

# Support Staff – Autism Support Worker

## Job Profile

Reference :	SCH039	Grade F
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Job Title :	Autism Support Worker
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Main Job Purpose :	<p>To assist in the support and inclusion of children with a wide range of special educational needs and difficulties within the Academy. The ages of the pupils involved will be from 5 to 16 range.</p> <p>To support pupils' academic and social communication needs (linked to diagnosis of autism) and to support positive social and emotional wellbeing, enabling them to engage in learning in and out of the school environment.</p>
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Main Duties	
1.	<p><b>Supporting pupils learning, either in groups or through 1:1 work. Supporting the curriculum</b></p> <p>The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"> <li>- supporting the development of skills in literacy, numeracy and/or social and communication needs through structured additional intervention</li> <li>- differentiating work for individual pupils to suit their ability</li> <li>- using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans</li> <li>- using personalised scaffolds to clarify and explain instructions</li> <li>- ensuring pupils are able to use equipment and materials provided</li> <li>- motivating and supporting pupils</li> <li>- providing learning support resources that help pupils to access learning activities (during intervention and within the classroom)</li> <li>- promoting independence and self-reliance and problem solving skills in relation to academic activities</li> <li>- liaising with class teacher and Special Educational Needs Coordinator about individualised provision for pupils.</li> <li>- listening to pupils' problems and taking appropriate action or seeking advice to resolve the issue</li> <li>-</li> </ul>
2.	<p><b>Autism Enablement:</b></p> <p><b>Encouraging Independence</b> (personalised to the individual &amp;/or cohort)</p> <ul style="list-style-type: none"> <li>- Using scaffolding such as task cards, TEACCH approaches, personalised schedules, concrete resources or vocab mats etc.</li> <li>- Use of personalised reward systems</li> <li>- Use of motivators, possibly linked to the individual's special interest</li> </ul>

	<ul style="list-style-type: none"> <li>- Giving all pupils opportunities to attempt activities as independently as possible (within context), enabling them to experience a sense of completion and achievement</li> </ul> <p><b>Emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>- Ensure all pupils have the opportunity to identify how they are feeling at the start of each session, and regularly check in throughout as appropriate</li> <li>- Apply appropriate regulatory intervention in response to check in, in order to prevent behaviours from escalating</li> <li>- Aware of and implementing preventative strategies, based on individuals pupil need, identified in the one page profile, pupil profiles and care plans.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Visual supports used e.g. pictures, gestures, objects of reference, written words</li> <li>- Appropriate tone/ volume of voice for the activity</li> <li>- providing opportunities for pupils to develop communication skills e.g. group work, paired talk, discussion</li> <li>- Providing alternate methods of communication when needed e.g. pictures, objects of reference, scribing, laptop</li> <li>- Consistent communication style used with all pupils</li> <li>- Simplifying verbal language and communication to ensure pupils can understand</li> <li>- Calling each pupil by their name when gaining attention</li> </ul> <p><b>Sensory Issues</b></p> <ul style="list-style-type: none"> <li>- Autistic children are supported to regulate sensory experiences which interfere with what they are trying to do or cause discomfort e.g. ear defenders, work stations, request for time out, low arousal approaches.</li> <li>- Supporting children to access sensory activities which they find enjoyable or relaxing</li> <li>- Supporting children to tolerate a range of sensory experiences within a safe and secure context</li> </ul>
3.	<p><b>Provide physical/personal care to pupils, e.g.</b></p> <ul style="list-style-type: none"> <li>- dressing, washing, feeding, carrying, and changing; changing of incontinent pupils and cleaning wet and/or soiled floor and furniture, clothing and nappies</li> <li>- administering medication on instruction from the Lead Healthcare practitioner and supervising sick children e.g. those with epilepsy or other medical conditions</li> </ul>
4.	<p><b>Supporting Staff</b></p> <ul style="list-style-type: none"> <li>- Using knowledge and experience of the pupils concerned, to contribute, with the teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support</li> <li>- Contribute to the development of individualised provision and reviews of pupil progress</li> <li>- In conjunction with the teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record</li> <li>- Providing regular feedback about pupils to the Teacher/s</li> </ul>
5.	<p><b>Supporting the school</b></p> <ul style="list-style-type: none"> <li>- where appropriate, fostering and develop links between a pupil's home and school</li> <li>- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc</li> </ul>

	<ul style="list-style-type: none"> <li>- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling</li> <li>- administering minor First Aid under the guidance of a qualified person</li> <li>- ensuring that toilet areas are properly equipped with materials to cope with incontinence and that soiled materials are disposed of in the appropriate manner using the specialized equipment</li> <li>- retrieving, setting up and storing pupils' individual eating equipment, specialist seating, physiotherapy equipment and wheelchairs/buggies as required</li> <li>- Ensure that all equipment for outings (e.g. drinks, food, weather protection, first aid) accompanies the pupils</li> </ul>

<b>Supervision and Management</b>
<p>The job holder has no regular supervisory responsibility for staff but assists in work familiarization of peers and new recruits.</p>

<b>Creativity and Innovation (i.e. Problem Solving)</b>
<p>The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem, e.g. if the pupil supported cannot cope with the task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil.</p>

<b>Key Contacts And Relationships</b>
<p>The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care.</p>

### **Decision Making**

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

### **Resources**

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

### **Working Environment**

The jobholder is mainly based in classroom settings across the academy and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may occasionally be the need to deal with body fluids when giving personal care to pupils.

### **Knowledge and Skills**

The jobholder needs the ability to undertake a range of tasks involving the application of rules, procedures and techniques.

The jobholder needs specialist knowledge of social communication (autism) and social emotional needs and good skills in supporting pupils with these needs.

The jobholder will attend regular training as arranged by the SENCo/Deputy SENCo to maintain high standards of practice.