

EDUCATIONAL SUPPORT EXPERTS SCALES 9 - 12

GENERAL CHARACTERISATION

This job family relates to the posts occurring in the primary process in secondary education for guiding the learning process of students, for example (but not exclusively) in the context of appropriate/inclusive education or career orientation (LOB). These include, among others, careers counsellors, careers development guidance workers (LOB), educational psychologists, remedial teachers, peripatetic support workers, speech therapists, etc.

An educational support expert guides and/or treats students with a social, psychological and/or pedagogical support need, or in their career development, advises on this and brings in their own specialist area/discipline, whether or not in the form of policy development or contributing to it. Examples include the specialist areas/disciplines of speech therapy, occupational therapy, careers development guidance (LOB), educational psychology, educational guidance, etc. Where applicable, there may be managerial tasks. If there is no guidance and/or treatment of students, the scale 12 level may also be placed in the policy adviser job family.

Every post-holder in secondary education is expected to work on their own professional development, in order to keep the competencies required for the post up to date, including by means of training.

Disclaimer: The terms 'idem' and 'idem, plus' are used in the job family. This means that the preceding level must be fully mastered in order to qualify for the next level.

	Educational support expert A	Educational support expert B	Educational support expert C	Educational support expert D
Salary scale	Salary scale 9	Salary scale 10	Salary scale 11	Salary scale 12
General profile	Educational support expert A carries out tasks directed at guiding students in their learning process who have a specific support/guidance need (for example in the social, psychological and/or pedagogical field or career orientation). These are defined tasks in a specific specialist area/discipline. New situations and complex problems that arise are resolved on the basis of interpreting them. In doing so, choices are made from known or less well-known solutions, in which the consequences of the choices to be made are weighed	Educational support expert B devises new methods/techniques or approaches on the basis of analysing the support/guidance need . These are tasks in which account must be taken of other disciplines . Educational support expert B contributes to the development of policy in their own specialist area/discipline. In carrying out the tasks, it is necessary to respond to less common situations, for which new, not yet existing approaches have to be developed on the basis of substantive analyses .	Educational support expert C carries out (diagnostic) research and analyses the results of it , after which alternative approaches are sought for addressing the support need. In addition, educational support expert C develops the (support/guidance) policy in their own specialist area/discipline and provides connection with other specialist areas and stakeholders, where conflicting interests are at issue .	Educational support expert D carries out (diagnostic) research and analyses the results of it, after which alternative approaches are sought for addressing the support need. In addition, educational support expert D develops multi-year, integral (support/guidance) policy and provides the substantive alignment with other specialist areas, overarching connections and stakeholders, where conflicting interests are at issue. The effects of the tasks are multi-year and have limited predictability.

Job Classification System

	Educational support expert A	Educational support expert B	Educational support expert C	Educational support expert D
	against each other and must be coordinated with relevant stakeholders. The effects of the tasks are apparent within a year (short term) and are predictable. Where applicable, there may be hierarchical managerial duties.			
Results to be achieved Student guidance	• Contributes to guiding students in addressing social, psychological and/or pedagogical support/guidance needs; • From their own specialist discipline, guides individual students or groups of students on the basis of the action/guidance plan drawn up; • Advises teachers on methods/techniques to be used, matching the support/guidance need of the student, and guides them in applying these; • Takes part in multidisciplinary consultations and, from their own specialist area/ discipline, contributes to drawing up action plans, for example, on the basis of observation and interpretation of relevant aspects.	Idem, plus: • Carries out surveys, research or standard tests (for example personality tests, questionnaires) and, on the basis of the results, draws up procedures, reports, protocols or needs assessments; • Develops new approaches on the basis of substantive analyses and advises relevant stakeholders (such as management, teachers and other educational support experts) on these areas; • Determines the support/guidance strategy, holds discussions about it and carries out interventions where necessary; • Coordinates the care provision or the LOB within the educational institution/foundation.	Idem, plus: • Carries out (diagnostic) research in the case of multiple (learning) difficulties, draws up the needs assessment and advises on the treatment/guidance of students.	Idem.
Results to be achieved Policy support/ development	• Contributes to policy development and implementation; • Advises and supports on the implementation and delivery of policy at operational level;	Idem, plus: • Advises at operational level, substantively on the basis of analyses of relevant issues, developments and problems. And	Idem, plus: • Develops/renews policy in their own discipline/specialist area or with regard to care provision or LOB within the educational institution, and analyses	Idem, plus: • Develops/renews multi-year policy in an integral policy area for the purposes of care provision, LOB, appropriate education and the like, within the educational institution, and translates

