

## Job Description and Person Specification: Autism and SEND Practitioner

Job Title: Autism and SEND Practitioner

Job number: 3286

Salary: NNBAND04

Location: North Northants

Reports to: Senior Autism and SEND Practitioner or Area Manager – SEND, Portage and Autism

Service Area: Learning, Skills and Education

### Overall purpose of the job

To provide direct support to educational settings and to families with children with Autism and/or Special Educational Needs and/or Disabilities (SEND) aged 0-19 by implementing programmes and supporting the implementation of direct support plans to enable the children to maximise their potential.

To observe, analyse, plan and review the progress of children in various settings. Advising guiding and instructing other professionals on intervention strategies to challenge and support them in raising standards of inclusive practice.

### Main accountabilities

Main accountabilities	
1.	To deliver direct, hands-on, time limited and monitored interventions with parents and/or educators of children 0-19 with Autism and/or SEND and with the children themselves, modelling appropriate techniques and strategies and using specific techniques, programmes and activities to promote the educational and social inclusion of these children. To challenge and support other professionals and settings with regard to inclusive practice
2.	To manage an active caseload of children and families, responding to variations in demand and need and act in the role of lead professional and arrange, attend and chair Team Around the Family meetings and complete the Early Help Assessment as required
3.	To undertake assessments on children worked with by the team, to visit educational and community settings and liaise effectively with other professionals across social care, health and educational services (attending meetings as appropriate) to ensure the appropriate provision, advice and support to parents/educators of children 0-19 with Autism and/or SEND to maximise outcomes for children, families and settings
4.	To maintain effective records of interventions, details of support provided and analyse, and present evidence related to targets, including case summaries

	<p>after interventions are ended, so that all documentation is accurate and up to date.</p> <p>To complete risk assessments, reports, letters and reviews as required and write Educational targets and strategies of intervention. Prepare extensive written evidence to support requests for Statutory Assessment of Special Educational Needs</p>
5.	To assess and analyse situations; develop and adapt educational/developmental/ intervention strategies and support plans in conjunction with the line manager.
6.	To plan transition in educational settings by liaising with the setting SENCo, parents/carers and other multi agency professionals to promote the inclusion and equality of opportunity for all children, offering training, information and advice where appropriate
7.	Assist in the preparation of training and deliver training with peers or managers to a variety of others including families, carers and other professionals.
8.	To maintain, develop and equip a specialist resource base (actual and electronic) and mentor and support others to do so (including research and investigation into the latest IT developments for children with additional needs and making appropriate acquisitions). Others involved in this activity may be NNC employees and in this circumstance, the post holder will be expected to offer direct line management to the employees including supervision and approval of all HR related topics.
9.	To plan, establish, organise, facilitate and review developmental group forums for parents and children 0-19 with Autism and/or SEND to enable parents to be effectively supported and skilled in meeting their child's developmental needs
10	To ensure that reasonable care is taken at all times for the health, safety and welfare of themselves and other persons, and to comply with policies and procedures relating to health and safety within North Northants Council.
11	Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
12	To promote the reputation of the Children, Families and Education Directorate and North Northants Council.
13	To promote inclusion and equality of opportunities in education and society for all children regardless of race, gender, ability, sexuality, culture and religion.
14	To undertake any other duties applicable to a post of this grade as may be required from time to time.

15	To carry out any other duties which fall within the broad spirit, scope and purpose of this job description
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DC/Aug/16

## Person Specification

### Qualifications, knowledge, skills and experience

Qualifications Required	Subject	Essential/ Desirable
Qualified to GCSE or equivalent	<b>Maths and English</b>	<b>E</b>
Qualifications relevant to the post e.g., NNEB, NVQ Level 3 or equivalent		<b>E</b>
Evidence of ongoing CPD		<b>E</b>
A Levels or Degree		<b>D</b>

Identify	Describe	Essential/ Desirable
<b>Knowledge</b>		
Knowledge of current legislation relating to children and young people	Knowledge of Children and Families Act 2014, Children's Act 1989, Care Act, SEND Code of Practice	<b>E</b>
Ability to demonstrate a knowledge and understanding of safeguarding procedures to keep children and young people safe	Knowledge of safeguarding legislation and procedures Able and willing to take calculated risks with guidance from senior staff	<b>E</b>
Knowledge of current education/early help/social care provision in Northamptonshire	Understanding of the range of supports available to children with SEND and their families	<b>D</b>
Knowledge of child development	Understanding of typical child development and techniques to encourage learning	<b>E</b>
Knowledge of Autism	Understanding of autism and its impacts on children and young people	<b>E</b>
<b>Skills</b>		
Ability to maintain clear and concise notes and records and prepare a variety of different reports and contribute to data systems	Able to produce reports for a variety of forums and using a variety of approaches and technologies  Word, Excel, PowerPoint, Capita ONE, Care first	<b>E</b>
Ability to communicate effectively with a range of adults and children	Honest Open	<b>E</b>

and young people on both a one to one and group basis	Effective listener Sensitive communicator	
Able to assess children and young people and understand their individual needs	knowledge of child development and specific Autism and SEND needs	<b>E</b>
Self-motivator, able to work effectively in stressful situations and under pressure	Keeps calm under pressures Manages own emotions	<b>E</b>
Good organisational and time management skills and the ability to work on own initiative including an ability to manage own caseload	Punctual Organisational skills Self-motivated Manages time well	<b>E</b>
Able to work as an effective team member both internally and on a multi professional basis	Good communication skills Shared decision maker Collaborative	<b>E</b>
Ability to maintain high levels of professional and personal integrity including confidentiality	Honest Effective listener Respectful Self-starter Highly motivated	<b>E</b>
Ability to travel effectively to different locations		<b>E</b>
Evidence of willingness to undertake specialist training, as required	E.g., Basic Portage training, TEACCH Person Centred Planning.	<b>E</b>
<b>Experience</b>	Give an idea of the type and level of experience required <b>do not</b> specify years of experience.	
Experience of working with internal colleagues and professionals from other agencies	Experience of working with others	<b>E</b>
Experience of direct work with children with Autism and SEND	Direct work, voluntary or personal experience of working with children with Autism and SEND in any setting	<b>E</b>
Experience of providing support in educational and/or family settings and acting in an advisory capacity to parents and colleagues	Direct work, voluntary or personal experience	<b>D</b>

Experience of preparing and delivering training to others	Presentation skills Listening skills Planning skills	<b>D</b>
Experience of formal line management of staff and/or mentoring/supporting others	Clear expectations Leads by example Open and honest	<b>D</b>

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