

Support Staff – Lead Autism Support Worker

Job Profile

Reference :	SCH050	Grade H
Job Title :	Lead Autism Support Worker	
Main Job Purpose :	<p>To assist in the support and inclusion of children with a wide range of special educational needs and difficulties within the Academy. The ages of the pupils involved will be from 4 to 16 range.</p> <p>To support pupils' academic and social communication needs (linked to diagnosis of autism) and to support positive social and emotional wellbeing, enabling them to engage in learning in and out of the school environment.</p> <p>To complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Contribute to the planning, delivery and monitoring of learning activities.</p> <p>To have regular responsibility for agreed learning activities including leading classes/large groups/small groups and 1:1 when planned or unplanned.</p>	

Main Duties	
1.	<p>Lead pupils learning, either in groups or through 1:1 work. Supporting the curriculum</p> <p>The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"> - supporting the development of skills in literacy, numeracy and/or social and communication needs through structured additional intervention - differentiating work for individual pupils to suit their ability - using knowledge of pupils learning support needs to suggest appropriate



- adjustments to lesson plans
- using personalised scaffolds to clarify and explain instructions
- ensuring pupils are able to use equipment and materials provided
- motivating and supporting pupils
- providing learning support resources that help pupils to access learning activities (during intervention and within the classroom)
- promoting independence and self-reliance and problem solving skills in relation to academic activities
- liaising with class teacher and Special Educational Needs Coordinator about individualised provision for pupils.
- listening to pupils' problems and taking appropriate action or seeking advice to resolve the issue

2.

Autism Enablement:

To be an excellent autism practitioner demonstrating embedded autism enablement strategies

Encouraging Independence (personalised to the individual &/or cohort)

- Using scaffolding such as task cards, TEACCH approaches, personalised schedules, concrete resources or vocab mats etc.
- Use of personalised reward systems
- Use of motivators, possibly linked to the individual's special interest
- Giving all pupils opportunities to attempt activities as independently as possible (within context), enabling them to experience a sense of completion and achievement

Emotional wellbeing

- Ensure all pupils have the opportunity to identify how they are feeling at the start of each session, and regularly check in throughout as appropriate
- Apply appropriate regulatory intervention in response to check in, in order to prevent behaviours from escalating
- Aware of and implementing preventative strategies, based on individual pupil need, identified in the one page profile, pupil profiles and care plans.

Communication

- Visual supports used e.g. pictures, gestures, objects of reference, written words
- Appropriate tone/ volume of voice for the activity
- providing opportunities for pupils to develop communication skills e.g. group work, paired talk, discussion
- Providing alternate methods of communication when needed e.g. pictures, objects of reference, scribing, laptop
- Consistent communication style used with all pupils
- Simplifying verbal language and communication to ensure pupils can understand
- Calling each pupil by their name when gaining attention



Sensory Issues

- Autistic children are supported to regulate sensory experiences which interfere with what they are trying to do or cause discomfort e.g. ear defenders, work stations, request for time out, low arousal approaches.
- Supporting children to access sensory activities which they find enjoyable or relaxing
- Supporting children to tolerate a range of sensory experiences within a safe and secure context

3.

Teaching/ Leading groups

- To lead the teaching of whole classes, when necessary, in the absence of the teacher, including providing regular planned and unplanned cover to meet the needs of the Academy.
- Deliver lessons to pupils, using clearly structured teaching and challenging learning activities which interest and motivate pupils and advance their independence as learners. This includes lessons delivered via distance learning or computer aided techniques.
- Promote and support the inclusion of all pupils in the learning activities in which they are involved, using anxiety management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures.

4.

Provide physical/personal care to pupils, e.g.

- dressing, washing, feeding, carrying, and changing; changing of incontinent pupils and cleaning wet and/or soiled floor and furniture, clothing and nappies
- administering medication on instruction from the Lead Healthcare practitioner and supervising sick children e.g. those with epilepsy or other medical conditions

5.

Supporting Staff

- Using knowledge and experience of the pupils concerned, to contribute, with the teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support
- Contribute to the development of individualised provision and reviews of pupil progress
- In conjunction with the teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record
- Providing regular feedback about pupils to the Teacher/s

6.

