show patience to build good relationships with children / young people who may be harder to reach.</p> <p>Ability to help parents develop the skills that they need to support their children.</p> <p>A non-judgemental approach.</p> <p>A commitment to supporting people in difficult situations.</p> <p>Understanding, patience and good listening skills.</p> <p>Ability to stay calm under pressure.</p> <p>Ability to use own initiative.</p> <p>Ability to work flexibly as part of a team.</p> <p>Ability to maintain confidentiality relating to sensitive or personal matters.</p>	
<p>Council Behaviours</p>	<p>We are Customer Focused</p> <p>We Initiate and Embrace Change</p> <p>We Strive to be the Best we can be.</p> <p>We make things Happen.</p> <p>We work Together.</p>	

FACTOR LEVEL DESCRIPTORS

WORKING ENVIRONMENT:

The jobholder will work indoors in an office environment or at in a location deemed suitable to deliver learning experiences for children / young people. This could include a school, library, community setting or in a child / young person's home.

Roughly, the jobholder will spend 70% of their time school/Office and the remaining 30% of their time in young person homes. This is likely to change as the requirements of this job will change when referrals to work with individual young people are accepted.

The jobholder is not exposed to any hazardous conditions.

PHYSICAL CO-ORDINATION:

Physical co-ordination is needed to use a telephone, keyboard/laptop and/or a mouse. The jobholder uses Microsoft Office products daily. Basic keyboarding skills are required to do this job. This could include, for example, producing standard word-processed documents etc.

The jobholder uses SEEMIS for recording information relating to children and young people.

As the duties of the role are undertaken at various locations out with your main place of work, then it is desirable that the jobholder holds a current driving license.

PHYSICAL EFFORT:

The job is mainly undertaken in a sedentary position and requires no more than a basic level of physical effort by the jobholder. There will be occasions where they will be required to carry a laptop and paper documents to meetings and stand/walk when visiting schools etc.

MENTAL SKILLS:

As the Equity and Inclusion Officer, the primary responsibility is to provide support for the educational experiences of children and young people across all stages of the curriculum, ranging from 3 to 18 years old.

The jobholder assumes the responsibility of working with identify learners to enhance their academic achievement, promote regular school attendance, facilitate accomplishment, address social and emotional needs, and overcome barriers to engagement within the school environment. In doing so, they adhere to national and local guidance and legislation, particularly in areas such as Additional Support Needs and GIRFEC.

The jobholder collaborates with the 'team around the child', including the Depute Head Teacher, Social Work, Guidance Teacher, Occupational Health, and others to deliver supports identified through the GIRFEC Child Planning Process. The school staff leads this process, and the supports, targets, strategies etc are specified in the Child's Plan.

The Depute Head Teacher holds the responsibility for ensuring the quality of resources provided by individual schools. The jobholder, on the other hand, is responsible for implementing the supports outlined in the plan to ensure that all learners have the opportunity to reach their full potential. By executing these supports, the jobholder contributes to the overall goal of enabling each learner to achieve their maximum capabilities.

The jobholder will establish meaningful relationships with children and young people, employing flexibility and creativity in delivering personalised supports on a one-to one or small group basis. This includes implementing a tailored programme of activities and interventions to address the specific need of each child. For example, they may help with literacy and numeracy skills.

Working with children and young people who may be disengaged or facing learning challenges requires the jobholder to possess initiative, creativity, and problem-solving skills. They must be able to think on their feet and adapt their approach to effectively engage and support these individuals. This entails being proactive in finding solutions and approaches to address the unique needs of each learner, fostering their active participation and progress.

Examples of creativity in this context involve developing bespoke initiatives and supports to make learning engaging for young people who may be facing challenges with learning or application. These strategies and initiatives are customized to the specific interests of the individual, incorporating elements such as their favourite sport, personality traits, of specific interests to capture their attention and engagement. Additionally, creative approaches may include incorporating play-based methods or outdoor learning when traditional classroom approaches have proven ineffective. The aim is to find innovative way to support and motivate young learner, ensuring their active participation and enhancing their learning experience.

The jobholder may encounter various problems that require independent resolution while working with young people. For instance, if a young person expresses a reluctance to work the jobholder during their allocated time, it is the jobholder's responsibility to encourage and motivate hem to participate. Similar, if a young person lacks self-belief or tenacity to approach or complete a task, they are expected to provide support and encouragement to help them overcome their challenges.

If the implemented programme of work does not yield the desired results, it is the responsibility of the jobholder to report back to the Deputy Head Teacher. The DHT will then review and refine the plan based on the feedback provided by the jobholder. The revised plan will be communicated to the jobholder, who will subsequently implement the refined supports to better meet the needs of the learners.

