



Lead Practitioner for Autism

SALARY: £50,025 - £55,209
GRADE: Lead Practitioner 1-5
Start Date: ASAP



CANDIDATE INFORMATION PACK

Job Description

Job Title	Lead Practitioner
Location:	Stanton Vale School
Hours per week:	Full time
Weeks worked per year:	All Year
Salary Scale:	LP 1-5

The Opportunity

As Autism Lead Practitioner, you will be responsible for leadership of autism practice and pedagogy within the school. You will support staff in all roles to provide highly specialist support. You will use your experience to advise, negotiate, advocate and champion the needs of our pupils. You will liaise with the SENCO and school therapists to ensure individual support for pupils ensures progress against EHC plans.

You will provide ongoing research led CPD for staff and provide support and strategies for families. You will also work with autism practitioners in other schools and build partnerships and networks. You will be an experienced, skilled and suitably qualified educationalist, who can demonstrate strong leadership qualities, including those of innovation and vision. You will be passionate about developing best practice in our school and be self-motivated to continually update your knowledge and ensure practice in the school is informed by evidence and research.

Job Description

Main Duties	<p>Support for pupils</p> <ul style="list-style-type: none"> • Adapt classroom activities and/or resources to engage pupils • Work with the school SENCO and therapy team colleagues to ensure effectiveness of EHCP provision through research, quality assurance, and implementation plans; • Fulfil a teaching role, leading planned lessons demonstrating best practice; • Ensure the educational environment is appropriate for autistic pupils • Contributing to the development of individual plans/pupil profiles through the identification of appropriate targets, teaching strategies and resources • Liaise with parents (and provide training when appropriate) in order to keep them informed of their child's progress and to provide advice and support • Attending relevant meetings, including multi-agency meetings, regarding individual pupils and maintain appropriate records • Support students consistently whilst recognising and responding to their individual needs • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils and families in relation to progress and achievement • To promote and model the highest standards for safeguarding pupils and young people in our education and care providing outstanding leadership and support • Actively promote diversity, equality of opportunity and anti-discriminatory practices <p>Support for the staff</p>
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- Lead on the provision of specialist advice and guidance on autism, including specific strategies for individuals, to teaching and support staff across the school and where relevant, the Trust
- Draw on current research and evidence-based practice and model and cascade best practice in relation to autism practice and pedagogy
- Coach and mentor colleagues to support pupils effectively
- Consult on the appropriateness of learning environments and resources for autistic pupils
- Be responsible for providing training and development for colleagues in school and for local governing bodies so that they can provide appropriate support
- To ensure staff within the school are kept up to date with developments within the field of Autism
- Employ the Autism Education Trust Competencies and Standards as an autism improvement tool.

Support for the school

- Lead on implementation of Autism Education Trust frameworks, under the direction of the SENCo and Headteacher
- Develop and maintain professional relationships with pupils, parent, staff and external professionals
- To contribute to the development plan/self-evaluation framework (SEF) with particular focus on the area of autism;
- Take responsibility, on a rota basis for class assembly, lunchtime clubs, playground duty and other general school commitments
- Willingness to provide reasonable classroom cover and use this as an opportunity to model best practice

Other

- Be willing to travel to the Trust's schools and other sites as needed

	<ul style="list-style-type: none"> • Work within an extended range of networks and partnerships across and outside of the Trust to provide advice and guidance, broker support and learning opportunities and improve the quality of services to children and young people
Other General Requirements	<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR. • Provide a high standard of customer service in all dealings internal and external to the MAT

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

Criteria	Essential	Desirable
Qualifications, Experience and knowledge	<ul style="list-style-type: none"> • Qualified teacher status • Secure knowledge and understanding of autism and how it impacts on learning • Sound understanding of current research in the field of autism; widely read and able to describe how research has influenced practice • Sound knowledge of Keeping Children Safe in Education and the schools safeguarding and welfare policies and processes • Sound knowledge of the SEND Code of Practice (2015) including knowledge about the EHCP process • The required professional standards including confidentiality and following data protection guidance • Knowledge of what constitutes an effective learning environment for SEND pupils, but particularly those who are autistic • Knowledge of key autism specific approaches 	<ul style="list-style-type: none"> • Full Driving License
Personal Qualities and Attributes	<ul style="list-style-type: none"> • Creative, innovative and adaptable, able to share and embed innovative solutions to supporting all pupils with SEND, but particularly those who are autistic • A strong team player with excellent interpersonal skills • Skilled in engaging people and building rapport and confidence in order that staff are keen to work with you and implement your ideas 	

	<ul style="list-style-type: none"> • Energy, stamina and resilience • Empathy and understanding when supporting pupils, families and staff • Self-discipline and self-motivation. Highly responsive and able to work under pressure and to tight deadlines • Able to act as a positive role model for other members of staff • An understanding and commitment to the vision and aims of Esteem Multi-Academy Trust 	
<p>Other</p>	<ul style="list-style-type: none"> • Recent relevant or willingness to undertake training on SEND at leadership level, and/or a post-graduate qualification relating to autism would be an advantage 	