

## JOB DESCRIPTION

<b>Job Title:</b>	<b>Autism Transition Outreach Worker</b>		
<b>Directorate:</b>	<b>People</b>	<b>Salary:</b>	£29,093 - £34,314 FTE plus £706 London Weighting  For 39 weeks TTO: £24,941- £29,417 plus £605 London Weighting
<b>Section:</b>	<b>SEN Specialist Support Services</b>	<b>Grade:</b>	<b>BG-H SCP 15 - 24</b>
<b>Location:</b>	<b>Time Square</b>	<b>Work Style:</b>	<b>Fixed</b>

### Key Objectives of the role

To support and report on the transitional needs of autistic and neurodiverse children as they transition from primary to secondary school within local authority mainstream settings. Ensuring that the children's needs and aspirations are at the centre of transitional planning through joint working with children, parent/carers and educational setting.

To hold a case load of pupils, across KS2 and KS3, who are transitioning from primary to secondary school, working in partnership with primary and secondary educators throughout.

To act as a trusted key adult for autistic and neurodiverse children by assisting and supporting transition from primary to secondary school. Providing transitional support during the summer term whilst in year 6 and promoting and supporting a smooth and seamless transition during the autumn and spring terms following transition to year 7.

### Designation of post and position within departmental structure

Please see structure chart below:



The Autism Transition Outreach Worker will also have a dotted line to the Secondary School SENDCO / Inclusion Lead whom they will working alongside during transition.

### Daily and monthly responsibilities

- Form positive working relationships with primary and secondary educators, children and parent/carers to promote inclusion and to support and assist autistic and neurodiverse pupils' transition successfully from KS2 to KS3.
- Hold a caseload of pupils transitioning between primary and secondary settings, ensuring that their needs and provision are appropriately captured and understood during the phased transfer.
- Plan with educators how provision and resources can transition from KS2 to KS3.
- Identify, plan and deliver support that reduces transitional anxieties.
- Liaise regularly with the Autism Outreach team, holding the caseload for primary and secondary setting.
- Contribute to transitional meetings with parents/carers and provide constructive feedback.
- Advise and assist the SENDCo / Inclusion Manager / Inclusion staff in supporting the transitional needs of an identified cohort of neurodiverse children in receipt of enhanced transition support.
- Advise on appropriate learning environments and use of specialist aids /resources and equipment following transition, working in partnership with school colleagues to achieve required outcomes.
- Set high expectations and provide timely feedback on pupils' progress and achievement.
- Act as a role model and key adult for autistic and neurodiverse children transitioning from primary to secondary school.

- Advocate for individual children and young people in school and at meetings when required.
- Monitor, evaluate and identify pupils' progress in-line with transitional objectives and desired outcomes and provide written reports accordingly.

### Scope of role

The Autism Transition Support Programme aims to support children and young people who have a neurodiverse profile transition effectively from Primary (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
<b>Skills and qualifications</b>	<p>HLTA Level 4 qualification or evidence of additional study / qualifications in the field of autism</p> <p>A skilled 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>	
<b>Competence Summary</b> (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</p> <p>Ability to work with a range of stakeholders including Headteachers, SENCo's, Teachers and local government Officers whilst</p>	<p>Experience in assisting neurodiverse children with the transitional process of moving from Primary School to Secondary School</p>

	<p>maintaining and analysing records of learners' progress</p> <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</p>
<b>Work-related Personal Requirements</b>	<p>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</p>
<b>Other Work Requirements</b>	<p>A satisfactory enhanced Disclosure and Barring Service check</p> <p>This post is exempt from the Rehabilitation of Offenders Act 1974</p> <p>Undertake training as required.</p>
<b>Role models and demonstrates the Council's values and behaviours</b>	<p>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.</p> <p>We make our values real by demonstrating them in how we behave every day.</p>

**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.**

