

Job Description and Person Specification

ASD Outreach Teacher

A Lambeth to be proud of



Job Title: ASD Outreach Teacher
Department: Education Strategy, Access and Inclusion
Division: Children's Services
Grade: QTS UPS + 2 SEN Points + TLR
Reports to: Senior Strategic Area SENCO
Responsible for: Lambeth Autism Advisory Team

Context

This job description is intended as a guide and is not an exhaustive list of the duties and responsibilities of this role, such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

Job Purpose

To lead and manage the service and the team within the Local Authority. To oversee the co-ordination of team allocation across LA. To participate in Local Authority strategic planning for neurodevelopment. To manage the annual evaluation of the service and the annual evaluation of training for schools and parents. To maintain an allocated caseload and advise schools on all autism support. To deliver staff training. To co-ordinate the development of parent groups across schools in the borough and responding to all service-based queries within the local community.

Responsibilities

Professional Responsibilities:

Attend LA Assessment Panel meetings and offer views on all matters related to the EHCNA decision-making process. To read and evaluate individual cases, make informed observations and relay back to the panel members the decisions and the rationale behind them.

To participate in LA panel meetings, sharing expertise and advice in autism and neurodiversity (e.g. EBSNA Case Conferences, Too Ill for School, Inclusion Panel).

Contribute to LA tribunals where appropriate. To make appointments to observe specific cases either at home or in an educational setting. To write a detailed report which may be used in evidence at tribunals, and which will carry legal status and may affect outcomes for the Local Authority.

To contribute to strategic planning related to autistic CYP and neurodevelopmental conditions and their families within the Local Authority. To collaborate with Local Authority staff and attend meetings which will have an impact at a borough wide level.

To offer informal mediation between schools and families at meetings to deliver best outcomes including opportunities for training for parents.

To lead workshops and training for parents across the borough including NAS Earlybird+ and Teen Life.

To manage an allocated caseload in schools and to oversee team caseloads.

To support target setting and SMART outcomes via the statutory process.

To use specialist skills such as modelling strategies and developing interventions for staff CPD.

Oversee and collaborate with teachers and SENDCOs regarding sessions involving modelling interventions and strategies for staff e.g., TEACCH /Social Stories/ reasonable adjustments/.

Participate in task and finish groups as appropriate to advise on commissioning of services and priorities for neurodiversity/ SEND.

To act as Neuroinclusive Education Network (previously Autism Education Trust) Lead Trainer/ Partner, ensuring quality assurance of training delivery, managing team of Trainer Partners and monitoring annual targets and evaluations.

To contribute to Quality Assurance for autism RPs and bases throughout Lambeth.

To lead the service in becoming neurodiversity-affirming.

Performance Management

To work within and be part of a team which develops systems for effective monitoring of performance and attainment in schools. To demonstrate high expectations of performance leading to better outcomes for all autistic children and young people and their families.

Provide and write reports in a timely way, as needed, required, or directed by the Service and the line manager.

To contribute to the work connected to continuing professional development within the team including the delivery of consistent training and workshops in a cluster of schools.

To take part in the annual teacher appraisal system. To oversee Performing Well targets of Team and support in meetings these through 1:1 meetings, ensuring these support service and departmental priorities.

Finance and Resources

To work within the existing financial systems and to support the implementation of any new systems within the appropriate regulatory framework and make service savings wherever possible, ensuring the needs of children and young people are met.

To manage funding of team CPD.

Information and IT

Ensure that data protection standards, information sharing and access to files protocols are in place and are fully complied with, within the legal framework.

To ensure that information technology is used to its fullest potential to provide information and to inform future service delivery.

To oversee caseload referral and discharge data across the Service.

To oversee balance of support provided to schools/ colleges by the Team.

General Accountabilities

To ensure that there is continuous, fast vigilance in relation safeguarding children and families and achieving excellent outcomes.

Develop strong partnership arrangements with key partners where these add value to the work of the service in seeking to improve outcomes for children and young people.

To undertake any other duties that may be required to meet the demands of the service. These may be varied from time to time to meet the needs of the service.

Communication

To lead, manage and communicate effectively with the team and to collaborate with other agencies and professionals.

To communicate effectively with all schools, staff and LA colleagues.

Support and communicate effectively with a cohort of schools via the SENDCO during term time.

Record all communication linked to referrals, parents, and schools in current system.

Manage and run professional workshops across the year.

Manage and run parent/ carer support group sessions across the year.

Manage and lead fortnightly team meetings.

Oversee and plan visits using the priority system of referrals and schools.

Liaise effectively with parents/ carers to ensure both the school and the service are working towards achieving the best outcomes for all.

Personal Qualities

To be solution-focused and committed to continuous development of own knowledge and skills in order to maintain expert status within the Service.

To demonstrate flexibility in managing a diverse workload in an environment of constantly shifting priorities, including complex legislative changes and operational demands.

To value other professionals and be able to make professional relationships work to secure co-operation, achieve partnership working and better outcomes for children and young people.

Equalities and Diversity

At all times, carry out the duties of this post with due regard to Equal Opportunities Policy, Bullying and Harassment Policy, and Valuing Diversity.

Health and Safety

To ensure that you carry out the duties of the post in accordance with the Health and Safety at Work Act 1974, the Data Protection Acts 1984 and 1998 the Federation Against Software Theft Guidelines, Corporate IT standards, The Computer Misuse Act 1990, The Council's Equal opportunities Policies, The Council's security policy, the Freedom of Information Act 2000 and other relevant legislation, as well as Council policies, procedures, Standing Orders and Financial Regulations.

