Job Title: Autism and SEND Practitioner School Age 5-19years

Job number: 3286

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) 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.

To act as case officer to provide a holistic, educational early intervention service to children and young people with Autism and SEND by providing direct support, advice, and guidance to educational settings and families with children that meet the criteria **according** to the SEND descriptors. To liaise with other professionals in Health, Social Care and Education to promote a balanced assessment of the child or young person's needs.

To observe, plan and review the progress of children and young people with complex needs in various settings. To instruct, advise, and guide other professionals on intervention strategies to challenge and support them to fulfil their statutory obligations in respect to inclusive practice.

Main accountabilities

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1.	To devise and deliver direct, hands-on, time limited and monitored interventions with parents' carers, Head Teacher's, SENCo's and Head of Centre's as well as with the children themselves. Instruct and model appropriate techniques and strategies, devising programmes and activities to promote play, social skills and learning and to meet the needs of the individual children and young people to ensure quality assurance and advice has been followed.
2.	To manage an active caseload of children, young people, and families, and respond to complex variations in need. To work within the SEND Support Service as part of a wider multi-disciplinary team. To lead and co-ordinate service provision: 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. To observe, assess and contribute as part of a wider team to the diagnosis of children on the ASD pathway ensuring advice and responsibility for statutory work.
3.	To undertake developmental assessments on children and young people, by visiting educational settings and family homes and liaise effectively with other professionals. To lead and co-ordinate transition meetings within a multi-disciplinary team and families to promote the inclusion and equality of opportunity for all children and young people, so they can maximise their potential including monitoring Early Help funding.

4.	To maintain and update effective records in a timely manner in accordance with NNC policies and procedures. To ensure that accurate monitoring and statistical information regarding the service offered is available to Managers for file audits and data analysis. To provide details of support including records of consultation, target setting, closure summaries and on-going reviews of involvement.-To complete risk assessments, reports, letters, educational targets, records of interventions and reviews as required.
5.	To submit written reports and documentation such as developmental assessments, to request Statutory Assessments and provide educational advice to the EHC Team, in line with the statutory process including identifying appropriate educational provision required.
6.	To challenge and support other professionals with regards to inclusive practice, champion the needs and aspirations of children, young people, and their families, ensuring their voice is heard and they receive a broad education and promote their development and well-being.
7.	To create, plan and deliver training to promote and develop the skill needs of professionals, families, and carers to support the complex needs of the individual child. To plan, organise, and facilitate developmental group forums for parents, carers, and children with Autism and/or SEND.
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.

9.	To enable parents/carers to be effectively empowered and skilled in meeting their child's developmental and emotional needs. To offer professional telephone, virtual or face to face consultations to educational staff and parents/carers with measured outcomes. To follow involvement pathways as appropriate to promote the progressive development of the child and young person and act as lead professional in the coordination of service offer to educational settings.
10.	To have an enhanced understanding of safeguarding and protecting vulnerable children and young people from risk of harm. To participate in case planning with Social Care, Health and Education services, review meetings, supervision, appraisal, and training.

Person Specification

Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

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

Minimum levels of knowledge, skills and experience required for this job

Identify	Describe	Essential/ Desirable
Knowledge		
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	**E**
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	**E**
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	**D**
Knowledge of child development	Understanding of typical child development and techniques to encourage learning	**E**
Knowledge of Autism	Understanding of autism and its impacts on children and young people	**E**
Skills		
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	**E**

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

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