

London Borough of Bexley

Job Reference:

Job Description

Management Grouping: Education & Children's Service

Team: Early Intervention and Specialist Advice Service (EISAS)

Post Title: Specialist Support (Autism)

Reports to:

The Autism Advisory Teachers who provide line management for the Specialist Support staff. This includes support through the probation period, regular supervision/ case discussion and the annual appraisal process.

Functional links with:

Education staff, parents/carers, external agencies such as Child and Adult Mental Health Services (CAMHs) and the voluntary sector.

Main purpose of the job:

The Specialist Support will provide advice and support for Autistic Young People (YP) in mainstream secondary schools. The role will include working with groups and individual students. The post holder will be responsible for identifying and implementing strategies that enable progress and promote the effective inclusion of Autistic YP. The Specialist Support will provide support to school staff by modelling activities and sharing effective practice.

Major Duties and Responsibilities:

- Work under the direction of the Advisory Teachers to support school staff, parents and other carers in understanding the needs of Autistic YP.
- To work adaptably with individual students and groups within schools and across other settings if appropriate.
- To work collaboratively with the Advisory Teachers and other team members to develop and implement comprehensive support to meet the needs of the whole YP.
- Work independently to manage effectively a varied and changing caseload and make decisions about day-to-day service delivery.
- To independently manage their diary effectively and attend team, service and planning meetings as required.
- To independently manage their time and travel effectively, ensuring they are able to move from site to site efficiently in order to best utilise their time.

- To undertake further training and use this specialist knowledge to inform and implement programmes to raise YP achievement and personal development.
- To produce accurate and timely written reports to be shared with school staff and parents/carers.

Job Activities:

- Work with YP diagnosed with Autism, or YP on the diagnostic pathway
- Make regular visits to schools to work with teachers and support staff, the YP and attend meetings with parents to further understanding and help develop and maintain specific approaches to support Autistic YP
- Support schools to maximise learning opportunities for Autistic YP; and assist Autistic YP to access the National Curriculum
- Observe the learning, behaviour and social interaction of Autistic YP and report on specific areas of concern to inform future planning
- Contribute to the planning of support for individual YP in liaison with school's SENCo and the Advisory Teacher responsible for the YP
- Contribute to effective integration practice through transition programmes and support schools and YP with phase transition and preparing for adulthood.
- Prepare and maintain records for individual YP on the caseload, maintaining confidentiality at all times
- To undertake or contribute to other projects/tasks that will enable the delivery of the Autism Advisory service to be made as effective and efficient as possible including contributing to and some delivery of in-service training as well as training to schools, parents and carers
- Create and manage resources and add to current resource library
- As part of a team, engage in regular continued professional development
- To undertake such administrative duties as may be reasonably required
- To undertake such additional training as may be reasonably required
- To undertake such other activities as the Advisory Teacher or other designated staff may consider appropriate to facilitate the learning and development of Autistic YP

All staff working in the department have a responsibility for promoting and supporting the Council's policies and procedures for safeguarding. You should ensure that you carry out your duties and work at all times in a way that ensures the safeguarding and welfare of service users.

Person Specification

Management Grouping: Education & Children's Service

Department: Early Intervention and Specialist Advice Service

Post Title: Specialist Support (Autism)

Selection Criteria	Essential/ Desirable (E/D)	Method of Assessment (see key)
(a) <u>Education and Formal Training</u> GCSE education A – C level or equivalent Additional relevant training / a relevant qualification appropriate to the post eg: LSA/TA certificate,	E D	A A
(b) <u>Relevant Technical Experience and Knowledge</u> At least 3 years' experience of working with Autistic YP educational setting Experience of working both one to one and with groups of Autistic YP Undergone relevant training relating to learning support and to Autism Proven experience of working with the National Curriculum An understanding of Autism and knowledge of a range of specific approaches which may be employed to support Autistic YP in the classroom Experience of supporting YP and championing mental health and wellbeing Experience of working collaboratively across agencies Experience of using ICT to create resources, reports etc. Experience of organising own case and workload	E D E E E E E D	A/I A/I A/I A/I A/I A/I A/I A/I
(c) <u>Relevant Skills & Abilities</u> Good listening skills and sensitivity to YP for whom communication and social interaction may be challenging Ability to maintain basic records, provide verbal and written reports, and maintain confidentiality Ability to learn new skills and to follow advice and guidance Adaptability, resourcefulness and self-motivation	E E E E	A/I A/I A/I A/I

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***Selection Method key:**

I = Interview

A = Application Form

AT = Ability Test

High Performance Indicators

Post Title: Specialist Support (Autism)	Job Family: Customer Facing	Grade: BEXLEY 07
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Values	Behaviours for staff
Innovation	I respond flexibly and adapt to changing demands I am prepared to take managed risks to achieve better outcomes I ask 'What if...?' to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo
Leadership	I demonstrate a clear sense of purpose and direction, in line with organisational objectives I am willing to take difficult decisions My personal actions promote a positive image of Bexley
Partnership	I show respect for others and value contributions from internal and external partners and customers I recognise the right solution, regardless of who initiated it I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver
Listening and Responding	I acknowledge other people's viewpoints and work with them to find a win-win solution I prepare and present information anticipating questions and problems I adapt my style to the audience and their needs, using the most appropriate communication channels
Open and Accessible	I see issues from the customer / user perspective I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs I seek to build and maintain positive relationships with customers and partners
Impact	I prioritise my activities and resources to focus on those which have the most impact for residents I take responsibility for making things happen and achieving my objectives I make decisions and clear recommendations based on my professional opinion, experience, and informed by a range of information and evidence

Applicants will be assessed against these criteria and high performance indicators throughout the recruitment process.