To maintain an awareness of the risks to the department and the Council and take necessary action to minimise risks and ensure that the actions of staff comply with the Council's policies and procedures.

Experience

Qualified Teacher Status.

Ability to demonstrate an in depth understanding of the diagnostic process for autism.

Experience and understanding of working with neurodivergent children and young people.

Experience and in-depth knowledge of autism specific strategies and approaches and the impact they can have on measuring outcomes.

Experience of working with Senior Leaders within an educational setting.

Experience of working in a socially and culturally diverse environment.

Experience of working in situations where different agencies and disciplines have been required to work together collaboratively.

PERSON SPECIFICATION

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| <p>It is essential that in you can meet the following requirements for the role and be able to give evidence or examples of your proven experience in each of the short-listing criteria marked Application (A).</p> <p>You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted.</p> <p>If you are applying under the Disability Confident scheme, you will need to give evidence or examples of your proven experience in the areas marked with “Ticks” (✓) on the person specification when you complete the application form.</p> | | | <p>Shortlisting Criteria</p> |
| <p><i>For link/career graded post, please mark knowledge, experience, and behaviours clearly for each grade.</i></p> | | | |
| Key Knowledge | K1 | Demonstration of effective co-ordination and planning of multiple tasks and appointments. | ✓A |
| | K2 | In depth knowledge of the diagnostic process for autism and effective interventions. | |
| | K3 | In depth knowledge of the EHCP process. | ✓A |
| Relevant Experience | E1 | Minimum of 3 years’ experience working as a teacher in an educational setting. | ✓A |
| | E2 | Experience of working and liaising with other agencies in a multi-disciplinary setting. | ✓A |
| | E3 | Experience of delivering training/workshops to staff and parents. | ✓A |
| | E4 | Ability to plan, prioritize and manage delivery of varied workloads to agreed standards, whilst carrying an individual caseload, without direct supervision | ✓A |

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| | E5 | Experience of coordinating early intervention for children and young people with social communication difficulties. | ✓A |
| | E6 | Evidence of quality teaching and learning that has supported attainment so that there are good outcomes for pupils. | ✓A |
| Qualification | Q1 | Qualified Teacher: PGSE or Equivalent | ✓A |
| | Q2 | Post Graduate Degree in related field –e.g., Autism or Psychology | ✓A |

CORE VALUES AND BEHAVIOURS



- Listen to the views of others and ask for their opinions making sure that everyone in my team inputs into the things that matter.
- Ensure fairness and justice is at the heart of my decision making and support to my team and others.
- Take time to build trust, building the respect of our stakeholders and ensuring as a team we take accountability for doing what we agree to do.
- Develop others and ensure we work as one team for Lambeth, encouraging everyone to play their part.
- Take positive action to ensure everyone in my team has opportunities to learn and grow at work.
- Encourage everyone to be themselves at work and value who they are.
- I am inclusive and actively celebrate diversity, recognising everyone in my team as individuals.

- Treat each member of my team with respect and dignity just as I would want for myself.
- Encourage each member of my team to do their very best work and am available to them to provide support and guidance.
- Personalise my support to each team members and look out for them, lending a hand wherever I can
- Encourage everyone to try and learn from mistakes and use integrity to take action with my team to put things right together
- Work with empathy seeking to understand each and every member of team, their unique perspective and circumstances and ensure everyone is heard
- Take the time to communicate, being honest, open and genuine and taking the time to get to know team members as individuals.
- Show compassion and patience recognising that everyone in the team has unique experience and celebrating the great work they do for Lambeth.
- Look after the health and wellbeing of my team members and encourage open and regular discussions about the issues that impact on them, working together to find solutions.



- I encourage and support my team to do the right thing even when it's tough and we communicate our decisions in a timely way.
- I ensure my team and employees take individual and collective accountability for performance and delivery, making sure that they have clear plans and performance objectives.
- I ensure my team plan ahead, getting the basics right and take swift action when problems arise.
- I encourage my team to be risk aware and ensuring that our decisions and actions are informed and understood and communicated to others.
- I provide regular, timely and constructive feedback to my team members on their performance and behaviours and act quickly when performance is not on track.
- I share my learning, knowledge and skills with others through coaching and mentoring and encourage others to do the same.
- I ensure that my team and I put residents, communities, customers and their needs at the centre of everything we do.
- I encourage my team to learn and grow and ask questions to find the information they need to do their jobs.

Accountability behaviours



One Lambeth
CONNECTED BY PURPOSE

Ambition behaviours



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- Am proud of our borough and my team and encourage everyone in the team to aim for the highest possible standards of excellence in everything we do.
- Encourage my team to be flexible and try new things when it's appropriate to do so and tell me what could be improved.
- Promote a one team for Lambeth approach reaching out to our stakeholders to face our challenges together.
- Encourage and support my team to be courageous for our residents and communities and stop at nothing to ensure they have the best possible outcomes.
- I make time for the team to Innovate and look for creative ways to do things better, being curious about possibilities.
- Positively challenge and encourage the team to collaborate and look for solutions together across service and team boundaries.
- Make time for my team to grow and develop taking advantage of opportunities to learn from each other and others. We plan our learning and career growth.