



## Autism Specialist Teacher (Secondary Settings)

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|---|--|--------------------------------|----------------|
| <b>Reports to:</b>  | Social Communication Team Manager  |                                |                |
| <b>Department:</b>  | Children, Young People & Community Development:<br>Education Partnerships and Strategy | <b>Grade:</b>                  | MPS/ UPS + SEN |
| <b>DBS Status:</b>  | Enhanced with Children   | <b>Politically restricted:</b> | No             |
| <b>Job Purpose:</b>   |  |                                |                |
| <ul style="list-style-type: none"> <li>To provide a range of services and interventions in support of educational needs of children and young children in Brent who have a diagnosis on the autism spectrum disorder (ASC) attending secondary mainstream schools.</li> <li>To support positive outcomes for autistic students in secondary mainstream settings including additionally resources provisions within them</li> <li>To work in partnership with parents/carers, voluntary agencies and statutory agencies.</li> </ul>  |  |                                |                |
| <b>Values</b>   |  |                                |                |
| Collaborate proactively.<br>Lead inclusively.<br>Embrace change.<br>Be bold and curious.<br>Celebrate and share our success.  |  |                                |                |
| <b>Job specific roles and responsibilities</b>  |  |                                |                |
| <ol style="list-style-type: none"> <li>To provide specialist advice and support to all staff working in maintained secondary mainstream schools in Brent on meeting the educational needs of pupils with a diagnosis of Autistic Spectrum Disorder (ASC).</li> <li>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.</li> <li>To advise on the setting and reviewing of children's individual targets.</li> <li>To advise on the effectiveness of and when necessary, recommend the use of specialist techniques, strategies and materials.</li> <li>To demonstrate effective ways of working with parents/carers and other professionals to ensure maximum curricular access and progression of pupils with ASC.</li> <li>To provide professional direction, including demonstration and/or specific training so that others may understand or use of specialised resources.</li> </ol> |  |                                |                |

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 work with parents and siblings to understand ASC.
12. 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.
13. To maintain clear and effective records of service delivery.
14. The jobholder is required to attend training relevant to their post in order to ensure their health and safety responsibilities are met.
15. 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.
16. 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  
Evidence of supporting children with a diagnosis on the autism spectrum in mainstream secondary schools.

#### **Experience**

3. Significant experience of working in mainstream secondary settings with a range of children with a diagnosis on the autism spectrum disorder
4. Experience of working as a SENCO or of planning effectively to meet the needs of young children with SEN and/or disabilities
5. Knowledge and understanding of the features of autism and how these needs may be identified and supported
6. Knowledge and relevant training in approaches and strategies recommended for young people with ASC
7. Knowledge of current legislation and policies in the area of SEN, disabilities and inclusion
8. A working knowledge and commitment to inclusion and equal opportunities

9. An understanding of planning and assessment procedures within secondary school mainstream curriculum
10. Experience of developing and delivering training with special regard to ASC
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

### **Skills and Abilities**

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
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*