They are responsible for assessing the needs of the young person in order to provide appropriate support. By working closely with the child or young person, they gather information about their learning interests and learning preferences, which can contribute to the planning process led by the school. However, the assessments of needs are ultimately the responsibility of the Named Education Contact. The jobholder's role is to gather information and contribute to the overall understanding of the young person's needs, which can inform the planning and support provided.

The jobholder is responsible for scheduling meetings and activities with children/young people, typically 1-2 weeks in advance. However, as the service continues to develop, there may arise a need to schedule and plan activities months in advance.

CONCENTRATION:

The jobholder will spend around 4-5 hours daily working with and building relationships individual children / young people to support them with planned programmes of work provided by their link school. As this is a brand-new service, it is difficult to anticipate the number of meetings, however, on average, it would be around one meeting per week with each child for around 1 hour each.

During meetings, the jobholder is unable to deal with interruptions as they are required to take notes/record information about the young person / child. They are required to concentrate on recording information in SEEMIS a couple of days per week for up to an hour. Excellent listening skills are required to focus on what is implied and not necessarily said, due to the complexities around the issues in relation to each individual to ensure they are given the correct level of support/care.

The jobholder is required to concentrate without interruptions for 1-2 hours twice per week when familiarising themselves with the programmes of work provided by schools, as well as planning bespoke supports/activities for each individual child / young person.

As part of the team 'around the child', the jobholder will be required to regularly attend Team meetings with a range of other professionals in which to discuss operation matters for the team including, allocation of cases, updates, progress with individual children / young people.

For child planning meetings to contribute – with other professionals – to the wellbeing assessment of the child / young person, to identify support strategies and agree targets / next steps for the child / young person. There would also be a review of previous targets.

The jobholder attends meetings for requests for assistance which are received through the triage system. These meetings can take upwards of 2 hours and the information presented is often complex, requiring the jobholder to concentrate and retain a large amount of information while at the same time formulating an appropriate plan of action for that young person. They will also be required to attend larger, multi-agency meetings and present cases to the panel, taking forwards actions agreed.

The jobholder is required to balance service work with an active caseload which will include children and young people receiving direct support from the jobholder who have been identified through the triage process.

Work is deadline driven and linked to the aims of the strategic Equity Fund to close the poverty related gap. The Jobholder will work towards individual deadlines for learners, as well as deadlines to get children back in to mainstream school by a certain date, they must also ensure that the appropriate support is given to learners to ensure they obtain qualifications by a certain date within the academic year.

COMMUNICATIONS SKILLS:

Excellent communication skills both verbally and written are key to this role as the jobholder is responsible for developing constructive relationship with young people to support their wellbeing and learning opportunities.

The jobholder provides practical/bespoke support, advice guidance to children/young people and their families through one-to-one meetings, as well as signing posting to other agencies.

Examples of support, advice and guidance include:

- Encouragement and assistance with completing schoolwork – e.g., literacy / numeracy input.
- Advice and guidance on parenting skills to engage children / young people.
- Strategies for engaging neuro-diverse learners e.g., visual timetables

Working with families, the jobholder will make suggestions of referrals to community-based support projects, youth work interventions, parenting supports, which would be done in collaboration with the team around the child and the child planning framework.

The children / young people the jobholder supports will display distressed and challenging behaviours often manifesting in reluctance / inability to attend school and / or engage in any classwork. They may also have barriers to learning. The jobholder is required to use negotiation and persuasion skills to ensure that children young people make the most of educational opportunities.

They will need to be skilled and adaptable to employ strategies that can encourage the children and young people to complete the work that has been set for them by the school. For children and young people who have not attended school for some time, it is hoped that with the support of the team around the child the jobholder will be instrumental in facilitating a return to school. This will require persuasion often for the child / young person and the parent / carer of the benefits of school and the supports available there. In these cases, they will also be key to repairing / reinstating any relationship difficulties with the school.

If the jobholder is unable to persuade a child to engage, they will refer to child / young person to the Deputy Head Teacher.

The jobholder works directly with individual learners on a day-to-day basis, which gives them with a better understanding of their individual circumstances – e.g., what their home life is like etc. They will use their personal perspective of each learner to provide feedback to the team around the child to encourage and persuade the team to take a different approach to the child plan.

As part of the team 'around the child', the jobholder will be required to regularly attend Team meetings with a range of other professionals in which to discuss operation matters for the team including, allocation of cases, updates, progress with individual children / young people.

