Job Profile

Position Details	
Post	Autism Support Teacher
Service Area	Children and Young People's Service/Integrated Service for SEND/ Language and Autism Support Team
Reports to	Senior Advisory Teacher for Autism and Social Communication
Grade	Inner London Payscale MPR/UPR plus 2 SEN
Job Family	To be completed by HR

Role Purpose
The Language and Autism Support Team is part of the Integrated Service for Children with Special Educational Needs and Disabilities and works in partnership with educational psychologists, speech and language therapists and sensory impairment teachers. The Autism Support Teacher offers advice and support to children with autism who attend mainstream schools in Haringey, their families and the professionals working with them.

Main Responsibilities

1. To deliver specialist support to an allocated caseload of children and young people with autism spectrum disorder (ASD) aged 4-19 years.
2. To provide advice, information and support to staff working with children and young people with ASD on the caseload, including contributing to Education, Health and Care Plans.
3. To provide advice, information and support to families of children and young people with ASD.
4. To contribute to ASD specific extended school and extra-curricular activities, including supporting at the Youth Club.
5. To enhance educational opportunities and achievement for pupils with ASD through a relentless focus on standards and inclusion.
6. Plan and deliver ongoing training and support to key staff and families.
7. To monitor and report on the progress of a caseload of children and young people with ASD and maintain accurate records.
8. To work independently, efficiently and flexibly and organize own workload as required
9. To attend regular supervision meetings with line manager, attend team meetings and to contribute to team development planning.
10. Understanding, knowledge and ability to follow guidelines that ensure compliance to Health and Safety at Work, Data Protection and other statutory requirements.
11. Understanding and commitment to promoting and implementing the Council's Equal Opportunities policies.
12. To undertake any other temporary duties consistent with the basic duties and/or objectives of the post.

Generic Responsibilities

1. Understanding, knowledge and ability to follow guidelines that ensures compliance with Health and Safety at Work, Data Protection and other statutory requirements.

2. Understanding and commitment to promoting and implementing the Council's Equal Opportunities policies.

3. Knowledge and experience of using IT.

4. To undertake any other temporary responsibilities aligned with the overall purpose and grade of the role.

Knowledge, Qualifications, Skills and Experience	Essential or Desirable
Abilities/Experiences	
• Substantial experience of teaching in mainstream schools	Essential
• Experience of teaching children with autism in mainstream schools	Essential
• Proven ability to work as a member of a team, including working successfully with senior leaders in schools, teachers and others in the Children and Young People's Service.	Essential
• Ability to maintain clarity of service objectives and use resources effectively to achieve them	Essential
• Ability to work under pressure and meet tight deadlines.	Essential
• Able to work independently, efficiently and flexibly.	Essential
• Proven ability to plan, develop and deliver high quality INSET to a range of audiences	Essential
• Ability to meet tight deadlines and organise workload accordingly	Essential
• Ability to guide and advise teachers and teaching assistants in implementing successful interventions to support the learning, social skills and behaviour of children with ASD	Essential
• Ability to communicate clearly on a one-to-one basis and with a variety of groups, presenting credibility in all aspects of the role	Essential
• Ability to write clear and succinct reports	Essential
Qualifications	
• Qualified Teacher Status	Essential
• Additional specialist qualification in teaching pupils with autism/language and/or social communication difficulties or evidence of continued CPD	Desirable
Knowledge/Skills	
• Competence in the use of ICT both to organise and maintain records and to support the learning of pupils with autism	Essential
• Good presentation skills – to be able to plan and lead training for professionals and families.	Essential
• Good time keeping & attendance	
• Good record keeping skills	Essential
• Good knowledge and experience of inclusion in its broadest sense at local, regional and national levels.	Essential

• Excellent interpersonal skills.	Essential
	Essential

## Main Contacts & Other Information

Main Contacts:
1. Children and young people with autism
2. Education providers
3. Parents and carers
4. Integrated Service for SEND staff
5. External agencies, such as health professionals

Other Information:

This position requires the postholder to undergo an Enhanced DBS (Disclosure and Barring Service) check.

