### Autism Support Worker – Job Description

**POST:** Autism Support Worker (Primary/Secondary)

**GRADE:** Pay Scale 5: £22506 - £24,510

(Term Time only - Pro-rata £12,121 - £23,001)

**RESPONSIBLE TO:** Senior Advisory Teacher for Autism and Social Communication

**RESPONSIBLE FOR:** None

|  |  |  |  |
| --- | --- | --- | --- |
| **UP TO 5 STAFF** | **6-15 STAFF** | **16-49 STAFF** | **50+ STAFF** |
|  |  |  |  |

Also please attach a structure chart. Will the postholder be responsible for contract/agency/project staff, if so please provide details? NO

Are the staff that this postholder will supervise/manage based at the same work location; n/a

If no; please provide details: ……………………………………………………………….

# BASIC OBJECTIVES OF THE POST

1. To work with schools, and young people with a focus on the transition from mainstream primary to secondary school.
2. To offer support, training and challenge to mainstream schools and planning successful transitions for pupils with autism.
3. To develop good practice in transition, working together with young people with autism, parents/carers and practitioners
4. To facilitate effective partnerships with schools and external agencies.

## MAIN DUTIES & RESPONSIBILITIES

1. To promote the inclusion and acceptance of all pupils with autism.
2. Use specialist skills/training/experience to support pupils on the autism spectrum when they are transferring to mainstream secondary schools in Haringey.
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 taking a lead at the weekly Youth Club.
5. To monitor and report on the progress of a caseload of children and young people with ASD and maintain accurate records.
6. To work independently, efficiently and flexibly and organize own workload as required
7. To deliver training to school staff, parents and carers and other professionals.
8. To attend regular supervision meetings with line manager, attend team meetings and to contribute to team development planning.
9. Understanding, knowledge and ability to follow guidelines that ensure compliance to Health and Safety at Work, Data Protection and other statutory requirements.
10. Understanding and commitment to promoting and implementing the Council’s Equal Opportunities policies.
11. To undertake any other temporary duties consistent with the basic duties and/or objectives of the post.

## MAIN CONTACTS

List main contacts the postholder will deal with in the role.

1. Young people with autism
2. The families of young people with autism
3. Local primary SENCos
4. Local secondary school SENCos/Head of Years and or other relevant staff
5. External agencies and colleagues, such as Educational Psychologists, Speech and Language therapists.

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

### Autism Support Worker – Person Specification

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**RESPONSIBLE FOR:** None

**These are the qualities we believe to be necessary to do this job. You should clearly show in your application how your skill/experience potential meet some or all of them, as the shortlisting decision will be based on our assessment of you against these criteria.**

**The final assessment process will also seek to assess these characteristics.**

**The Person**

An experienced Teaching Assistant with a substantive knowledge of working with and supporting young people on the autism spectrum.

**Abilities/Experiences**

* Understanding of principles of child development and learning processes and how young people with autism may differ.
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to young people
* Ability to work closely with parents/carers
* Working knowledge of positive behaviour management programmes and reward systems
* Working knowledge of augmentative communication systems
* Work constructively as part of a team, understanding classroom roles and responsibilities
* Ability to work collaboratively with other agencies
* Possess tact, diplomacy and the ability to react confidently in a crisis
* Can use ICT effectively to support learning including use of other equipment/technology , eg video, digital camera.
* Produce resources such as visual timetables, schedules and set up workstations, etc unsupervised
* Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation

|  |
| --- |
| * Ability to meet tight deadlines and organise workload accordingly |
| * 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 |
| * Ability to communicate clearly on a one-to-one basis and with a variety of groups |

**Qualifications (only if applicable)**

* NVQ 3 for Teaching Assistants or equivalent qualifications/ and/or minimum 2 years experience working as a Learning Support Assistant or equivalent in a classroom.

**Knowledge/Skills**

* Very good numeracy/literacy skills
* Training/experience in the relevant strategies associated with autism.
* Good presentation skills – to be able to lead training for small groups around autism
* Good time keeping & attendance
* Good record keeping skills

The employee’s duties require the following activities: -

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** |  | **Yes** |
| Office duties | x | Outdoor work **/** uneven surfaces |  |
| Use of a computer | x | Working at heights **/** on ladders **/** roof work |  |
| Audio typing |  | Confined spaces |  |
| Potentially confrontational work | x | Outdoor work or extremes of temperature |  |
| Crisis or conflict situations | x | Driving a Minibus as part of duties or as a volunteer |  |
| Management responsibility |  | Driving car **/** van as part of duty |  |
| Tight deadlines | x | LGV **/** PSV driving |  |
| Walking 1+ miles during working day |  | Operating lift-truck, digger or crane |  |
| Use of stairs |  | Work with significant electrical hazards |  |
| Regular manual handling of  objects **/** furniture **/** equipment  (please indicate kilos involved) |  | Operating potentially hazardous machinery |  |
| Regular and repetitive movements |  | Exposure to potentially hazardous substances |  |
| Awkward positions e.g. stooping, bending, reaching up |  | Chemicals, e.g. solvents or metal working fluids |  |
| Sitting / Standing for prolonged periods |  | Noisy environment (over 80dB[A]) |  |
| Working alone or in isolation |  | Radiation |  |
| Working shifts **/** unsocial hours / nights |  | Respiratory e.g. dust, fume, solder |  |
| Risk of infection e.g. TB, Hep B /  Other |  | Vibrating machinery |  |
| Teaching or responsibility for children | x | Preparing raw food **/** serving food |  |
| Control and restraint |  | Other |  |