

<b>ASCIT Advisory Support Officer</b>		
<b>Department</b>	CYPES /Education	
<b>Section</b>	Inclusion Service	
<b>Reports to</b>	Team Leader	
<b>JE Ref</b>	CYP1090	<b>JE Date:</b> 30/06/2022
<b>Grade</b>	CS08	
<b>Job purpose</b>		
<p>To provide a peripatetic service for children in Jersey's mainstream and specialist schools and settings who have needs arising from Autism or Social Communication differences.</p> <p>Provide specialist guidance and practical support to class teachers/support staff to meet their pupils' needs. To advise on support for children with autism and social communication differences and take responsibility for specific outcomes for an allocated caseload of pupils as directed by the ASCIT Team Lead. To represent autistic children and those with social communication differences in the SEND / Inclusion Leadership Team.</p> <p>To ensure that policy, systems and procedures around pupil inclusion are fit for purpose and allow a calm and supportive educational environment. To ensure that the curriculum provision enables access for autistic children and those with social communication differences.</p> <p>Provide advice to families on ASCIT's caseload during school holidays and to offer consultation to holiday schemes where autistic children and those with social communication differences are participating.</p> <p>To upskill staff in a range of settings and increase acceptance in the area of Autism or Social Communication differences both centrally and across the island schools as part of Inclusion's training offer.</p>		
<b>Job specific outcomes</b>		
<ol style="list-style-type: none"> <li>1. Manage and be responsible for a caseload of pupils, independently planning, preparing and advising on appropriate interventions, strategies and programmes of support and modelling activities to upskill staff across a range of settings to ensure positive and successful outcomes</li> <li>2. Set targets beyond the academic curriculum for educational settings to ensure appropriate progress of autistic pupils and those with social communication differences</li> <li>3. Feedback to the team, school staff and at annual reviews and Multi Agency meetings on the progress and behaviour of the individual group or pupil with autism or social communication differences.</li> <li>4. Observe, monitor and evaluate the development of specific pupils against pre-determined outcomes and their responses to recommended approaches and strategies overtime recording appropriately and applying this knowledge to future planning.</li> <li>5. Lead team meetings in the absence of the Team Leader.</li> <li>6. Lead and manage a specialist area or identified workstream within the team.</li> <li>7. Supervise and provide particular support for autistic pupils and those with social communication differences in mainstream settings and specialist provisions ensuring their safety and access to learning activities in line with the curriculum.</li> <li>8. Work with parents to develop strong relationships between home and school including home visits during term time and school holidays.</li> <li>9. Liaise with the professionals in all settings to ensure that there is a clear understanding around attainment of autistic pupils and those with social communication differences.</li> <li>10. Accompany teaching staff on visits, trips and out of school activities where appropriate. Ensure that appropriate risk assessments are in place.</li> <li>11. Attend to the students' personal needs, and implement related personal programmes, including social, health, physical, hygiene and welfare matters. Care for sick, distressed and injured children carrying out the necessary first aid and take the appropriate follow-up action necessary through the agreed school policy.</li> <li>12. Establish and sustain collaborative relationships with other specialist organisations, in order to meet the needs of children and families, through attending Team Around the Child meetings and any other relevant meetings, contributing to the discussions and sharing information that will benefit the child and family.</li> </ol>		

13. Maintain up to date and accurate reports and records that ensure service delivery is transparent, accountable and effectively supports learning, development and transition, in line with Data Protection requirements.
14. Contribute to specific reports when requested from external agencies to ensure an integrated approach to support.
15. Lead on promoting the service in the school community-via the use of social media, networking and communication.
16. Take responsibility for identifying and responding to safeguarding concerns in line with Government policy and procedures to ensure children and families safety is maintained
17. Prepare and deliver training in the area of Autism or Social Communication differences both centrally and across the island schools as part of Inclusion's training offer.
18. Contribute to the recruitment, training, development and induction of practitioners within the team as required by the ASCIT Team Leader or within schools on request.

