



# Haslingden High School and Sixth Form

## JOB DESCRIPTION

<b><u>Post Title:</u></b>	<b>HLTA: AUTISM LEAD</b>
<b><u>Grade:</u></b>	<b>7: Point 19 to 25</b>
<b><u>Hours:</u></b>	<b>37 hours per week Term Time Only, plus 3 INSET days 8.00 am – 4.00 pm Monday – Thursday (1/2 hour lunch break) 8.00 am – 3.30 pm Friday (1/2 hour lunch break)</b>
<b><u>Line Manager:</u></b>	<b>SENDCo</b>

### **Purpose of your job:**

To support students with Special Educational or Learning Needs to enable them to achieve their full potential at school. To lead on Autism provision at Haslingden High school.

### **Job context and working arrangements:**

Your direct Line Manager will be the SENCO under the leadership of the Deputy Headteacher. Your line manager will support with day to day organisation and long-term development aspects of your role, working as part of a team for the benefit of the students.

### **Specific Responsibilities:**

**Autism Lead:** You will work as a Key Worker for a number of students in the school with autism and in collaboration with the SENCO you will lead the development of good autism practice throughout the school.

### **How you do the job:**

As a knowledgeable and skilful autism practitioner you will:

- Build essential relationships with autistic individuals and their families
- An experienced, proficient and person-centred practitioner
- Act as a mentor and keyworker for autistic students across all age groups
- Write comprehensive pupil passports for students with autism
- Support teaching staff to build in strategies which support these individuals
- Share good practice with colleagues
- Support teaching staff professional development in aspects of autism and teaching students with autism
- Run autism friendly interventions such as social skills groups and a communication groups

- Help run an autism friendly breakfast club and extra-curricular activities
- Managing referrals from across school and early identification of need

**In addition to your Specific Responsibilities you will also be a HLTA for SEN students across the school which will involve:**

### **Supporting the School**

- Provide pastoral support and mentoring to identify students in conjunction with colleagues
- Employ and support additional strategies to support students and prevent underachievement
- Be aware of confidential issues linked to students/staff and act appropriately, seeking advice if unsure
- Be a positive role model for students in terms of behaviour, conduct, attendance and work ethic
- Attend appropriate INSET days and meetings
- Liaise, advise and consult with other members of the Learning Support Team, other staff in school or outside agencies to support student learning and care
- Refer students for additional support as appropriate in conjunction with the SENCo
- Maintain and support a positive ethos for learning and care across the school, upholding and enforcing policies and procedures

### **Supporting the Student**

- To develop a knowledge and understanding of the needs of identified students
- To promote self-esteem and confidence by developing empathy with the students
- To maximise the learning potential of students by:
  - Helping to clarify and explain instructions
  - Encouraging concentration
  - Helping with the completion of work
  - Assisting with the use of equipment
  - Using appropriate questioning techniques to support learning
  - Meeting physical needs as required whilst encouraging independence.
  - Liaising with the subject teacher and SENCO about student profiles
  - Developing appropriate resources to support students
  - Assisting in areas of development, e.g. reading, spelling, handwriting, behaviour, social communication and interaction etc.
- To develop, in conjunction with the curriculum leader, clear, rigorous and measurable strategies for addressing student underachievement and implement them.

- Liaise closely with teaching staff to ensure that your support is part of a coherent, structured package to benefit each student
- Act as a 'key adult' for identified students, as appropriate and agreed, with a clear framework and targets to achieve
- Use school tracking and monitoring systems to measure progress and evaluate support
- Liaise, where agreed, outside agencies to support students
- Develop excellent relationships with the parents of Autistic children and keep meticulous records of parental communications
- Support with reintegration plans and make joint home visits where necessary
- Attend team around the family meetings as a school representative where required

### **Supporting the Subject Teacher**

- Plan in advance with the teacher, the short term and long-term goals and strategies for supporting each student
- Assist the subject teacher with accessing appropriate SEN information
- Help record progress made by the student
- Provide regular feedback about students being supported to the teacher
- Participate in the evaluation of the support programme
- Provide advice to staff on methods of differentiation to help the students to learn as effectively as possible
- Work closely with the subject teacher to understand and support assessment strategies that will enable each student to progress
- Support students with the completion of controlled assessments, coursework and homework where appropriate
- Liaise, as appropriate and agreed, with parents and other support services to help focus student achievement in the classroom and with homework

# PERSON SPECIFICATION

## HLTA: AUTISM LEAD

<b>Qualifications</b>	
Essential	Desirable
<p>Evidence of :</p> <ul style="list-style-type: none"> <li>Autism specific qualification and/or alternative qualification (SEND)</li> <li>HLTA and/or experience in a support role in an education setting</li> <li>Experience working with students with autism</li> </ul> <p>Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children</p>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>High levels of supporting student learning</li> <li>Continuous on-going Professional Development</li> <li>Willingness and desire to undertake further professional development and training</li> <li>Education to degree level</li> </ul>
<b>Knowledge and skills</b>	
Essential	Desirable
<p>Evidence of:</p> <ul style="list-style-type: none"> <li>Successful experience in supporting students.</li> <li>The ability to manage behaviour effectively to ensure a good and safe learning environment.</li> <li>Ability to challenge and support all students to do their best</li> <li>Understanding of autism, how this presents in different students and effective strategies for working with these students especially regarding school refusal in the autistic community</li> </ul>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>Knowledge of recent initiatives and issues in education</li> <li>Having an extensive knowledge and well informed understanding of a range of learning, teaching and behaviour management strategies</li> <li>Experience of developing and supporting personalised reintegration plans for autistic students.</li> </ul>
<b>Personal skills:</b>	
Essential	Desirable
<p>Evidence of:</p> <ul style="list-style-type: none"> <li>Holding positive values and attitudes and adopting high standards of behaviour in a professional role</li> <li>An understanding of, and commitment to, equal opportunities for all students</li> <li>Genuine commitment to high quality teaching</li> </ul>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>A willingness to participate actively in the life and work of the school to support the ethics and culture</li> </ul>
<b>Professional Attributes:</b>	
Essential	Desirable
<p>Evidence of:</p> <ul style="list-style-type: none"> <li>Highly effective communication skills with both children and adults</li> <li>Effective time management skills and an ability to meet deadlines and work under sustained pressure</li> <li>Commitment to implementing whole school policies relating to the safeguarding of children</li> </ul>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>Proven track record of successful teamwork</li> </ul>

Haslingden High School is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment. As such, this post is subject to satisfactory DBS clearance and references.