ROYAL BOROUGH OF GREENWICH

JOB DESCRIPTION

DEPARTMENT Children's Services **POSTHOLDER:**

SECTION Inclusion, Learning and Achievement **GRADE:** APT&C Scale 6 (TTO)

POST DESIGNATION: Autism Outreach Worker:

Purpose of Job:

I. To provide high quality support to staff in relation to the raising of educational achievement. Improving social/emotional and independence skills of pupils with autism though the provision of specialist knowledge and skills via individual programmes and groups.

II. To promote the awareness of the needs of autistic students within schools, supporting them to become autism friendly settings.

III. To prepare and provide person centred appropriate resources to support the inclusion of pupils.

IV. To deliver autism training to staff and parents such as Awareness of Autism and Social Stories with senior staff in team.

V. To identify a range of imaginative solutions or responses for pupils with autism in order to promote inclusion, attainment and for positive outcomes.

VI. To support 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/young people with autism, 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 students, promoting strategies to support the child's communication and independence.

3. To provide structured specialist support sessions such as Picture Exchange Communication System (PECS), Social Stories, 5-Point Scales, life skills etc., as well as programmes for complex students at risk of exclusion or being re-integrated via the Fair Access Panel, and pupils at risk of EBSNA (Emotionally Based School Non Attendance), and to support students in understanding their diagnosis through 1:1 sessions.

4. To run groups in schools to support social communication skills e.g. social skills groups.

5. To evaluate individual programmes and adjust activities according to pupils responses and needs, in discussion with team and staff. (i.e. Social Skills resources that are relevant to groups, targeting individual areas of need).

6. To contribute to the assessment of pupils, provide information and reports as required, on the achievements of pupils and monitor progress against pre-determined learning objectives.

7. To initiate discussions with the specialist teachers/SLT 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 education 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;
    - PECS
    - Core and Fringe and Topic Boards
    - Attention Autism
    - TEACCH strategies
    - SPELL
    - Intensive Interaction
    - Social Stories
    - Comic Strip Conversations
    - Early social communication skills programmes

11. To plan input to support students to make transitions across key stages via an enhanced level of support.

12. To deliver parent programmes and training for parents with senior staff within the team.

13. To lead on the delivery of training for small groups of education staff on specific interventions e.g. PECS

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 National Curriculum/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, Annual Review meetings 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. Children with Disabilities Team, CAMHS, social care and other outside agencies)

19. To be responsible for creating resource packs to support curriculum learning and transition across key stages. 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 right 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. In discharging the duties of the post to have due regard to the provisions of Health and Safety at work.

25. To undertake any other work appropriate to the level and general nature of the post's duties.

26. To undertake all duties with due regard to the provisions of health and safety regulations and legislation, the Council's Equal Opportunities and Customer Care policies, and the New Technology agreement.

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

PERSON SPECIFICATION

DEPARTMENT **Children's Services** **POSTHOLDER:**

SECTION **Inclusion, Learning and Achievement** **GRADE: Scale 6**

POST DESIGNATION: ASD Outreach Worker: Primary

CRITERIA OR REQUIREMENTS	METHOD OF ASSESSMENT	SHORT LISTING CRITERIA
EXPERIENCE/EDUCATION	**AF = APPLICATION FORM I = INTERVIEW T = TASK**	
Have significant experience working with children on the autistic spectrum	**AF**	**Yes**
Have experience of working across the early years and/or primary age range of children with ASD	**AF**	**Yes**
Have experience of working with a wide ability range of children with ASD	**AF**	**Yes**
KNOWLEDGE/SKILLS/ABILITIES	**AF = APPLICATION FORM I = INTERVIEW T = TASK**	
Understand and be sensitive to the issues of including children with complex needs in the mainstream classroom	**AF/I**	**Yes**
Have excellent communication and interpersonal skills	**I**	
Be enthusiastic with a sense of humour	**I**	
Ability to work independently with good organisational skills	**AF/I**	**Yes**

Self motivated and able to motivate others	**AF/I**	**Yes**
Flexible and adaptable with an professional approach to the role	**AF/I**	
Ability to work effectively as part of a multi-disciplinary team	**AF/I**	**Yes**
EQUAL OPPORTUNITIES		
Ability to support the Council's equal opportunities policy	**AF/I**	**Yes**
OTHER		
Be a car driver with own transport and clean driving licence (mileage allowance payable)	**AF**	**Yes**