# Role Profile

# Access Officer

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| Reference No: | A5807 | | |
| Service: | Education | | |
| Job Family: | Education Specialist Support | Grade: | FC9 |

**Purpose**

The Education Service is required to ensure that children with significant additional support needs can access mainstream educational opportunities.

The postholder will assist with this remit by recommending appropriate provision to ensure that children with disabilities are included in all aspects of school life.

This will include the co-ordination of a team of staff and other resources available to identify and implement appropriate interventions and thus enable individuals to achieve maximum independence.

The postholder will be operationally managed by the Quality Improvement Officer who will provide management supervision on a regular basis.

Post carries responsibilities that cross over between Education and Health.

E = Essential Criteria  D = Desirable Criteria

| **Task or Responsibility -** For this role, there is an expectation that all, or a combination, of the following will be undertaken: | | **Person Specification: Skills, Knowledge, Qualifications or Experience -** Criteria can apply to more than one task or responsibility | **E** | **D** |
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| To be responsible for carrying out specialist assessments and provision of specialist advice and guidance in relation to access to educational provision, and issues for children with significant additional support needs. This will also include manual handling assessments and guidance.<br><br>Liaise with NHS Child Health Therapists regarding determining lead role and duty of care.<br><br>Carry out assessments of children with additional support needs within school environment and to record access needs to assist with forward planning and prioritisation.<br><br>Direct responsibility for Access Assessments is an integral component of the post.<br><br>Recommend and co-ordinate access solutions for individual children with additional support needs.<br><br>Provide consultancy/training for postural management and manual handling.<br><br>Identify individual training needs for use of specialist equipment. | | Educated to SCQF level 9 which includes a Degree, or equivalent, in Occupational Therapy<br><br>Registration with Health and Care Professions council (HCPC)<br><br>Significant relevant post qualification experience with evidence of transferable skills<br><br>A recognised post-qualifying award e.g. Accreditation of Practice Placement Educators; Key Trainer in moving and handling; Postural Care Skills Program; or relevant module/qualification at SCQF level 10 or above (e.g. Environmental design, dementia studies) or agreed equivalent.<br><br>The postholder shall evidence the ability to be responsible for their own practice in accordance with The British Association of Occupational Therapists, the Allied Health Professions Council and the respective Professional Codes of Conduct. | ✓<br><br>✓<br><br>✓<br><br>✓<br><br>✓ | |
| Responsibility for an identified equipment procurement and equipment servicing budget are the primary tasks of the postholder.<br><br>To work in partnership with the Fife Health and Social Care Partnership and Fife Equipment Loan Store in the procurement and management of specialist children's equipment and the operation of the child health equipment service. | | To establish and maintain high professional standards which conform to the Health and Care Professions Council (HCPC) and the College of Occupational Therapy Code of Professional Conduct and to their respective Standards, Policies and Procedures. To maintain their professional registration to practice on an ongoing basis and as required by the HCPC. | ✓<br><br>✓ | |

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| To lead on the procurement and implementation of service contracts for specialist equipment used in schools under the Provision and Use of Working Equipment Regulations and the Manual Handling Operations regulations. | | Evidence of capacity to use expert clinical reasoning to; make independent decisions; accept responsibility for actions and use initiative within parameters of responsibility<br><br>Knowledge of and ability to apply professional models of practice.<br><br>Evidence of continuous professional development relevant to the post and the wider service | ✓<br><br>✓ | |
| Workload will be prioritised within the context of the ASL Strategy and is self-regulating. | | | | |
| To participate in working with and supporting the Learning Estate's Accessibility Working Group.<br><br>To provide consultancy in relation to access solutions and make specialist equipment/design recommendations in educational environments.<br><br>Provide specialist technical guidance and support to Property Services to facilitate the provision of environmental changes across the Learning Estate to improve access for children with ASN.<br><br>Identify appropriate building and design/equipment options to ensure accessible environments. | | Skills in leadership and knowledge of change management<br><br>Team working skills<br><br>Experience and skills in Practice Education<br><br>Knowledge and understanding of professional standards<br><br>Experience of providing effective supervision | ✓<br><br>✓<br><br>✓<br><br>✓ | <br><br><br>✓ |
| To advise on barrier free design in relation to Equality Act 2010 Act. | | | | |
| To keep records of access need. | | | | |
| To ensure assessment and advice is in co-operation with relevant others in multi-agency team. | | | | |

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| To review with key educational personnel existing access supports. | | | | |
| Communicate effectively with all agencies/stakeholders.<br><br>Work in partnership with young people and parents to ensure access for pupils and recommend appropriate support.<br><br>Chair relevant project groups as required. | | Experience of working collaboratively to effect positive Outcomes<br><br>Knowledge and understanding of stakeholder demands<br><br>priorities and objectives<br><br>Skills to communicate effectively | ✓<br><br>✓<br><br>✓<br><br>✓ | |
| Compile statistical data as required re services and equipment for children with additional support needs.<br><br>To keep appropriate records of clinical and other activities and provide reports and statistical returns as requested. | | Effective report writing skills<br><br>Knowledge and understanding of legislation relevant to the post<br><br>An understanding of the value of performance management and collection and recording of data<br><br>Knowledge of service policies, procedures and Resources<br><br>IT skills | ✓<br><br>✓<br><br>✓<br><br>✓<br><br>✓ | |
| To play an active part in the Management Team contributing, as required, to the formulation of plans and policies for the service and assuming responsibility for specific tasks when and where appropriate. | | | | |
| To manage the agreed budget for the areas ensuring its most effective use. | | | | |
| To share responsibility for the management of the Service and represent the Service when required. | | | | |

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| To participate in multi-professional educational/training opportunities identified as appropriate for professional development and to meet the demands of the post. | | | | |
| To undertake a regular review of performance with Line Managers and to agree on personal and service goals.<br><br>To meet with Line Manager and review operational features of the defined area of responsibility.<br><br>To undertake relevant training, courses and seminars as required.<br><br>To play an active part in the promotion and development of the profession.<br><br>To promote the interest of staff in professional activities within the Fife Council. | | Experience of effectively managing time and priorities<br><br>Ability to travel throughout Fife | ✓<br><br>✓ | |
| The postholder will be professionally responsible to the Education Service. The Occupational Therapy Child Health Service will provide professional support and supervision on a regular basis. | | | | |
| Undertaking all other duties as required for the role. Duties will be in line with the grade. | | | | |

| **Additional tasks or responsibilities –** this is a generic role, however this particular job may also require you to undertake the following: | | | | |
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| **Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required** |
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| **Before confirming appointment:** You may be required to obtain PVG scheme membership or a Disclosure check. Please refer to the job advert for clarification of the specific requirement. |

| **Additional Information –** the following information is available: | **Expected Behaviours** |
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| • Skills Framework (if applicable)<br>• **How** we work matters | Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.<br><br>Please refer to How We Work Matters Guidance to learn more. |

Version: 1.4

Issue date: October 2023