Organisational Structure

Please provide organisation structure chart.
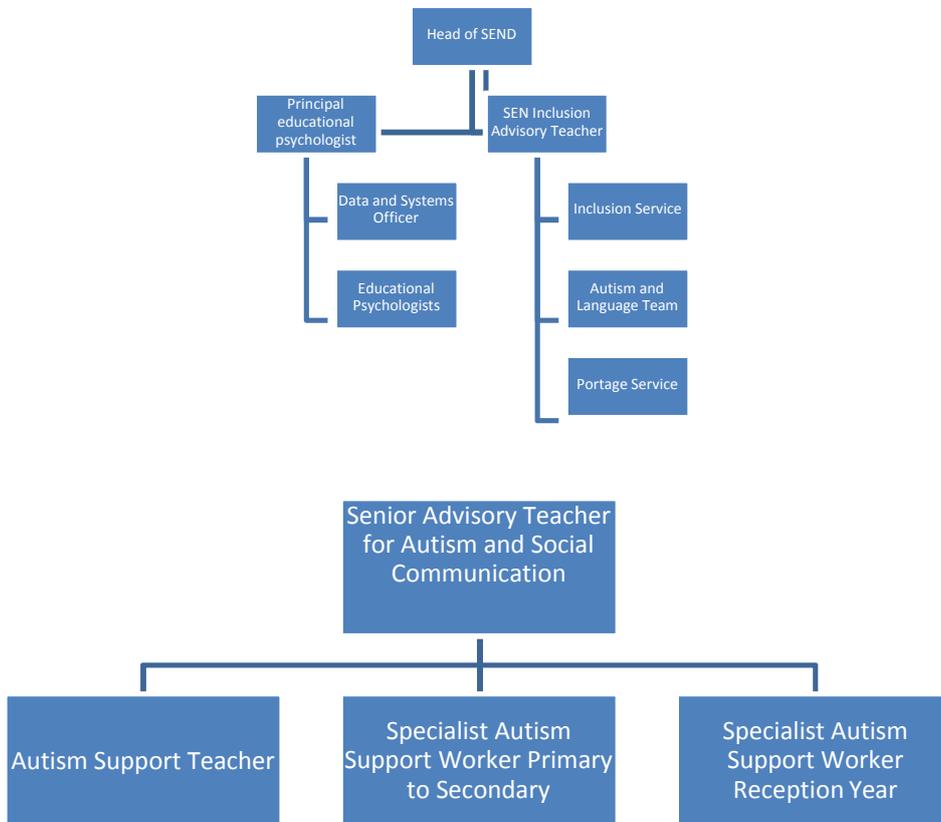
Additional Information

Please complete the additional information as fully as you can.

Supervision / Management of People				
Please indicate which group best describes the total number of staff the post holder is responsible for:				
None	Up to 5 staff	6 to 15 staff	16 to 49 staff	50 plus staff
x				
Are the staff based at the same work location?				n/a
Will the post holder be responsible for contract / agency / project staff?				No

In the normal course of their duties would it be reasonable to expect the job holder to undertake, or be involved in, any of the following on a regular basis.
If Yes, please provide an estimate of the % of their working day this involves.

Work Environment					
Activity	Yes/No	% of working day	Activity	Yes/No	% of working day
Office duties.	Y	25	Use of a computer.	Y	25
Audio typing.			Crisis or conflict situations.	Y	1
Walking more than a mile.			Manual handling.		
Working alone or in isolation.	Y	20	Working in confined spaces.		
Driving a car, van or minibus.			Preparing or serving food.		
Exposure to infectious diseases, e.g. Tuberculosis (TB) or Hepatitis B.			Working in awkward positions, e.g. stooping, bending, reaching.		
Exposure to substances hazardous to health, including lead, asbestos or radioactive substances.			Operating heavy or hazardous machinery including forklifts, diggers or cranes.		
Regular and repetitive movements.			Working shifts / unsocial hours, nights.		
Outdoor work involving uneven surfaces.			Standing or sitting for prolonged periods.		

Activity	Yes/No	% of working day	Activity	Yes/No	% of working day
Working shifts / unsocial hours / nights.			Working at heights / on ladders, roof work.		
Teaching, or responsibility for, children.	Y	10	Outdoor work involving extremes of temperature.		
Electrical hazards.			Control and restraint.		

Resources – identify & list personal and identifiable accountability for physical and financial resources including those of clients:
NONE
Cash/Financial Resources - Is the post personally and identifiably accountable for the accurate handling / security of cash and cheques? If yes, specify the average amount controlled at any one time and the nature of the accountability:
NONE
Plant/Equipment - is the post personally accountable for the proper use / safekeeping of plant / equipment? If yes, please indicate the type(s) of plant/equipment and the nature of the accountability:
NONE
Stocks/Materials - Is the post personally accountable for materials / items of stock? If yes, please indicate the type and approximate value and the nature of accountability:
NONE
Data Systems - is the post personally accountable for the use, manipulation and safekeeping of data systems whether manual or computerised? If yes please indicate the type of system(s) and the nature of the accountability, whilst explaining the importance of the data systems to the Council's operations:
YES, storing and keeping pupil's files safe and confidential. Transferring information to stakeholders in a safe way, via post, hand delivered or secure email.
Buildings - Is the post personally accountable for the proper use and safekeeping of buildings? If yes please indicate the type of building(s) concerned and the nature of the accountability:
NO