Supporting the school

- where appropriate, fostering and develop links between a pupil's home and school
- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment,



- photographic equipment etc
- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling
- administering minor First Aid under the guidance of a qualified person
- ensuring that toilet areas are properly equipped with materials to cope with incontinence and that soiled materials are disposed of in the appropriate manner using the specialized equipment
- retrieving, setting up and storing pupils' individual eating equipment, specialist seating, physiotherapy equipment and wheelchairs/buggies as required
- Ensure that all equipment for outings (e.g. drinks, food, weather protection, first aid) accompanies the pupils

Supervision and Management

The jobholder does not have full regular management responsibility for staff but provides guidance and direction to Autism Support Workers when the SENCo/Deputy SENCo/ a qualified teacher is not present.

Creativity and Innovation (i.e. Problem Solving)

The jobholder regularly contributes to the planning of lessons and other learning activities and uses a variety of interpersonal skills and strategies to deliver effective lessons and to establish supportive and positive relationships with pupils, parents and carers.

Key Contacts and Relationships

The jobholder coaches and mentors pupils, and formally delivers lessons to them. There is a regular need to tailor communication to the needs of the pupils.



Decision Making

There will regularly be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the jobholder must select the appropriate decision.

Resources

The jobholder is required to use resources with care



Person Specification – Lead Autism Support Worker		
	Essential	Desirable
Qualifications		
GCSE grade C in English and Maths or equivalent qualification	X	
Further/Higher Education qualifications		X
Additional qualifications or awards e.g. Autism qualifications, ELSA, Eklan or a willingness to work toward an autism specific qualification within 12 months in post	X	
Knowledge and Experience		
Experience of success in ensuring pupils with autism are able to engage positively and make progress academically and with social communication skills.	X	
Recent experience of supporting pupils with SEND/Autism	X	
Experience supporting pupils with specific learning difficulties		X
Track record of interventions that have had a positive impact on pupil progress.	X	
An excellent SEND/Autism practitioner	X	
Safeguarding		
Full understanding of the safeguarding requirements and how teachers promote the welfare of children	X	
Eligibility to work in the UK	X	
Recent safeguarding training		X
Personal Qualities		
Ability to engage with, motivate and adapt for pupils with autism where there are barriers to learning	X	
Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, teachers, outside agencies	X	
A flexible, innovative and consistently positive attitude	X	
Excellent communicator, both orally and written	X	
An ability to retain a sense of perspective and humor to motivate all pupils and colleagues.	X	
Resilient and committed to preparing pupils with autism for a 'Safe Independent Life' beyond Springfields.	X	

Reach South Multi Academy Trust

Our Vision, Values and Principles of who we are

Aspiration Beyond Expectation

Reach South is a new academy trust that was set up as a sister trust to REAch2. The trust is founded on the same values and draws strength from being linked to a wider family of schools. At our core, we are a local trust serving the South West of England with the objective of operating schools that deliver exceptional learning opportunities for children and young people of all school ages.

Our central mission is for Reach South pupils to aspire to achieve beyond the expectations that others place on them.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local school for their children.

Our Core Values

- **Inclusivity.** Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.
- **Promoting social mobility.** This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:
 - high standards of educational achievement;
 - high standards of social skills and interpersonal skills;
 - high standards of communication skills;
 - high standards of critical thinking, problem solving and creativity; and
 - understanding of society, economy, environment and an appreciation of contribution and participation.
- **Serving our local communities.** Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.

- **Believing in the potential of our young people.** Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.
- **Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development.** We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to contribute to securing a society capable of developing, evolving, improving and being sustainable.

Our Curriculum Principles

- **High standards of educational achievement.** Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.
- **Broad, rich and experiential curriculum.** Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.
- **Relevant learning pathways.** As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.
- **Research based curriculum.** There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.
- **Teaching young people to be effective learners.** So they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.

Our Core Behaviours

- **Encouraging professional freedom.** We expect our school leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.
- **Championing young people, not institutions.** We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.
- **Collaboration not competition.** As a charitable education trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has very close synergies and association with REAch2 and other Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits to our young people.
- **Integrity and Trust.** We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.
- **Developing our people.** Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.