

JOB DESCRIPTION

Job Title:	Autism Transition Outreach Worker		
Directorate:	People	Salary:	FTE £27,803 - £33,024 + LWA £689 (TTO 39 weeks £23,835 – £28,902 + LWA £590) Pro rata for part time dependant on hours worked
Section:	SEN Specialist Support Services	Grade:	BG-H (SCP 15 – 24)
Location:	Time Square	Work Style:	Flexible Full time or part time

Key Objectives of the role

To support and assist the Local Authority and school settings, with seamless transitional arrangements for autistic & neurodiverse children in Y6, who are transitioning from Primary to Secondary School.

To hold a case load of autistic and neurodiverse children across KS2 and KS3, who are transitioning from Primary to Secondary school, by working in partnership with educators across KS2 and KS3, throughout the academic year.

To act as a trusted key adult for autistic and neurodiverse children by assisting and supporting learners in Primary School, during the Summer term of Y6 and to promote a smooth and seamless transition to Y7 by supporting them across the Autumn Term & into the Spring Term following their transition to secondary school.

Ensuring that autistic and neurodiverse learners needs and aspirations are at the centre of transitional planning, involving their parents where appropriate.

Designation of post and position within departmental structure

The Post Holder will be line managed by the Senior Transition Outreach Worker who will report to the Lead Autism Advisory Teacher at Bracknell Forest Council.

The Transition Workers will also have a dotted line to the Secondary school SENDCO / Inclusion Lead whom they will working alongside when supporting neurodiverse children, transitioning from Bracknell Forest Primary Schools

Daily and monthly responsibilities

- Form relationships with Primary and Secondary Educators, in order to support and assist autistic and neurodiverse pupils who will be transitioning between KS2 and KS3.
- Hold a caseload of children and young people who are transitioning from Primary to Secondary provision, ensuring that their needs are appropriately captured and understood during the KS2 to KS3 phase transfer.
- Be responsible for collecting and recording data on the transition support provided
- Run transition support/groups within primary and secondary settings that prepare the child for transition and managing in their mainstream setting
- Identify successful provision and resources in place within the primary setting which supports both the pupils access to teaching & learning and to social engagement opportunities.
- Promote inclusion and establish constructive working relationships with school staff, and with pupils and their parents / carers.
- To plan with educators how provision and resources can transition across from KS2 to KS3
- Identify, plan and deliver support that reduces transitional anxieties across KS2 & KS3.
- Liaise regularly with the Autism Outreach Workers and Senior Transition Outreach Worker, holding the caseload for primary settings, when identifying needs and provision. To do the same when supporting secondary setting to implement appropriate resource and provision.
- Advise and assist the SENDCO / Inclusion manager / Inclusion staff in supporting the transitional needs of children and young people who have a neurodiverse profile.
- Act as a role model and key adult for autistic & neurodiverse children, who are transitioning from Primary School to Secondary School.
- Set high expectations for children and young people and provide timely feedback on progress and achievement.
- Advise on appropriate learning environments and resources in partnership with school colleagues
- Advise on appropriate use of specialist aids /resources and equipment following transition.
- Monitor, evaluate and record pupil's progress through a range of assessment strategies against pre-determined transitional objectives.
- Provide accurate and objective feedback and reports on pupil achievement, progress and other matters, with evidence, and systematically record their progress and achievement in lessons and other activities against transitional objectives and desired outcomes.
- Contribute to transitional meetings with parents/carers to provide constructive feedback.
- Advocate for individual children and young people in school and at meetings as appropriate.
- Assist the SENCO and Assistant SENCO in supporting the transitional needs of children and young people who have a neurodiverse profile.

Scope of role

This post is funded by the DfE's Delivering Better Value Programme, to support children and young people who have a neurodiverse profile, transition effectively from Primary School (Year 6) to Secondary School (Year 7) enabling them to remain in mainstream education, and achieve their educational outcomes.

Commitment to the Council's Equal Opportunities policy at all times

Commitment to working within the bounds of the Data Protection Act and GDPR legislation at all times

Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only

PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE
Skills and qualifications	<p>HLTA Level 4 Qualification or equivalent experience</p> <p>A skilled to communicator that can effectively liaise and communicate with children and young people who have a neurodiverse profile of needs</p> <p>Ability to plan and deliver clear and structured activities that interest and motivate autistic/ neurodiverse learners in achieving their educational outcomes</p> <p>Ability to plan the inclusion of autistic / neurodiverse learners particularly during transitional phases</p> <p>Skilled at using ICT packages including Microsoft word, excel and outlook, as well as a range of classroom interactive technologies</p>	<p>Evidence of additional study / qualifications in the field of autism</p>
Competence Summary (Knowledge, abilities, skills, experience)	<p>Understanding of and commitment to the requirements of safeguarding children, young people, vulnerable adults and promoting their welfare.</p> <p>Experience of directly working with and supporting autistic children and young people who have a neurodiverse profile of needs, within a Primary and/or Secondary School environment</p> <p>Knowledge and experience of delivering effective interventions that support the learning and educational outcomes for autistic and / or neurodiverse children and young people, including small group work</p> <p>Ability to work with a range of stakeholders including Headteachers, SENCo's, Teachers and Local Government Officers whilst maintaining and analysing records of learners' progress</p>	<p>Experience in assisting neurodiverse children with the transitional process of moving from Primary School to Secondary School.</p>

	Knowledge and understanding of the barriers that autistic and neurodiverse children may experience at school, and the ability to help them overcome this with evidence based interventions
Work-related Personal Requirements	The post holder must hold a full UK driving licence (or valid equivalent). Non-UK licences must be converted to UK licences in the first six months of employment.
Other Work Requirements	A satisfactory enhanced Disclosure and Barring Service check. This post is exempt from the Rehabilitation of Offenders Act 1974 Undertake training as required.
Role models and demonstrates the Council's values and behaviours	Our values define who we are. They outline what is important to us. They influence the way we work with each other – and the way we serve our residents and engage with our communities. We make our values real by demonstrating them in how we behave every day.

All staff should hold a duty and commitment to observing the Council's Equality & Diversity policy and procedures at all times. Duties must be carried out in accordance with relevant Equality & Diversity legislation and Council policies/procedures.