For child planning meetings to contribute – with other professionals – to the wellbeing assessment of the child / young person, to identify support strategies and agree targets / next steps for the child / young person. There would also be a review of previous targets.

The jobholder participates/contributes to weekly team meetings to discuss allocation of cases, updates, and progress of each individual learner. They also contribute to child planning meetings with other professionals in relation to the wellbeing assessment of the child / young person, identify support strategies, agree targets and next steps, as well as reviewing previous targets. As part of the team around the child, the jobholder contributes by listening to other professionals, contributing ideas and suggestions around what works / could work, reviewing previous strategies, assimilating information to formulate a plan for the child / young person.

They also provide feedback to schools via email and telephone on the progress of individual children / young people on a weekly basis.

The jobholder must have the ability to form relationships and communicate effectively about the child / young persons progress with school colleagues and other professionals supporting individual children / young people, which include –social work, health colleagues, third sector agencies etc.

They provide in-put to written reports about children and young people’s progress which is factual and non-judgemental. Reports form part of the Child Plans to provide an overview of additional support needs, support strategies and associated targets for the child / young person. The plans are the responsibility of the Named Education Contact, and the post holder would be asked for their views.

DEALING WITH RELATIONSHIPS:

Relationship building is a critical aspect of the role. The jobholder is required to develop and maintain supportive relationships with a diverse range of learners with individual support needs, including learning difficulties, children who are disengage, neurodiverse learners,, struggling to attend school, anxiety, and family circumstances – e.g., young carer.

The jobholder will dedicate the majority (80%) of their workday dealing directly with children and young people.

The children / young people the jobholder supports will display distressed and challenging behaviours often manifesting in reluctance / inability to attend school and / or engage in any classwork, follow through on instructions and casual abuse, such as swearing.

Any anticipated risks are supported through risk assessment and made clear with the jobholder, with training, processes, and strategies in place to assist with managing and deescalating certain types of behaviour.

RESPONSIBILITY FOR EMPLOYEES:

The jobholder has no responsibility for employees. However, there may be occasions when they are expected to provide advice and shadowing opportunities to new starts.

RESPONSIBILITY FOR SERVICES TO OTHERS:

To provide frontline pastoral care for identified children and young people and their families to address emerging needs to prevent them from escalating.

The jobholder undertakes tasks or processes which contribute to a service to children, young people, their families, and schools. This is through providing bespoke support to learners to improve attendance, engagement, attainment, and wellbeing.

They are responsible for assessing the needs of the child/young person to determine which service/support would be most beneficial and then ensuring that those needs are met by signposting and working with other agencies to determine the right course of action.

RESPONSIBILITY FOR FINANCIAL RESOURCES:

The jobholder has no responsibility for Finance.

RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES:

The jobholder is responsible for creating and maintaining personal information/records relating children and young people, while adhering General Data Protection Regulations (GDPR) around how personal information is managed.

Discretion is required in creating and maintaining to confidential child / young person records.

The information/data relating to the children/young people can be accessed and viewed by the 'team around the child' including the Depute Head Teacher, Social Work, Guidance Teacher, Occupational Health, and others to deliver supports identified through the GIRFEC Child Planning Process.

The jobholder is responsible for the use and safe keeping of a laptop.

INITIATIVE & INDEPENDENCE:

The jobholder works within established procedures/policy guidelines, regulations, and legislation to implement a prescriptive programme of work, which is directed by Depute Head Teacher.

The jobholder works alone and is not able to seek immediate advice from colleagues, therefore they are expected to independently resolve day-to-day problems, including:

- How to support, engage, and motivate, reluctant learners
- Supporting children / young people with pieces of academic work
- Time management to ensure efficiencies to support as many learners as possible.

- Managing daily pressures to 'get it right' for learners when other interventions/supports have been exhausted.

They are required to be creative / adaptable on the approaches they take on a daily basis.

They would seek advice and guidance from the DHT for more strategic issues - e.g., if the school was not providing suitable / sufficient programmes of work for the child / young person, or if they are dealing with particular difficulties in working with a specific child / young person which they could not resolve.

The jobholder is required to use initiative to organise their work/case load to be able to meet the needs of all the children/young people they support.

The policy and strategy for the team is set by the DHT and Quality Improvement Manager, however, the jobholder is required to ----- contribute by providing feedback during weekly meetings, which will inform policy and strategy.

They contribute to authority wide groups and initiatives, such as the Equity working group, to assist with the development of approaches to key areas of work such as poverty proofing the school day, inclusion and managing distressed and challenging behaviour. They share good practice across East Lothian about the cost of the school day. They will also contribute to the distressed and challenging behaviour working group with any knowledge / strategies that they have to share around good practice. Participation in these groups would be based on Jobholders' own expertise and the opportunity to work collegiately. It would be an opportunity with no expectation to participate if not of interest / relevance.

