

**JOB DESCRIPTION**

<b>Post Title: Autism Support Worker</b>	<b>Director/Service/Sector Children's Services, Education and Skills, Inclusive Education Services - HINT</b>		<b>Office Use</b>
<b>Grade: Band 5</b>	<b>Workplace: Central Base in Cramlington working across Northumberland</b>		<b>JE ref: 3895</b>
<b>Responsible to: NIES Service Manager / Lead Practitioner for ASD</b>	<b>Date: June 2021</b>	<b>Manager Level:</b>	<b>HRMS ref:</b>
<b>Job Purpose:</b> To work directly with children and young people within schools/setting with ASD or social communication difficulties providing advice strategies to staff on related issues consistent with the main duties and responsibilities of the post working closely with identified schools.			
<b>Resources</b>	<b>Staff</b>	Supporting/directing school staff re: implementation of appropriate SEND interventions and strategies	
	<b>Finance</b>	None	
	<b>Physical</b>	Responsibility for resources to support everyday work across a wide range of schools	
	<b>Clients</b>	Pupils, young people, parents/carers, senior managers, head teachers, SENCos, teachers, learning support assistants, lunchtime supervisors and professionals from other services	
<b>Duties and key result areas:</b>			
<b>Support for schools/ settings and children &amp; young people</b>			
<ul style="list-style-type: none"> <li>To work under the direction of Specialist Teacher for ASD to upskill staff in schools to meet the needs of children and young people with ASD or social communication needs.</li> <li>To model the use of evidence-based strategies, approaches and intervention programmes in settings and schools across Northumberland.</li> <li>Working directly with designated pupils in settings either individually or in small groups, dependent on the level of complex needs.</li> <li>Assisting pupils in developing an insight into their diagnosis through the identification of their strengths and differences.</li> <li>Liaising as necessary with all staff involved with designated pupils, offering advice and strategies to develop and maintain consistent approaches to enable the successful inclusion of children and young people with ASD/Social Communication needs in schools and settings.</li> <li>Contributing to the development of Individual Support Plans through the identification of appropriate outcomes and providing strategies and resources related to the delivery of the plan (<i>not responsible for curriculum learning outcomes</i>).</li> <li>Being responsible for the planning and delivery of programmes of work to develop social communication skills, language skills and social/emotional skills.</li> <li>Maintaining agreed service records.</li> <li>Attending relevant meetings in school as required</li> <li>Instigating and contributing to the Early Help Assessment (EHA) process when applicable</li> <li>To deliver Pivotal MAPA training course.</li> </ul>			
<b>Liaison with families and external agencies</b>			
<ul style="list-style-type: none"> <li>Maintaining regular contact with the families and carers of individual pupils regarding their progress.</li> </ul>			

- Preparing and presenting reports for review meetings.
- Liaising as necessary with other professionals involved with designated pupils and their families.
- Attending multi-agency meetings as required.
- To deliver Barnardo's 'Cygnet' Parent Support Programme

**Professional development**

- Taking part in relevant training devised by or for the Northumberland Inclusive Education Service.
- Contributing to team meetings as appropriate
- Participating in the service appraisal scheme and relevant service development programmes.
- Ability to use information technology and data to support the work of this role

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

**Work Arrangements**

Transport requirements:	Current Driving Licence and the ability to meet the transport requirements of the job
Working patterns:	37 hour week School Term Time only + 5 days Holidays: as Schools
Working conditions:	Peripatetic across Northumberland working out of a central office base.

**PERSON SPECIFICATION**

<b>Post Title:</b> Autism Support Worker	<b>Director/Service/Sector:</b> Children's Services	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
A nationally recognised NVQ level 3 qualification in Supporting Teaching and Learning or equivalent. GCSE Grade C in English and Maths or equivalent.	Relevant training linked to evidence-based Autism interventions as deemed appropriate by the Service Manager Positive Handling training or experience	
<b>Experience</b>		
Recent and relevant experience of working with children with ASD/social communication needs. Work within an educational setting. Work with families and carers. Contributed to Individual Support Plans.	Understanding of multi-agency working. Work in more than one educational setting	
<b>Skills and competencies</b>		
Understanding of child development. Ability to understand and adhere to the need for confidentiality. Ability to communicate with and relate to children with ASD /social communication needs. Ability to work within and contribute to a team approach. Ability to communicate with and relate to a range of professionals and parents/carers. Ability to form strong positive relationships with others. Ability to take the lead and make decisions during challenging situations. Ability to write reports concisely and clearly. Possess the ICT skills required to fulfil their duties Have excellent time management skills and able to work within time constraints. Ability to work independently and without close supervision.	Awareness of factors contributing to emotional and behavioural needs of children with ASD/Social Communication needs. Experience of providing training to adult groups. Basic IT skills.	
<b>Physical, mental and emotional demands</b>		
Ability to work under pressure and respond flexibly to changing situations. Ability to remain calm in response to challenging behaviour. Ability to deal effectively with emotionally challenging people and situations. Ability to manage volatile situations in a safe and respectful way.		

Ability to support colleagues facing the impact of emotionally challenging situations within their professional roles.		
<b>Other</b>		
A commitment to the inclusion of children and young people with ASD or Social communication difficulties in mainstream schools. A willingness to participate in identified training. Ability to meet the transport requirements of the post.		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits