

Autism Specialist Teacher (PRIMARY Settings)

Reports to:	Social Communication Team Manager		
Department:	Children, Young People & Community Development: Education Partnerships and Strategy	Grade:	MPS/ UPS + SEN
DBS Status:	Enhanced with Children	Politically restricted:	No
Job Purpose:			
<ul style="list-style-type: none"> To provide a range of specialist outreach services and interventions in support of educational needs of children and young children in Brent who have a diagnosis of autism spectrum condition (ASC) attending primary mainstream schools. To provide specialist advice and support to staff in primary mainstream schools to support positive outcomes. To empower, inspire and challenge settings to develop and improve practice of settings supporting autistic young people. To support and develop programmes for autistic students during school holidays. To work in partnership with parents/carers, voluntary agencies and statutory agencies. 			
Values			
Collaborate proactively. Lead inclusively. Embrace change. Be bold and curious. Celebrate and share our success.			
Job specific roles and responsibilities			
<ol style="list-style-type: none"> To provide specialist advice and support to all staff working in maintained primary mainstream schools in Brent on meeting the educational needs of pupils with a diagnosis of Autistic Spectrum Condition (ASC). This will include additionally resources provisions (ARP's) in mainstream primary settings. To analyse others' teaching and support of pupils with ASC, understand how improvements can be made and provide sensitive feedback, support, coaching and training to help others become more effective in their teaching. To advise on the setting and reviewing of children's individual targets. To advise on the effectiveness of and when necessary, recommend the use of specialist techniques, strategies and materials. 			

5. To demonstrate effective ways of working with parents/carers and other professionals to ensure maximum curricular access and progression of pupils with ASC.
6. To provide professional direction, including demonstration and/or specific training so that others may understand or use of specialised resources.
7. To work with colleagues and pupils in securing an environment which supports purposeful learning and seeks to prevent frustration or conflict situations.
8. To contribute to the planning and delivery of Continuing Professional Development (CPD) training for teachers and other school/setting staff in the specialist area of ASC.
9. To work in partnership with other agencies and services in Brent on the design and provision of multi-disciplinary training in ASC.
10. To work in a supporting role, representing the views of families with children with ASC at meetings with teaching staff and with Local Authority officers.
11. To contribute to a resources bank of materials available to schools in order to improve access to the environment, to the curriculum and to information for children with ASC.
12. To maintain clear and effective records of service delivery.
13. The jobholder is required to attend training relevant to their post in order to ensure their health and safety responsibilities are met.
14. Safeguarding is everyone's responsibility and all employees are required to act in such a way that at all times safeguards the health and well-being of children and vulnerable adults.
15. Undertake any other duties commensurate with the general level of responsibility of this post.

Essential Requirements (key skills & qualifications)

Knowledge and Qualifications

1. Teaching degree or equivalent
2. Qualified Teacher status
3. Evidence of supporting children with a diagnosis on the autism spectrum in mainstream primary schools.

Experience

4. Significant experience of working primarily in primary mainstream settings. with a wide range of students with a diagnosis autism spectrum condition. Experience in special schools is welcomed but not necessary.
5. Experience of working as a SENCO or of planning effectively to meet the needs of ASC students attending primary mainstream settings.
6. Extensive knowledge and understanding of autism and how these needs may be identified and supported.
7. Extensive knowledge and working experience of relevant approaches and strategies for autistic students attending primary mainstream settings.

8. Knowledge of current legislation and policies in the area of SEN, disabilities and inclusion
9. A working knowledge and commitment to inclusion and equal opportunities
10. Experience of designing, delivering and evaluating specialist training regarding autism to a range of audiences. The ability to differentiate to the needs of the audience.
11. Experience of working with a variety of agencies in order to meet children's individual needs.
12. Experience of working in partnership with parents/carers and an understanding of families from a variety of cultural backgrounds
13. Ability to form good working relationships with parents/carers, practitioners and other professionals through good listening, mediating and negotiating as appropriate.
14. An understanding of multi-disciplinary working and an ability to develop effective ways of working with colleagues from a range of disciplines

Skills and Abilities

15. The ability to work in partnership with SENCOs and other practitioners to promote inclusion.
16. The ability to analyse and evaluate outcomes.
17. The ability to use ICT effectively.
18. Ability to communicate effectively orally and in writing.
19. Ability to plan, organise and prioritise own workload and meet deadlines.
20. Willingness and commitment to undertake further training.
21. Willingness to attend occasional evening meetings.

Within reason these key deliverables may evolve to meet service need and it is expected that the postholder will be flexible and adaptable in their delivery to meet both service and council wide needs