



Role Profile

Research Assistant

Reference No.	A5132	Type	Individual
Service	Education		
Job Family	Education Specialist Support	Grade	FC6

Purpose

To work with the QIO Child Protection primarily designing and implementing due diligence qualitative research with non-attending and very low attending young people to look at reasons for initial absence and reasons for ongoing absence, with particular attention to current engagement with learning and use of electronic devices and looking at aspirations and what would help.

Based on the research, and with reference to the literary review Fife Council Research Department is currently conducting, to recommend best multiagency approaches to minimising school absence and in reengaging families with learning. Additionally, support mapping of the family support workers employed by education in order to bring consistency to provision across the authority.

Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken:

Participating in research activities and data gathering in line with Service priorities at the direction of the QIO Child Protection. This will be in conjunction with a participating school (or schools) and include co-design of the research with children & young people.

Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility

Educated to SCQF level 10, which includes Honours Degree or equivalent

Experience in research and evaluation

E	D
✓	
✓	

Role Profile

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
	Team working skills (Work Together – see ‘How We Work Matters’ framework) IT skills and familiarity with statistical analysis software (Embrace Technology and Information) Ability to provide a regular and effective service Well-developed interpersonal skills	✓ ✓ ✓ ✓	
Planning, organising, data gathering and analysis of key pieces of research.	Time management skills Data handling and interpretation skills	✓ ✓	
Investigating existing practice within the Education and Children’s Service and promoting positive outcomes for children and young people in Fife.	Ability to draw and present findings succinctly		✓
Collecting information directly from children, young people, families and staff to support the Service’s continuous cycle of self-evaluation and planning for improvement.	Experience of working with young people in an educational setting Organisational skills (Focus on customers)	✓ ✓	
Participating in education service meetings, as directed by QIO Child Protection.	Knowledge of national educational legislation, strategies and initiatives related to attendance. Initiative-taking skills (Taking Ownership)	✓ ✓	✓
Supporting the Service’s improvement activities through contributing to the work of its Quality Improvement processes.	Experience of responding positively in an environment of change (Deliver Results)	✓	
Supporting the analysis of service user data and arranging for the organisation and reporting of this data to support improved Service efficiency and outcomes.		✓	

E = Essential Criteria D = Desirable Criteria

Additional tasks or responsibilities – this is a generic role, however this particular job may also require you to undertake the following:

--	--	--	--	--

Job Title (Specialists Tasks)

--	--	--	--	--

Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required

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:

- Skills Framework (if applicable)
- **How** we work matters

Expected Behaviours

Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.

Please refer to How We Work Matters Guidance to learn more.