

Job Description

Management Grouping: Education & Children's Service

Team: Early Intervention – Education Psychology / Complex Needs (Autism)

Post Title: Specialist Support (Autism - BEAS)

Reporting to: Advisory Teacher (Autism)

Responsible for:

Day to day responsibility for the Specialist Support in schools and preschools, involved with children with whom he or she works and the professional relationships he or she has with other members of staff in the school, rests with the head teacher. The Specialist Support will not be expected to be involved in routine school supervisory or administrative activities, unless separately employed by the school.

Regular visits to the child's home to develop skills in the areas of academic, emotional, social and communication. Sharing practice with parents, both verbally and with reports.

Main purpose of the job:

- To assist in the discharge the Advisory Service duties to ensure appropriate support is available to autistic children to enable full access to education.
- To assist Bexley schools/pre-schools in raising standards and pupil achievement by providing advice and support to school staff, pupils, parents and others.
- To enable schools to successfully include Autistic children in mainstream education.
- The Specialist Support will be centrally based and will be required to visit individual pupils in their educational placement and for pre-schoolers, in their home.

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 children
- To work with both individual children and small groups of children.
- To work collaboratively with the Advisory Teachers and other team members to develop and implement comprehensive support to meet the needs of the whole child
- Work independently to manage effectively a varied and changing caseload, and make decisions about day to day service delivery
- To undertake further training and use this specialist knowledge to inform and implement programmes to raise children's achievement/early development
- 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
- To contribute to the evaluation of service delivery in order to achieve appropriate service standards

Job Activities:

- Work with children diagnosed with, or where there is agreement amongst professionals and parents that there is clear indication of social and communication differences indicating an autistic spectrum disorder and who are being monitored through the stages of the Code of Practice.
- Make regular visits to schools/pre-schools/child's home to work with teachers and support staff/ child/parents to further understanding and help develop and maintain specific approaches to support an autistic child / very young children showing early differences with communication and social interaction indicating autism
- Support schools to maximise learning opportunities for Autistic children; assist in the implementation of learning goals and assist Autistic children to access the EYFS/National Curriculum
- Observe the learning, behaviour and social interaction of Autistic children and report on specific areas of concern in order to inform future planning
- Contribute to the planning of programmes and activities for individual children in liaison with parents, school's SENCo and the Advisory Teacher responsible for the child
- Work with specified children on aspects of their programmes in consultation with the Advisory Teacher or other designated professionals to develop communication, play, social skills, self-awareness and life skills
- Contribute to effective integration practice through transition programmes and support schools and pupils with phase transition
- Work alongside parent(s) / classroom staff to model appropriate language and approaches
- Optimise the child's learning by:
 - developing and modelling the use of specific support strategies
 - differentiating work and modifying tasks in collaboration with the class teacher
 - advising on appropriate positioning or modifying the environment to maximise a child's focus and concentration
- Prepare and maintain activities, materials and resources for individual children on caseload
- Participate in a range of initiatives to facilitate the learning and social development of the child with autism including: social skills groups, pre-school groups for parents and toddlers; support groups for siblings and families
- Assist in maintaining home school liaison and where agreed, make home visits to support parents / carers apply strategies consistently
- Keep a record of involvement with individual children to monitor progress and contribute report writing
- Contribute to effective liaison with all those working with the child for example; speech therapists, occupational therapists, educational psychologists
- Contribute, where appropriate, to in-service training
- Maintain confidentiality
- Manage resources, keep an inventory of equipment and build up a resource library

- 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 the child with autism

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

Team: Early Intervention – Education Psychology and Specialist Support Services

Post Title: Specialist Support (Autism - BEAS)

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 / qualification appropriate to the post eg: LSA certificate	E D	A
(b) <u>Relevant Technical Experience and Knowledge</u> At least 3 years' experience of working with autistic children in an educational / EYFS setting Undergone relevant training relating to learning support and to Autism Proven experience of working with the National Curriculum / EYFS An understanding of Autism and knowledge of a range of specific approaches which may be employed to support Autistic children in the classroom / home Experience of working collaboratively across agencies Experience of using ICT to create resources, reports etc. Experience of organising own case and workload	E E D E E E D	A/I

***Selection Method key:**

I = Interview

A = Application Form

AT = Ability Test

High Performance Indicators

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

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