Autism Advisory Practitioner  
£25,951 - £32,486 (Pro Rata)  
Thornbury Centre, Thornbury Road  
Working 36.50 hours per week (Term Time Only)  
Permanent  

The Communication and Autism Team requires a full time Autism Advisory Practitioner with a SEN point. You will be joining a well-established team to support children with autism in special and mainstream schools across the City.  

CAT is the West Midlands AET training hub - delivering training is an essential part of the role. We work with families and currently deliver the Cygent parenting programme  

Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.  

Informal enquiries to Jason Haskin on 0121 303 1792 or jason.hakin@birmingham.gov.uk  

Ref: PE4992017  

Closing date: 11 January 2017  

An Enhanced Disclosure and Barring Service (formerly Criminal Records Bureau) check will be undertaken.  

“Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment.
### Directorate for People

#### Job Description

**Post:** Autism Advisory Practitioner

**Grade:** Grade 4

**Division:** Complex Needs

**Section:** Access to Education - Communication/Autism Team

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1. **Job Purpose**

   1.1 To support the work of CAT in partnership with schools in raising achievement, promoting inclusion, increasing access to learning and safeguarding for registered pupils with autism and/or significant social communication difficulties.

   1.2 To support the work of CAT, through signposting and working collaboratively with families and other professionals to raise achievement, promote inclusion and increase access to learning for children with autism and/or significant social communication difficulties.

   1.3 To work as a member of the team in developing the service offered to children with autism and/or significant social communication difficulties in the context of Birmingham’s Children and Young Persons Plan, Complex Needs Business Plan and the Communication/Autism Business Plan, taking into account national and local drivers and targets.

2. **Duties & Responsibilities**

   2.1 To deliver on all policies of the team, Service, Division and Directorate policies and practises, including implementing the City's Equal Opportunities policy.

   2.2 To complete ‘My Appraisal’ arrangements according to the policy of the Service.

   2.3 To participate in the range work CAT offer, as appropriate, directed by the Communication & Autism Leadership Team.

   2.4 To deliver Autism Education Trust training tiers 1 & 2, offer support to tier 3, as appropriate, for Early Years, School Aged and Post 16, as required.

   2.5 To support in the planning, preparation and delivery of additional training for schools, other services and groups as appropriate.

   2.5 To adhere to and assist in ensuring that safeguarding policies and procedures are followed.
2.6 To participate in the planning and preparation of work for individual pupils, schools, parents and themes, according to the CAT level the CYP is placed upon, in particular level 3.

2.7 To maintain all pupil records, through School Partnership Planning, data returns and managing your own register of CYP.

2.8 To manage your own timetable/diary effectively and efficiently through use of the CAT time audit.

2.9 To keep the line manager informed of work, as appropriate.

2.10 To offer mentoring support to new staff within the team, if required.

2.11 Through mutual agreement, offer support to the delivery of Service Level of Agreements.

2.12 To keep up to date with new developments in education and autism through reading, research and/or the AET competencies.

2.13 To contribute to the professional development of the team by providing ‘in house training’ via best practice workshops and team meeting.

Work in allocated schools

2.14 To work in partnership with a number of schools as directed by your Line Manager:

- To create and maintain a School Partnership Plan (SPP) for each of your allocated schools/settings.

- To maintain and submit specific data relating to your SPP and register of CYP, through a dashboard, seeking any necessary support from Line Management, as appropriate.

- To provide advice, following identification of autism or significant social communication difficulties on specific teaching methods, resources and organisation, differentiation, and support systems through the mechanism(s) agreed by the school/setting.

- Support in devising, monitoring and reviewing targets both as part of the graduated response and statutory work for agreed targeted pupils, through use of the AET Progression Framework.

- Assessment through 1:1 pupil support, where appropriate, seeking any necessary support from Line Management, as appropriate.

- Written input toward statutory assessment and attendance at ‘Team Around the Child/Young Person’ meetings, transfer reviews and annual reviews, as necessary, where possible.

- Offering support, advice and training to school based and other staff.

- To liaise with class and subject teachers, SENCO’s, Head Teachers, Leadership Teams, Learning Assistants, parents and other related support agencies.
- Supporting and challenging schools and settings.

**Work with families**

2.15 To provide advice and support to children/young people and their families on specific autism and significant Social Communication Strategies and Interventions through:

- Parent Workshops delivered in localities, including parent/ family training programmes, drop in sessions and transition workshops.
- Signposting parents and families, as appropriate.
- Home visiting as appropriate.

**CAT Children Out Of School service (CHOOS)**

2.16 In order to ensure service is maintained, staff may be asked to support/ deliver teaching and learning as part of the children out of schools service. This would be on a volunteer basis.

Any other duties commensurate with the grade and nature of the post.

3. **Supervision Received**

3.1 **Supervising Officer Job Title:**
Assistant Team Manager – Communication & Autism Team

3.2 **Level of Supervision**
Left to work within established guidelines subject to scrutiny by supervisor.
Plan own work to ensure the meeting of defined objectives.

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others).

   N/A

5. **Conditions of Employment**

   - See the Education (Specified Work and Registration – England) Regulations 2003 and Guidance for Schools on Cover Supervision.
   - Within the grade and job description of each level the exact focus of the role will be decided at Service Level and will take into account the needs of the Service as well as the development needs of the member of staff.
   - Individual team members have a responsibility for promoting and safeguarding the welfare of children and young people that they come into contact with.
   - This post is exempt from the Rehabilitation of Offenders Act.
   - An enhanced Criminal Records Bureau Check will be undertaken.

**Birmingham City Council** is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Observance of the City Council’s Equal Opportunities Policy will be required.
### Directorate for People

**Personal Specification**

**Post:** Autism Advisory Practitioner  
**Grade:** Grade 4 spinal column  
**Division:** Complex Needs  
**Section:** Access to Education - Communication/ Autism Team

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| **Experience**            | 1. Experience of working with and supporting children and young people with significant communication difficulties and/or an autism diagnosis in mainstream schools and/or special schools.  
                            | 2. Experience of working collaboratively and effectively with parents, other professionals and voluntary agencies.                                                                                   |
| **Skills & Ability**      | 1. Good interpersonal skills, including the ability to work as part of a team and to negotiate effectively.  
                            | 2. Reflective approach to monitoring and evaluating own practice, and willing to adapt/develop practice.  
                            | 3. High level of verbal and written communication skills.  
                            | 4. Ability to work effectively under pressure, and to manage own time efficiently.                                                                                                                   |
| **Training**              | 1. Evidence of recent, relevant training in current educational practice, both generally and for children with communication difficulties/autism.  
                            | 2. Active in identifying and seeking to meet own development needs.                                                                                                                                 |
| **Education/Qualifications** | 1. BTEC Level 3 (childcare/ children’s play learning and development/ childcare and education etc…)  
                              | 2. Qualified Higher Level Teaching Assistant status or equivalent.  
                              | 3. Equivalent of Degree/ SEN focus Degree  
                              | Additional qualification(s):  
                              | - Autism specific qualifications/ training                                                                                                                                                          |
| **Other**                 | 1. An awareness, understanding and commitment to Equal Opportunities.                                                                                                                                   |

All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.

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