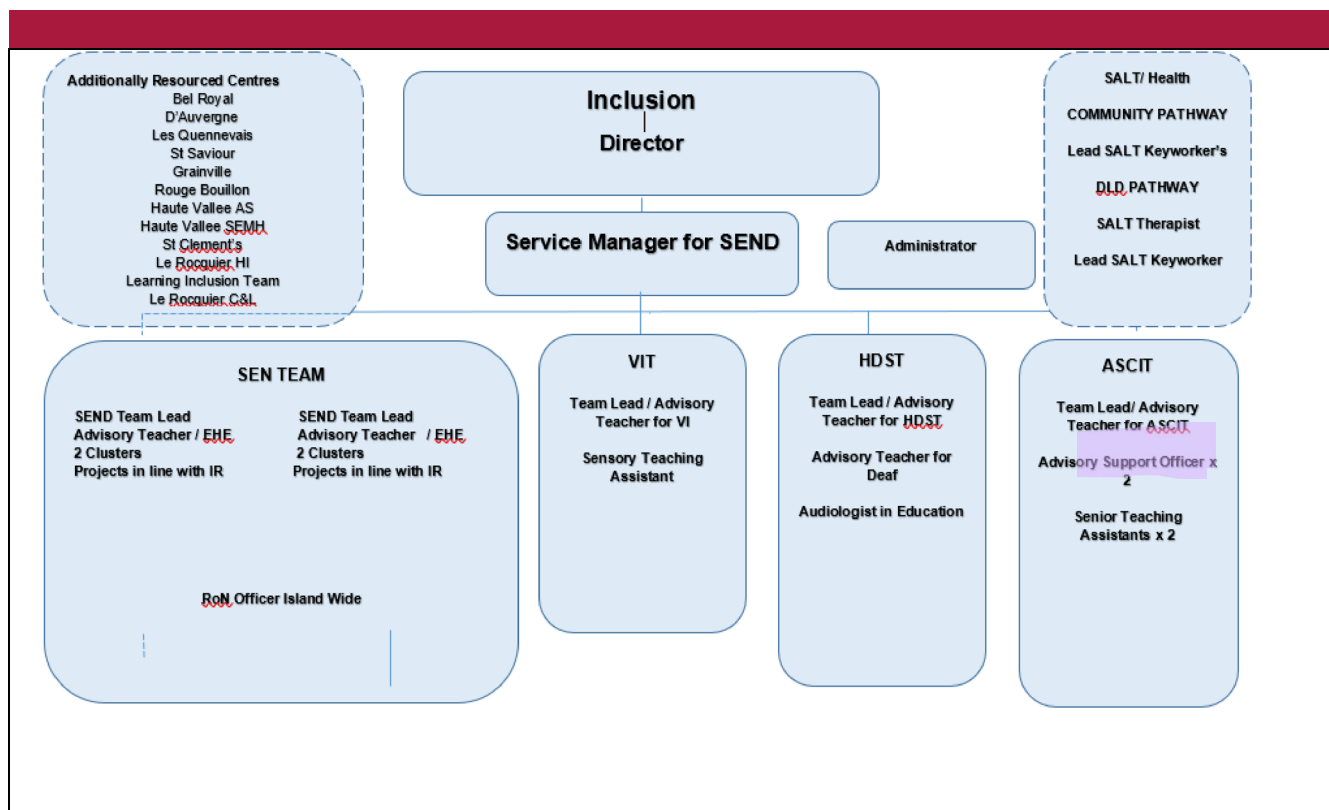
### Statutory responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

### Organisational structure

## One Government Departments





## Person Specification

### Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<p>Numeracy and literacy skills equivalent to Level 3 NVQ level 3 or equivalent in childcare, or diploma in childcare Education at Level 3.</p> <p>Minimum level 3 qualification in an autism specific course.</p> <p>Highly experienced LSA with at least 5 years experience of working in a specialist setting.</p> <p>Recent and relevant training in current education practice including management.</p> <p>A commitment to their personal and professional development.</p>	Evidence of further training in the field of autism
<b>Knowledge</b>	<p>Extensive knowledge and understanding of current educational theory and practice and its impact on creating a high-quality learning environment for autistic children and those with social communication differences</p> <p>Knowledge and understanding of leadership and management theory and of practices which lead to successful schools.</p> <p>Proven experience in a management role with whole school responsibility.</p> <p>A record of initiating and leading improvements in the quality of behaviour ,teaching and learning.</p>	

	<p>A record of initiating and leading improvements in bringing about organisational change.</p> <p>Extensive knowledge, understanding and proven experience in the successful management of autistic students in specialist facility.</p>	
<p><b>Technical / Work-based Skills</b></p>	<p>Apply professional knowledge, understanding, skills and attributes to achieve desired outcomes.</p> <p>Contribute to the creation of a vision for a high achieving, learning centred school.</p> <p>Plan strategically as part of the wider SEN team to enable its overall vision for inclusion</p> <p>Build, inspire, motivate, and develop high performing teams.</p> <p>Lead and deploy staff and resources to initiate and manage change and improve the quality of teaching and learning.</p> <p>Motivate and inspire students, staff, parents, and the wider community.</p> <p>Set high standards and provide a role model for staff and students.</p> <p>Make decisions based on analysis, interpretation and understanding of relevant data and information.</p> <p>Think creatively, anticipate, and solve problems and identify opportunities.</p> <p>Communicate effectively orally and in writing to a range of audiences. Ability to keep excellent records of work and provide written professional reports</p> <p>Prioritise and work under pressure to achieve challenging goals.</p> <p>Demonstrate a commitment to personal and professional development.</p> <p>Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.</p> <p>A full driving licence and ability to travel island-wide</p> <p>MAYBO – positive approaches to behaviour support level 1</p>	
<p><b>General Skills/Attributes</b></p>	<p>Self-motivated and ability to work autonomously</p> <p>Excellent organisational skills with the ability to plan and prioritise workload</p> <p>Ability to work as part of a team</p> <p>Ability to work flexibly and adapt and evolve practice</p> <p>Able to develop and learn using reflective practice</p> <p>Confidence to work with families in their home and lead group sessions</p>	<p>Experience in delivering training</p>

	<p>A resilient disposition</p> <p>A flexible approach to working hours</p> <p>Personal impact and presence.</p> <p>Adaptability.</p> <p>Energy, vigour and enthusiasm; resilience.</p> <p>Intellectual rigour.</p> <p>Empathy.</p> <p>Sense of humour, commitment, reliability and integrity.</p>	
<b>Experience</b>	<p>Experience of working with or caring for children of primary and / or secondary age. Minimum of 3-5 years experience of working with autistic pupils.</p> <p>Experience of collaborating with parents and families</p> <p>Experience of working with RON's and/or EHCP's</p>	<p>Experience of providing support to families in the community and in their own homes</p> <p>Experience of supporting parents/carers in managing autistic children's behaviour</p>

## Personal Attributes

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the Government Jersey's Tier 6 attributes and behaviour indicators.