Job Classification System

	Educational support expert A	Educational support expert B	Educational support expert C	Educational support expert D
	Generates management information and draws up (advisory) memoranda in support of the policy-developing process.	studies, identifies and analyses relevant developments in the specialist area/ discipline for that purpose; Draws up (policy) advice/reports and memoranda.	relevant internal and external (national and regional) developments to that end and translates these into policy proposals and advice to the management.	- to that end (strategic) policy principles or major, complex internal and external developments and develops policy proposals and advice for the development, adjustment and implementation of policy; - Analyses relevant developments and issues, surveys positions, interests, conflicts, contradictions and opinions, investigates the problem definitions and objectives and identifies risks and success factors; - Safeguards the substantive coherence with other specialist areas and tests for the consequences for their own specialist area; - Contributes substantively to the (strategic) multi-year vision and multi-year plans of the organisation; - Takes part in organisation-wide consultations and, from there, contributes to the development of organisation-wide policy, making policy proposals and giving advice that has a multi-year effect, where account must be taken of complex substantive conflicting interests and a wide diversity of stakeholders.
Results to be achieved Management (where applicable)	Manages a work unit, contributes to drawing up the annual plan (including the deployment of staff and resources), monitors progress and budget utilisation and implements the staffing policy and staff management (including the appraisal cycle).	Idem, plus: Manages a work unit, draws up the annual plan (including the deployment of staff and resources), monitors progress and budget utilisation and implements the staffing policy and staff management (including the appraisal cycle).	Idem.	Idem.

Job Classification System

	Educational support expert A	Educational support expert B	Educational support expert C	Educational support expert D
Decisions	Decisions relate to the operational aspects of delivering student guidance. On the basis of interpreting situations, the consequences of the known and less well-known solutions to be chosen are weighed up against each other. The result of the decisions is apparent within a year (short term) and is predictable. If there are managerial tasks, the decisions also relate to these.	Idem, plus: Decisions relate to delivering student guidance and contributing to policy development in the specialist area/discipline concerned. On the basis of analysis of situations, new solutions are devised.	Decisions relate to diagnosis and policy development , and are based on choice factors that are not clearly delineated. The decisions no longer stand alone, but form a process of which several decisions are part.	Idem, plus: Decisions relate to multi-year, integral (multidisciplinary) policy development.
Framework	Specifically formulated policy lines, legislation and regulations, and protocols.	Idem.	Idem.	Idem.
Responsibilities	Responsibilities relate to the quality of the student guidance and the policy support tasks. If there are managerial tasks, the responsibilities also relate to the quality of the management.	Idem, plus: Responsibilities relate to the quality of the student guidance and the usability of the advice.	Idem, plus: Responsibilities relate to the usability of the policy development in their own discipline/specialist area.	Idem, plus: Responsibilities relate to the usability of the multi-year policy development in their own discipline/specialist area.
Knowledge	• General theoretical and practical knowledge of their own specialist discipline (hbo working and thinking level); • Knowledge of the care structure and the social map in the region; • Knowledge of didactic methods and techniques and competency in applying them.	Idem.	• Broad and/or specialised theoretical knowledge of their own specialist discipline (hbo+/wo working and thinking level); • Insight into issues and problems in other fields of work.	Idem.

Job Classification System

	Educational support expert A	Educational support expert B	Educational support expert C	Educational support expert D
Competencies	- Competency in encouraging, motivating and guiding students; - Competency in advising teachers; - Competency in drawing up (advisory) memoranda; - Improvisation and communication skills.	Idem.	Idem, plus: - Competency in carrying out research; - Competency in drawing up policy and/or care plans.	Idem, plus: Competency in developing multi-year policy.
	If there are managerial tasks, managerial skills are also required.			
Contacts	The internal and external contacts (for example with students/parents/teachers/the management/companies/care agencies/municipalities/partnerships, Care Advice Team, the inspectorate, further education/professional associations, etc.) are characterised by obtaining alignment on the delivery of the tasks.	Idem.	The internal and external contacts (for example with the management/teaching teams/partnerships, etc.) are characterised by obtaining policy alignment where conflicting interests are present. If there are managerial tasks, there are also contacts directed at obtaining alignment on the delivery of the tasks (procedures and working methods), where conflicting interests are involved.	Idem.
Score profile	Classification level IVb Characteristic scores 33333 33333 33 33 Total score 42	Classification level IVc Characteristic scores 43343 43334 33 33 Total score 46	Classification level Vb Characteristic scores 44343 44334 43 43 Total score 50	Classification level Vc Characteristic scores 44443 44434 43 43 Total score 52