



Effort + Respect x Ambition = Success

Woodfield School

2021

One goal: 'Excellence in SEMH education'

Autism Lead – Grade 5

An opportunity to join the Woodfield team has arisen for a dedicated and motivated individual with a passion for supporting young people with special educational needs. Woodfield provides specialist SEMH education across Coventry between early years to the end of KS4. Woodfield currently comprises a Primary and Secondary provision on split sites. You would be joining the school at a very exciting time as the school looks forward to joining Sidney Stringer MAT and moving to one site provision on the Woodlands School site in September 2023. At this point the school will be one of the biggest providers of SEMH provision in the country, with the goal to the very best provision in the country and recognised as such nationally.

Understanding the Role:

You will be expected to lead on provision and be a champion for our neurodiverse students across both primary and secondary phases, supporting them by monitoring their performance and progress in all areas of their development. You will also be responsible for delivering key interventions to support the progress of these pupils, both in 1-1 and group settings.

You will be part of a motivated and supportive inclusion team, and will work closely with this team, alongside individual teachers and pupils and their families where appropriate to provide targeted personalised support. You will have a passion for working with pupils with Autism, and ideally experience of supporting young adults with Autism to overcome barriers, both academically and personally.

An understanding of the 'Thrive' approach which underpins all of our work is beneficial along an empathetic nature and a desire to understand what drives and triggers certain behaviours. An understanding of approaches such as Lego Therapy and Art Therapy would also be beneficial.

You will be expected to work in close liaison with the inclusion team and manage your student caseload. You will need to have patience as well as good behaviour management skills, or the ability to develop them. You will also need a passion for working with young people and supporting those with barriers to their learning. All of the young people we serve have EHCPs with the majority of primary needs revolving around SEMH, a large percentage of our cohort have diagnosis of ASD and ADHD.

If you are resilient and passionate about the social, emotional and mental well being of young people then we need to hear from you!



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JOB DESCRIPTION – Autism Lead

Woodfield School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Responsible to: Inclusion Lead

Grade: 5

Hours: 37 hours - Mon-Thurs 8:30am - 4:30pm, Friday 8.30am – 4.00pm
Term time only plus 5 days

Job Purpose:

- To lead on provision for and monitoring of performance and progress of students with ASD across the school
- To support and work under the line management of the Inclusion Lead in meeting the needs of all students across the school

Qualifications and Experience:

- Have at least a level 2 qualification from the Autism Awareness Trust (or similar qualification)
- Must have previous experience of working with students with a diagnosis of ASD.

Support to SENCO Team

- Support the SENCO Team in arranging and delivering professional development and training for teaching and support staff.
- Contact and link with those with parental responsibility during the working day as required.
- Contribute to the development of, and maintain, school policies and procedures
- Promote high standards of behavior throughout the school in accordance with the Behavior Policy.
- Support ethos of the school, helping raise the profile of ERA
- Maintain a safe environment
- Assist with transition arrangements between KS2 and KS3

Support with the Curriculum

- Assist, as required, in the content and delivery of curriculum for identified children
- Support teachers in the assessment and monitoring of pupils, in accordance with the school policy
- Participate in curriculum planning meetings
- Attend staff meetings and appropriate training sessions as required.
- Maintain financial records, place official requisitions
- Assist with the development and preparation of curriculum materials.



Support for students with ASD (pre and post diagnosis):

Identifying needs

- Observe and work with students presenting traits of autism
- Create ASD profiles to accompany student support plans
- Advise staff on appropriate strategies and review impact on a regular basis.
- Identify and create individual programmes of support

Provision

- Facilitation of Parent Groups / Drop-ins and Coffee Mornings
- Provide ASD training for teaching and support staff
- Dissemination of knowledge across the school.
- 1:1 sessions with students, parents and staff re. ASD awareness,
- Social skills development
- Anger management support
- Transition and progression support for Yr6 into 7 and for post 16 training, college or University, as required, from year to year
- Sex and Relationships Education
- Proactive monitoring of students on a regular basis to identify their concerns and those of staff.
- Completion of Sensory Surveys for sharing with staff

Monitoring

- Monitoring of successful integration of students with ASD during social and lesson times
- Data recording and analysis: attitude to learning; attendance; social and academic progress
- Recording of practice, strategies, professional conversations

Other Duties

- To organise the exam timetables for all students that receive access support e.g. extra time or a scribe.
- To set up the exams, ensuring that all access students have any additional resources needed.
- To support with creating visual timetables and other such visual aids
- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role
- To participate in performance management arrangements
- To adhere to published school policies and procedures
- To attend regular meetings with line manager



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Safeguarding

Teachers are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

- The jobholder is expected to observe their obligations in accordance with the School's Child Protection Procedure, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. A copy of the School's Child Protection Procedure can be obtained from the jobholder's line manager.
- ***The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Principal by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with the School's Disciplinary Procedure.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the School's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Confidentiality and Data Protection

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the School's Data Protection Policy.



Equality and Diversity

Woodfield School is committed to equality and values diversity. As such the School is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the School to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect and are entitled to expect this in return.

Training and Development

Woodfield School has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

Job Description Reviewed By: N De Groot August 2021



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Person Specification

Area	Essential	Desirable to various extents
Qualifications	<ul style="list-style-type: none">▪ GCSE English and Maths grade C or above	<ul style="list-style-type: none">▪ Teaching or youth, health or social work qualification▪ Signs of Safety/Early Help/ Protective Behaviours Training would be an advantage.
Experience	<ul style="list-style-type: none">▪ A proven track record of relevant work with young people in one of a range of fields including education, youth work, health and social work	<ul style="list-style-type: none">▪ Some experience of counselling
Knowledge	<ul style="list-style-type: none">▪ An understanding of the challenges facing young people from a disadvantaged community	<ul style="list-style-type: none">▪ ICT literate
Skills	<ul style="list-style-type: none">▪ The ability to identify and set targets for development for individual pupils▪ The ability to devise, implement and monitor individual action plans for pupils▪ Good inter-personal skills▪ Good communicator – both oral and written	
Attitudes	<ul style="list-style-type: none">▪ Willingness to engage constructively with, and relate to, a range of young people who may be disaffected from school or disengaged from the learning process, and with their families/carers▪ Willingness to work effectively with teachers and senior managers in school▪ Willingness to work effectively and network with a wide range of support services▪ A commitment to improving the lives and learning opportunities of young people▪ A willingness to participate in in-service training and professional development	
Personal Qualities	<ul style="list-style-type: none">▪ An attractive personality to whom pupils respond▪ Energy and enthusiasm▪ Self motivated and hard working▪ Able to work independently but also a good team member▪ A sense of humour▪ A sense of balance and perspective	