

Job Description

Department: Children Services

Division/Section: Special Educational Needs and Inclusion; Autism Advisory Teacher Service

Job Title: Autism Advisory Teacher

Post No: 014002

Grade: Main Scale/UPS + 1 SEN Point

Reports to: Manager Autism/ADHD Advisory Teacher Service

Organisation Chart:

Show immediate
manager and any jobs
reporting to this post.

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**DBS Check
applicable?**

Basic ☐ Standard ☐ Enhanced X None ☐

**Is post exempt under the Rehabilitation of Offenders Act
1974 in respect of declaration of spent convictions?**

Yes ☐ No X

**Line Management
responsibility for:**

No. of direct reports: None

No. of indirect reports: 0

Size of budget: None

Job Purpose:

The overall purpose of the post is to:

- To contribute to the embedding of inclusive practice in Peterborough schools and settings so that they have the knowledge and confidence to provide for children and young people with SEND.
- To work with schools, parents, and other agencies to support pupils in secondary mainstream schools and Post16 education settings with Autism.
- To work with special schools in enhancing their knowledge and practise of supporting pupils and Young People with autism in specific areas of specialism.
- Enable the post-holder to develop a range of skills and qualifications to further enhance the service of the Peterborough Autism/ADHD Advisory Teacher Service

Main Duties and Responsibilities:

- To work within the team of the Autism/ADHD Advisory Teacher Service (AATS) and provide support in appropriate areas of service delivery and to carry out tasks as identified by the team.
- To work with secondary schools and Post 16 education settings to develop an understanding of the issues around how children and young people (CYP) with Autism learn.
- To advise schools on the type of environment which supports the learning of pupils with autism.
- To support schools in differentiating the curriculum to take account of the way children & young People with Autism learn.
- To assist schools in the monitoring and evaluation of strategies for managing individual learning programmes for pupils and young people with autism.
- To develop and advise on supplementary recording systems to monitor pupil progress.
- To support children and young people entering school, at transition between education settings and at 16+ placement. And when there is a move to a specialist setting.
- Where appropriate provide educational advice as part of a Statutory Assessment or Annual Review process of a pupil's and young people special educational needs / EHCP
- To assist the AATS team in delivering training within schools and other settings.
- To assist in the design, collection and analysis of outcome measures following a piece of work such as an intervention or training
- To work with colleagues within the LA, Children Services, Health, and voluntary bodies to provide a range of parental and family support, including information workshops.
- To keep abreast of education curriculum developments and current autism topics.
- To collect data such as referrals requests, evaluations, and information from our annual planning meetings with schools.
- To attend team and Service meetings as directed.
- To develop knowledge about Autism with relevant legislation and developments regarding education, particularly for children and young people who have SEN.
- Contribute to and maintain the Autism education element of the Local Offer.
- Undertake such other duties as may reasonably be required.

Generic Responsibilities To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.

To comply with all Health & Safety at work requirements as laid down by the employer.

The council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

To comply with Data Protection requirements and maintain the security of Peterborough City Council documents and information in accordance with legislation and agreed guidelines.

Flexibility Clause: Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.

Variation Clause: This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them, and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation.

DATE: 26.03.25

COMPLETED BY: Claire Nunn

Person Specification

JOB TITLE: Autism Advisory Teacher

POST NO: 014002

GRADE: Main Scale/UPS plus 1 SEN point

DEPARTMENT: People and Communities

HOURS: 19.5/26 hours

DIVISION: Special Educational Needs and Inclusion; Autism/ADHD Advisory Teacher Service

DIRECTOR:

DATE: 26.03.25

COMPLETED BY: Claire Nunn

| ATTRIBUTES | ESSENTIAL CRITERIA | DESIRABLE CRITERIA |
|-------------------------------|---|---|
| KNOWLEDGE | <ul style="list-style-type: none"> Knowledge and understanding of the issues relating to special Educational Needs with particular reference to Autism. Knowledge and experience of approaches and interventions for children and young people with an Autism who may have a wide range of needs. Knowledge of national developments including Special Educational Need and Disability (SEND) legislation and its implications. (A & I) | <ul style="list-style-type: none"> Reasonable knowledge of the New Code of Practice and the New Family Bill. Knowledge of the Local Offer (A & I) |
| SKILLS & ABILITIES | <ul style="list-style-type: none"> Excellent communication and inter-personal skills. Effective at working within a team Effective time and workload management skills – able manage workload effectively and flexibly. Ability to respond positively to potentially stressful/challenging situations. A commitment to multi-disciplinary teamwork and collaboration with other agencies. Resilience to absorb and cope with reasonable demand pressures. Competent user of Information, Communication and Technology (ICT: hardware and software) i.e., use of internet and email, Microsoft office packages including word, excel, PowerPoint. (A & I) | <ul style="list-style-type: none"> Skills in disseminating, delivering and presenting various forms of written and oral communication. Can demonstrates knowledge of confidentiality issues relating to sensitive material such as medical information. (A & I) <p>Use of Microsoft Teams</p> |

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| EXPERIENCE | <ul style="list-style-type: none"> • Experience that demonstrates a desire to deliver high quality work with children and young people within 0-25 age range, with Special Educational Needs (SEN) and Disabilities. • A minimum of 3 years' experience of teaching since qualification. • Experience of working with pupils with SEND • Experience and knowledge of working with CYP with a diagnosis of Autism and/ or other neurodevelopmental difficulties. <p>(A & I)</p> | <ul style="list-style-type: none"> • Evidence of supporting colleagues from within own school or in the local area to address the additional needs of individual pupils. • Experience of providing Inservice work for schools. • Experience of working in partnership with parents/carers. • A knowledge of mental health issues affecting CYP. <p>(A & I)</p> |
| QUALIFICATIONS | <ul style="list-style-type: none"> • Qualified Teacher Status <p>(A & I)</p> | <ul style="list-style-type: none"> • Full driving licence • Additional qualifications in Autism <p>(A & I)</p> |
| PERSONAL CIRCUMSTANCES | <ul style="list-style-type: none"> • Excellent ability to work as a member of a team. • An ability to work flexibly and take on a range of tasks as a member of a small team, in line with the skills and abilities of the post holder. • Ability to travel between locations. <p>(A & I)</p> | <ul style="list-style-type: none"> • Ability to sustain and contain highly distressing and emotional circumstances. <p>(A & I)</p> |
| EQUALITY | <p>Candidates must demonstrate understanding of, acceptance and commitment to the principals underlying equal opportunities.</p> <p>(A & I)</p> | . |
| CUSTOMER CARE | <p>Knowledge and understanding of effective customer care.</p> <p>(A & I)</p> | |

[At the end of each criteria the following codes are used to indicate how the criteria will be assessed:
(AI) Application / Interview, (P) Presentation, (W) Written Test.]