

# Support Staff – Lead Autism Support Worker

## Job Profile

Reference :	SCH050	Grade H
-------------	--------	---------

Job Title :	Lead Autism Support Worker
-------------	----------------------------

Main Job Purpose :	<p>To assist in the support and inclusion of children with a wide range of special educational needs and difficulties within the Academy. The ages of the pupils involved will be from 5 to 16 range.</p> <p>To support pupils' academic and social communication needs (linked to diagnosis of autism) and to support positive social and emotional wellbeing, enabling them to engage in learning in and out of the school environment.</p> <p>To complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Contribute to the planning, delivery and monitoring of learning activities.</p> <p>To have regular responsibility for agreed learning activities including leading classes/large groups/small groups and 1:1 when planned or unplanned.</p>
--------------------	---

Main Duties	
1.	<p><b>Lead pupils learning, either in groups or through 1:1 work. Supporting the curriculum</b></p> <p>The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"><li>- supporting the development of skills in literacy, numeracy and/or social and communication needs through structured additional intervention</li><li>- differentiating work for individual pupils to suit their ability</li><li>- using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans</li><li>- using personalised scaffolds to clarify and explain instructions</li><li>- ensuring pupils are able to use equipment and materials provided</li><li>- motivating and supporting pupils</li><li>- providing learning support resources that help pupils to access learning activities (during intervention and within the classroom)</li><li>- promoting independence and self-reliance and problem solving skills in relation to academic activities</li><li>- liaising with class teacher and Special Educational Needs Coordinator about individualised provision for pupils.</li><li>- listening to pupils' problems and taking appropriate action or seeking advice to</li></ul>

	resolve the issue
2.	<p><b>Autism Enablement:</b></p> <p><b>To be an excellent autism practitioner demonstrating embedded autism enablement strategies</b></p> <p><b>Encouraging Independence</b> (personalised to the individual &amp;/or cohort)</p> <ul style="list-style-type: none"> <li>- Using scaffolding such as task cards, TEACCH approaches, personalised schedules, concrete resources or vocab mats etc.</li> <li>- Use of personalised reward systems</li> <li>- Use of motivators, possibly linked to the individual's special interest</li> <li>- Giving all pupils opportunities to attempt activities as independently as possible (within context), enabling them to experience a sense of completion and achievement</li> </ul> <p><b>Emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>- Ensure all pupils have the opportunity to identify how they are feeling at the start of each session, and regularly check in throughout as appropriate</li> <li>- Apply appropriate regulatory intervention in response to check in, in order to prevent behaviours from escalating</li> <li>- Aware of and implementing preventative strategies, based on individuals pupil need, identified in the one page profile, pupil profiles and care plans.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Visual supports used e.g. pictures, gestures, objects of reference, written words</li> <li>- Appropriate tone/ volume of voice for the activity</li> <li>- providing opportunities for pupils to develop communication skills e.g. group work, paired talk, discussion</li> <li>- Providing alternate methods of communication when needed e.g. pictures, objects of reference, scribing, laptop</li> <li>- Consistent communication style used with all pupils</li> <li>- Simplifying verbal language and communication to ensure pupils can understand</li> <li>- Calling each pupil by their name when gaining attention</li> </ul> <p><b>Sensory Issues</b></p> <ul style="list-style-type: none"> <li>- Autistic children are supported to regulate sensory experiences which interfere with what they are trying to do or cause discomfort e.g. ear defenders, work stations, request for time out, low arousal approaches.</li> <li>- Supporting children to access sensory activities which they find enjoyable or relaxing</li> <li>- Supporting children to tolerate a range of sensory experiences within a safe and secure context</li> </ul>
3.	<p><b>Teaching/ Leading groups</b></p> <ul style="list-style-type: none"> <li>- To lead the teaching of whole classes, when necessary, in the absence of the teacher, including providing regular planned and unplanned cover to meet the needs of the Academy.</li> <li>- Deliver lessons to pupils, using clearly structured teaching and challenging learning activities which interest and motivate pupils and advance their independence as learners. This includes lessons delivered via distance learning or computer aided techniques.</li> <li>- Promote and support the inclusion of all pupils in the learning activities in which they are involved, using anxiety management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures.</li> </ul>
4.	<p><b>Provide physical/personal care to pupils, e.g.</b></p> <ul style="list-style-type: none"> <li>- dressing, washing, feeding, carrying, and changing; changing of incontinent</li> </ul>

	<p>pupils and cleaning wet and/or soiled floor and furniture, clothing and nappies</p> <ul style="list-style-type: none"> <li>- administering medication on instruction from the Lead Healthcare practitioner and supervising sick children e.g. those with epilepsy or other medical conditions</li> </ul>
5.	<p><b>Supporting Staff</b></p> <ul style="list-style-type: none"> <li>- Using knowledge and experience of the pupils concerned, to contribute, with the teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support</li> <li>- Contribute to the development of individualised provision and reviews of pupil progress</li> <li>- In conjunction with the teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record</li> <li>- Providing regular feedback about pupils to the Teacher/s</li> </ul>
6.	<p><b>Supporting the school</b></p> <ul style="list-style-type: none"> <li>- where appropriate, fostering and develop links between a pupil's home and school</li> <li>- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc</li> <li>- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling</li> <li>- administering minor First Aid under the guidance of a qualified person</li> <li>- ensuring that toilet areas are properly equipped with materials to cope with incontinence and that soiled materials are disposed of in the appropriate manner using the specialized equipment</li> <li>- retrieving, setting up and storing pupils' individual eating equipment, specialist seating, physiotherapy equipment and wheelchairs/buggies as required</li> <li>- Ensure that all equipment for outings (e.g. drinks, food, weather protection, first aid) accompanies the pupils</li> </ul>

### Supervision and Management

The jobholder does not have full regular management responsibility for staff but provides guidance and direction to Autism Support Workers when the SENCo/Deputy SENCo/ a qualified teacher is not present.

### **Creativity and Innovation (i.e. Problem Solving)**

The jobholder regularly contributes to the planning of lessons and other learning activities and uses a variety of interpersonal skills and strategies to deliver effective lessons and to establish supportive and positive relationships with pupils, parents and carers.

### **Key Contacts and Relationships**

The jobholder coaches and mentors pupils, and formally delivers lessons to them. There is a regular need to tailor communication to the needs of the pupils.

Other key contacts are with other school staff, parents and sometimes professionals from outside the school who are involved with particular pupils.

### **Decision Making**

There will regularly be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the jobholder must select the appropriate decision.

### **Resources**

The jobholder is required to use resources with care but is not personally accountable for the security of physical or financial resources.

### **Working Environment**

The work involves standing for extended periods and also bending/crouching/stretching at times.

There is regular background noise. There is extensive contact with students and also contact with parents.

### **Knowledge and Skills**

In order to undertake the range of advanced tasks the jobholder requires detailed knowledge and skills in matters such as the school curriculum; the age-related expectations of pupils; the main teaching and learning support methods and relevant testing/examination frameworks. Additionally, the jobholder needs a secure understanding of a range of interventions that target specific literacy, numeracy or social communication difficulties.

The jobholder may have been assessed by an accredited Assessor as having met the national Higher Level Teaching Assistant standards.

The jobholder will have a commitment to achieving the HLTA standards within 2 years of appointment.

The jobholder attend regular training in relation to academic intervention and meeting social communication/autism needs as arranged by the SENCo/Deputy SENCo to maintain high standards of practice.