

Post Title: Lead Practitioner for Autism	Director/Service/Sector: Northumberland Children's Services - Education and Skills - Inclusive Education Services		Office Use
Grade: School Leadership 4-8	Workplace: Central base working peripatetically into schools and settings across Northumberland		JE ref: HRMS ref:
Responsible to: High Incidence Needs Manager	Date: September 2020	Manager Level:	
Job Purpose:			
<ul style="list-style-type: none"> ● To act as professional lead for autism within the Autism Support Service. ● To be strategic lead for autism within the Autism Support Service under the direction of the High Incidence Needs Manager. ● To ensure compliance with professional standards as applicable to this professional group from within NCC and beyond. ● To discharge specific designated tasks and functions on behalf of the High Incidence Needs Manager. ● To monitor, supervise and appraise the professional practice of staff employed within the Autism Support Service ● To maintain an Autism caseload. 			
Resources	Staff	Specialist Teachers for ASD	
	Finance	Defining training needs & requirements of ASD teachers and support staff	
	Physical	Specialist resources associated with the professional group e.g. training materials, test & assessment materials., Driving to meet the requirements of the job	
	Clients	ASD teachers, support staff, parents & carers, children and young people Elected Members, Senior Officers within NCC and NIES Managers.	
Duties and key result areas:			
<ol style="list-style-type: none"> 1. To ensure that professional standards and ethical practice is maintained by the teachers within the Autism Support Service in relation to the expectations of NCC and any relevant external regulating authority. 2. Responsibility for the performance management/appraisal of Specialist Teachers for ASD and other nominated staff within the High Incidence Needs Teams. 3. Providing regular supervision opportunities for staff within the Autism Support Service and other nominated staff within the High Incidence Needs Teams in line with NCC practice and policy. 4. Coaching and mentoring Specialist Teachers for ASD and other nominated staff within the High Incidence Needs Teams. 5. To advise on the continuing professional development (CPD) needs of the Specialist Teachers for ASD and other nominated staff within the High Incidence Needs Teams. 6. To ensure the Specialist Teachers for ASD are kept up to date with developments within the field of Autism. 7. To support the High Incidence Needs Manager in relation to recruitment of teachers, support workers and other nominated staff within the High Incidence Needs Teams. 8. To support the High Incidence Needs Manager in relation to resolving any capability issues related to the professional practice of the Specialist Teachers for ASD and other nominated staff within the High Incidence Needs Teams. 9. To contribute to the development plan / self-evaluation framework (SEF) with particular focus on the area of Autism. 10. To work with Northumberland Inclusive Education Services' colleagues to develop and maintain meaningful evaluation processes and tools, which clearly demonstrate impact, with a particular focus on ASD. 11. To carry out designated tasks and functions on behalf of the High Incidence Needs Manager. 			

12. To lead staff within the High Incidence Needs Team towards school and community preventative and early intervention work, while maintaining a high standard of practice in relation to existing complex situations in which children, young people and their families require support.
13. To share knowledge, skills and experience with NCC colleagues and on occasions act as a representative of NCC, in relation to any legal issues relating to the area of ASD.
14. To discharge other specified duties, to assist the High Incidence Needs Manager in providing an accessible, proactive and responsive leadership team which is accessible to staff and clients.
15. To deliver duties as outlined in the job description for the post of Specialist Teacher for ASD within the Autism Support Service.
16. To undertake all reasonable requests as directed by the High Incidence Needs Manager and Head of Northumberland Inclusive Education Services
17. To adhere to the NCC safeguarding policies and procedures.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:	Current driving licence (applicable for use in the UK) and the ability to meet the transport requirements of the job.
Working patterns:	As for centrally retained teachers within NCC.
Working conditions:	Peripatetic from an office base, into schools and other settings including, on occasions, family homes across Northumberland.

<p>Post Title: Lead Practitioner for ASD (Autistic Spectrum Disorder)</p>	<p>Director/Service/Sector: Northumberland Children's Services - Education and Skills - Inclusive Education Services</p>	<p>Ref:</p>
<p>Essential</p>	<p>Desirable</p>	<p>Assess by</p>
<p>Knowledge and Qualifications</p>		
<ul style="list-style-type: none"> ● Primary or Secondary Teaching Qualification with QTS ● Honours Degree ● Specialist Diploma/Certificate in Autism 	<ul style="list-style-type: none"> ● Masters Degree – Autism and Education and other relevant SEND specific qualifications ● Relevant qualification in leadership and/or management. ● A willingness to undertake training in leadership and management. 	<p>A</p>
<p>Experience</p>		
<p>The post holder should have experience of:</p> <ul style="list-style-type: none"> ● Working with pupils who have a wide range of social communication/ASD needs. ● Multidisciplinary working to meet needs of children, young people and their families using frameworks such as EHA. ● Organising, planning and delivering training to a wide range of audiences. ● Motivating and inspiring others to work together towards a shared goal. ● Conflict resolution. ● Evaluating the impact of your work to improve practice. ● Working with children and young people across all phases of education. ● Contributing to and delivering on service development plans / targets. ● Listening to and working with parents/carers, children & young people. ● Managing staff 	<ul style="list-style-type: none"> ● Leadership and/or management role experience. ● Experience of performance managing colleagues. ● Working into special schools and/or other alternative provisions. ● Working with children and young people aged 0-25. ● Working with relevant, privately run businesses or voluntary services and community sector organisations. 	<p>A I</p>
<p>Skills and competencies</p>		
<p>The post holder should be able to:</p> <ul style="list-style-type: none"> ● Implement statutory and mandatory guidance, service and team development plans. ● Negotiate and problem solve to resolve complex issues. ● Understand and use I.C.T. resources. ● Understand and be able to use spreadsheets and other data management mechanisms. 		<p>A I P</p>

<ul style="list-style-type: none"> ● Follow policies and procedures within the employing body to ensure your own and others safety. ● Manage multiple and sometimes conflicting demands, prioritise time and deliver to tight deadlines. ● Work independently and as part of a team. ● Be a self-starter and motivate others. ● Facilitate innovative practices for the benefit of children, young people and their families. ● Reflect upon and strive to improve personal practice. ● Offer and accept constructive criticism to improve outcomes for children and young people. ● Manage oneself and others through periods of change and uncertainty. ● Work as a team member in partnership with teachers and parents ● Communicate effectively with pupils, colleagues, parents and other professionals, both verbally and in writing ● Assess a wide range of difficulties associated with ASD ● Plan and support the implementation of individual education programmes in relation to pupils with ASD taking account of curriculum needs and enabling inclusion ● Advise and train involved professionals and colleagues ● Work alongside and support parents ● Demonstrate effective guidance and management skills ● Understand and adhere to the need for confidentiality 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> ● Ability to work under pressure and respond flexibly to changing situations. ● Ability to meet statutory deadlines. ● Ability to remain calm in response to challenging behaviour. ● Ability to deal effectively with emotionally challenging people and situations. ● Ability to support colleagues experiencing emotionally challenging situations within their professional role. 		I A P
Other		
<ul style="list-style-type: none"> ● Commitment to continuing professional development. ● Knowledge of equality and inclusion issues and their impact on professional practice. ● Understanding of safeguarding policies and procedures and ability to follow these as required. ● To maintain confidentiality and observe data protection and associated guidelines where appropriate. ● Ability to meet travel requirements of the post. 		R I A

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.