| Role Structure | Additional Needs Team |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | UPS1 |
| Location: | Plough Lane |
| Responsible to: | Sarah Filby |

# Job Description

# Job Role: Autism Advisory Teacher

**Inclusion Outreach Service**

**Main Purpose of the Role**  
To provide tailored support and advice for children and young people with a diagnosis of autism who may be struggling in their school environment, ensuring they are fully included and able to thrive. This role will focus on helping schools create supportive environments, reducing barriers to learning, and promoting positive inclusion.

1. To improve educational outcomes for children and young people with autism through individualised support, mentoring and guidance.
2. To promote inclusion by supporting the development of social communication, emotional regulation, and independence skills.
3. To work in partnership with schools, families, and other professionals to meet the social, emotional and educational needs of children with autism.
4. To reduce the risk of exclusion by embedding strategies that support engagement, self-esteem, and participation in learning.

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * To undertake advisory visits to include discussions with school staff, completing screening assessments and observations. | * Daily |
| * To provide high standard action plans, outlining strategies and advice to support inclusion of individual pupils and the wider school environment. | * Daily |
| * To provide regular check-ins both virtually and in person to monitor progress and provide support. To complete a review visit and identify any necessary next steps. | * As required |
| * Alongside other professionals, to assess the individual needs of the children and young people referred and identify appropriate interventions to meet those needs. | * As required |
| * To observe and report on the health, welfare and development of children and young people. | * Daily |
| * To ensure consent is obtained for young people to participate in activities, that this consent is regularly reviewed. | * As required |
| * To undertake work, including lone working, which may be out of standard office hours. | * Weekly |
| * To attend team meetings and attend relevant staff training and development courses. | * Monthly |
| * To promote equal opportunities for children and young people and anti-discriminatory policies and practice | * Daily |

**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | |
| * Qualified Teacher Status | Essential | A, I |
| * **In-depth knowledge of autism** and how it may present across children and young people, including a wide range of strengths and needs. | Essential | A, I |
| * A willingness to undertake related training | Essential | A, I |
| **Experience & Knowledge** | | |
| * **Ability to assess and identify barriers** to learning, participation, and wellbeing for pupils with autism. | Essential | A |
| * Experience of planning to meet the needs of children and young people with additional needs. | Essential | I |
| * **Collaborative working skills**, supporting schools, SENCOs, and multi-agency teams to implement effective strategies | Desirable | I |
| * Experience of supporting children and young people with Autism or other neurodiverse conditions | Desirable | I |
| * **Knowledge of evidence-based approaches** that promote inclusion, independence, and emotional regulation |  |  |
| **Skills and Abilities** | | |
| * **Strong communication skills –** able to explain complex information clearly to children, parents, school staff, and professionals. | Essential | I |
| * **Capacity to build positive relationships** with children and young people, families, and educational settings. | Essential | I |
| * **Ability to design, deliver, and evaluate training** for staff to build confidence and expertise in autism practice. | Essential | A |
| * **Problem-solving and analytical skills** to adapt strategies to meet individual needs. | Essential | I |
| * **Organisational and time-management skills,** balancing advisory visits, reporting, and training commitments. | Essential | A, I |
| * Team player and excellent interpersonal skills | Essential | A, I |
| * Good verbal communication skills including ability to communicate effectively with carers and parents. | Essential | A,I |
| * **Commitment to safeguarding and promoting the welfare** of children and young people. | Essential | I |
| * Ability to travel throughout the County | Essential | A,I |

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council’s THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. ​They help us to achieve our Council Plan vision “do our best for Herefordshire” acting as our DNA and the “way that we do things around here”. We expect all colleagues to act as a role model by living our values and setting an example for others. ​Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust -** Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty -** Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility -** Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity -** Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value -** Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy -** Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.