

ROYAL BOROUGH OF GREENWICH

JOB DESCRIPTION

DEPARTMENT Autism Outreach Team

SECTION Inclusion. Learning and Achievement **GRADE** Scale 6

POST DESIGNATION: ASD Outreach Worker Nurseries

Purpose of Job:

To be responsible to a Specialist Autism Advisory teacher for:

- I. Providing high quality support to staff in relation to achieving positive outcomes for young children. Improving social/emotional and independence skills of children with autism and social communication difficulties through the provision of specialist knowledge and skills via individual programmes and groups.
- II. Promoting the awareness of the needs of children with autism and social communication difficulties in nurseries supporting them to become autism friendly settings.
- III. Preparing and providing child centred resources to support the inclusion of pupils.
- IV. Delivering training to staff and parents such as using visual supports and assisting communication.
- V. Identifying a range of imaginative solutions or responses for pupils with autism and social communication difficulties to promote inclusion, attainment and positive outcomes.
- VI. Supporting children with challenging and unpredictable behaviours.

Main Duties:

- 1) To set targets and plan programmes for designated individual children. To be responsible for a caseload of children, being responsible for reporting on children's progress and seeking advice and support on their management as appropriate.
- 2) To support staff, such as Learning Support Assistants, teachers and Special Educational Needs Coordinators (SENCOs), in the implementation of learning programmes outlined in the initial specialist Advisory Teacher/Speech and Language Therapist (SLT) reports for individual children, promoting strategies to support the child's communication and independence.

- 3) To provide structured specialist support sessions such as Intensive Interaction, Picture Exchange Communication System (PECS), visual supports, Attention Autism and Sensory Stories.
- 4) To run groups in schools to support attention and communication skills e.g. Attention Autism.
- 5) To evaluate individual programmes and adjust activities according to children's responses and needs, in discussion with the team and staff.
- 6) To contribute to the assessment of children, provide information and reports as required, on the achievements of children and monitor progress against pre-determined learning objectives.
- 7) To initiate discussions with the specialist teachers/Speech Therapists on issues relating to children's placement/level of support. As appropriate, support families in transition visits to prospective mainstream and special schools.
- 8) To keep detailed records and write reports on each child's progress based on careful observations and assist in the assessment of the child's special educational needs according to the Special Educational Needs (SEND) Code of Practice.
- 9) To ensure confidential, accurate and up to date records, that may be used for providing evidence of progress in a range of situations e.g. in parental appeals and disputes. To include video and photo evidence, data sheets to record the child's progress on specific interventions, completion of learning journals, production of personal passports and personal profiles.
- 10) To set up, demonstrate and develop, a wide range of agreed learning activities and specialist intervention strategies to staff building their capacity to continue to support children with autism, including.
 - Intensive interaction
 - PECS
 - TEACCH strategies
 - SPELL
 - Early social communication skills programmes
 - Structured language programme
- 11) To plan input to support children to make their transition to primary settings.
- 12) To support the delivery of parent training programmes led by senior staff within the team.
- 13) To lead on the delivery of training for small groups of education staff on specific interventions e.g. Sensory Circuits.
- 14) To report regularly on issues relating to a child's placement and/or other professional matters.
- 15) To work with the phase-based lead (SaLT or Teacher) to ensure all interventions are embedded within the EYFS Framework and staff are supported in this area.

- 16) To initiate multi-disciplinary planning and review meetings and give advice on child protection issues (to support pupil's emotional well-being and development.) for designated children, including Team Around the Child meetings (TAC), safeguarding meetings, child protection conferences, and transition meetings, often as the sole Outreach Service representative.
- 17) To communicate effectively with parents/carers about their children in a supportive manner to facilitate their involvement.
- 18) To make referrals to other services, to ensure the well-being of the child and support for the family as appropriate (e.g. SEND Social Care Team, social care and other outside agencies)
- 19) To provide resources for parents to use within the home setting giving the opportunity to mirror the strategies set in place at school.
- 20) To undertake such other duties as are required and are commensurate with the level of responsibility of the post-holder.
- 21) To promote Greenwich Council's policies on anti-racist practice, social inclusion and equality of opportunity in a manner compatible with the duties of the post ensuring pupils interests, language and cultural backgrounds are considered.
- 22) To be aware of the council's obligations under relevant Data Protection legislation and the rights of individuals about personal data held. To identify any misuse of personal information.
- 23) To be aware of the Council's Child Protection Procedures and to take all necessary steps to ensure the safety and well-being of children. To attend and contribute to child protection conferences and core groups (often as the sole Service representative) when needed and contribute to decision making as appropriate.
- 24) To undertake any other work appropriate to the level and general nature of the post's duties.
- 25) Where necessary for the job role or appropriate for continued development in the role, the post holder may be required to participate in training and development courses made available via Direct Services to Schools.
- 26) To undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Council's Equal Opportunities and Customer Care policies.

27) To perform all duties in line with Council's staff values showing commitment to improving residents' lives and opportunities, demonstrating respect and fairness, taking ownership, working towards doing things better and working together across the council.

28) You may be required to undertake alternative, additional or ancillary duties from time to time or transfer to another service department within the Council as the Council may reasonably direct to meet service user demand in the event of a crisis or emergency.

Designation of the Post to which the Post-Holder normally reports to: Specialist Autism Outreach Teacher