

JOB DESCRIPTION

Post Title:	Specialist Teacher for Autism	Director:	Children’s Services – Education, SEND and Skills	Office Use
Grade:	Teachers Pay Scale MPS/UPS + Max SEN	Workplace:	Autism Support Team, based in County Hall, Morpeth working across Northumberland.	JE ref: HRMS ref:
Responsible to: <ul style="list-style-type: none">HINT Service ManagerLead Practitioner/Team Manager for Autism		Date: November 2024	Manager Level:	
Job Purpose: To provide support and advice to colleagues on issues related to teaching autistic pupils within mainstream schools across Northumberland and direct teaching consistent with the main duties and responsibilities of the post. The Specialist Teacher for Autism will work as a member of the Autism Support Team (AST) to promote inclusion of pupils with Autism/social communication needs. The role is peripatetic with a central office base.				
Resources	Staff	Teaching assistants employed by HINT and assigned to AST cases		
	Finance	None		
	Physical	Responsible for assessments and resources to support everyday work across a wide range of schools.		
	Clients	Pupils, Parents, Senior Managers, Headteachers, SENCo’s, Teachers, Learning Support Assistants, Lunchtime Supervisors and professionals from other services.		
Duties and key result areas: Support for Schools and Pupils <ul style="list-style-type: none">Supporting the aims and ethos of the Northumberland Inclusive Education Services (NIES).Supporting the inclusion of pupils with Autism and related social communication difficulties.Supporting the development of whole school approach in the creation of an ‘Autism’ friendly environment.Raising awareness within mainstream schools of the additional needs of pupils with Autism.Applying teaching knowledge, skills and experience to assist school colleagues in the development of appropriate skills to enable the successful inclusion of children and young people with Autism in their learning environment.Providing training, where appropriate, to school staff including Headteachers, SENCo’s, teachers and other support staff to enable them to successfully include pupils with Autism/social communication needs and implement aspects of a pupil’s individual support programme.To provide advice to LA Officers regarding meeting the needs and requirements of pupils with Autism/social communication needs.To contribute to the training and development needs both within and beyond Northumberland County boundaries.Advising on the identification and assessment of pupils with Autism/Social Communication needs in accordance with the guidelines outlined in the SEND Code of Practice.Assessing the needs of pupils referred to the Autism Support Team with Autism/social communication needs and providing written advice and resources, as appropriate.Assessing the progress of individual pupils following the implementation of support programmes as deemed necessary by the service.Contributing to the development of individual plans/pupil profiles through the identification of appropriate social communication targets, teaching strategies and resources.Liaising with professionals from other disciplines as appropriate.				

- Attending relevant meetings, including multi-agency meetings, regarding individual pupils and maintain appropriate records.
- Contributing to the EHA process where applicable.
- A commitment and willingness to contribute to meeting the needs of all children across Northumberland.

Liaison with families and external agencies

- Including parents/carers in any assessment of a pupil with Autism/social communication needs.
- Liaising with parents and providing training when appropriate in order to keep them informed of their child's progress and to provide advice and support relating to the difficulties the child encounters as a result of their Autism/social communication needs.
- Providing a professional report for Education Health Care Assessments and /or review meetings, as appropriate.
- Attending and contributing to multi-agency meetings, as required.
- Maintaining regular contact with the families and carers of identified pupils, regarding their progress.

Professional Development

- Providing and taking part in relevant training devised by the Autism Support Team and Wider Inclusive Education services.
- Contributing to Specialist Training programmes, as appropriate.
- Participating in Performance Management and any relevant development programmes
- Attending service/team meetings, as appropriate.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:
Working patterns:
Working conditions:

- Current driving licence and the ability to meet the transport requirements of the job.
- As per Teacher Pay and Conditions of Service.
- Peripatetic from an office base.

PERSON SPECIFICATION

Post Title: Specialist Teacher for ASD	Director/Service/Sector: Children's Services	Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Primary or Secondary Teaching Qualification with QTS • Honours Degree • Thorough knowledge of Autism / social communication needs and its impact in the classroom. • Knowledge of how to keep children safe and practices and procedures that should be followed. 	<ul style="list-style-type: none"> • Masters Degree – Autism and Education and any other relevant Autism specific qualifications 	A
Experience		
<ul style="list-style-type: none"> • Relevant and successful working with pupils who have a wide range of Autism / social communication needs • Experience of working across different age phases in educational settings. • Providing training for parents/staff/colleagues. • Multi-agency and/or multidisciplinary working. • Recording pupil progress against individual targets at SEN Support/EHCP. • Supporting and advising parents. • Working with pupils with Education Health Care Plans. 	<ul style="list-style-type: none"> • Experience of working with pupils who are identified as having Autism in both special educational and mainstream settings. • Experience of multi-agency working. 	A I
Skills and competencies		
<ul style="list-style-type: none"> • Working knowledge of relevant SEND policies and legislation. • Understanding of principles of child development and barriers to learning. • Ability to accurately assess pupil needs and progress. 		A I R

<ul style="list-style-type: none"> • Ability to plan and implement effective intervention programmes for pupils with Autism / social communication needs taking account of curriculum needs and enabling inclusion • Ability to liaise sensitively and effectively with parents/carers. • Able to work collaboratively with colleagues, school staff and parents. • Demonstrate excellent verbal and written language skills. • Good record keeping skills. • A reflective practitioner: ability to monitor, evaluate and improve own skills and practices. • Ability to prepare and deliver training for a wide range of audiences. • Understand and adhere to the need for confidentiality • Possess the ICT skills required to fulfil their duties 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Ability to work under pressure and respond flexibly to changing situations. • Ability to remain calm in response to challenging situations and behaviour. • To promote the safeguarding and welfare of children and young people. • Self-reliant and able to use initiative to work effectively without close supervision to deliver a range of team objectives. • Able to undertake the physical demands of the post; particularly driving distances. 		A I R
Other		
<ul style="list-style-type: none"> • A commitment to supporting children and young people with Autism/ social communication needs in mainstream educational settings. • A willingness to participate in identified training. 		A I R

<ul style="list-style-type: none"> • Highly motivated and well organised. • Ability to use own initiative and work independently. • A willingness to develop innovative working practices. • Adherence to evidence-based practice. • Adherence to high standards of personal and professional conduct as outlined in the DfE Teachers' Standards. • Ability to meet the travel requirements of the post. 		
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Key to assessment methods; (A) application form, (I) interview, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (O) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8: Specialist awards	D (doctoral) doctorates
7: Level 7 Diploma, Professional qualifications	M (masters) : masters degrees, postgraduate certificates and diplomas
6: Level 6 Diploma, Professional qualifications	H (honours): bachelors degrees, graduate certificates and diplomas
5: Level 5 BTEC HND	I (intermediate): diplomas of higher education and further education, foundation degrees, higher national diplomas
4: Level 4 Certificate	C (certificate): certificates of higher education
3: Level 3 Certificate (OND) Level 3 NVQ A levels	
2: Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1: Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry: Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.