KNOWLEDGE:

The jobholder must be educated to HNC or SVQ Level 3 in a relevant discipline including education, social care, health, or community education and able to demonstrate equivalent knowledge, skills and competencies gained through relevant experience.

They are required to have the following experience/knowledge/skills:

- Experience of working with vulnerable children / young people and families.
- Experience of direct work with children / young people.
- Experience of working with schools.
- Knowledge of Getting it Right for Every Child (GIRFEC) approaches.
- Effective verbal and written and communication skills.
- A skilled user of Microsoft Office.
- An excellent understanding of child development and the needs of children / young people.
- Effective time management and organisational skills.

There is also a need for ongoing professional learning to support competency.

AUTHORISATION:

I have read the information contained in this document and confirm that it is an accurate reflection of the duties and responsibilities for this post.

Jobholder*

Signed Date

Line Manager

Signed Date

Service Manager

Signed  Date 26th January 2024

EAST LOTHIAN COUNCIL
Job Outline

Post Title:	Business Support Administrator, Equity and Inclusion
Service:	Education
Location:	John Muir House, Haddington
Immediate Supervisor:	Depute Head Teacher, Equity and Inclusion

Purpose of the Job

To provide advanced and comprehensive administrative support within the relevant area of East Lothian Council.

- Receive and process information
- Ensure all guidelines and procedures are adhered to in relation to set timescales
- Prioritise work tasks
- Maintain accurate financial records and process payments and invoices promptly and timeously
- Order supplies and equipment and monitor stock levels when necessary
- Link and cross check information and statistics
- Minute and record complex meetings accurately, producing documentation and distributing as required.
- Provide specialist and technical support as required
- Process, record and analyse data
- Produce documents using Microsoft Office Packages, i.e. Word, Excel and Access.
- Organise and co-ordinate meetings and /or events on a regular basis
- Collate, report and distribute statistical information and documentation
- Provide general admin support direct to one or more managers as necessary
- Deal with both internal and external customers in line with the Council's customer care policy.
- Actively participate in and support any meetings and working groups within the department.
- Undertake any other duties or responsibilities appropriate to the grading of the post which may be assigned in light of changing needs within the department.

Employee Responsibility

None

Essential Requirements for this Role

Education:

- Educated to HNC/SVQ Level 3 or equivalent in a relevant discipline **and/or** be able to demonstrate equivalent knowledge, skills and competencies gained through previous experience.

Disclosure Scotland:

- This role requires **Basic Disclosure Clearance** to allow access to the Public Sector Network. ELC will submit a Police Act Disclosure application on behalf of the preferred candidate and receipt of the subsequent certificate will be **required prior to commencement**.

Skills/Experience Required

- See Person Specification

EAST LOTHIAN COUNCIL
Person Specification

Post Title:	Business Support Administrator, Equity and Inclusion
Service:	Education
Location:	John Muir House, Haddington
Immediate Supervisor:	Depute Head Teacher, Equity and Inclusion

Attributes	Essential	Desirable
Education, Registration & Training	<p>Educated to 'Higher' Level, NC or SVQ level 3 in Administration or Information Management or equivalent and/or able to demonstrate equivalent knowledge, skills and competencies gained through relevant experience.</p> <p>Basic Disclosure is an essential requirement of this role</p>	
Previous Experience (Paid & Voluntary Work)	<p>Previous Experience of working in an office environment.</p> <p>Previous Customer Service Experience.</p> <p>Previous experience of processing financial transactions.</p> <p>Experience of minuting complex meetings.</p> <p>Experience of processing, recording and analysing data.</p>	
Knowledge/ Skills /Competencies	<p>Effective verbal and written communication skills</p> <p>Effective project management skills.</p> <p>A skilled user of Microsoft Office</p> <p>Proficient numeracy and literacy skills</p>	
Personal Qualities	<p>Ability to investigate and resolve problems.</p>	

	<p>Ability to prioritise a varied and complex workload.</p> <p>Ability to use own initiative. Ability to work under pressure and meet deadlines</p> <p>Ability to work flexibly as part of a team.</p> <p>Ability to develop effective relationships with stakeholders.</p> <p>Ability to deal sensitively with individual clients, including the need to maintain confidentiality.</p> <p>Ability to maintain confidentiality relating sensitive or personal matters.</p> <p>Ability to work to a high degree of accuracy, paying close attention to detail.</p> <p>Ability to analyse and interpret data.</p>	
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