Grading
Job Description and Employee Specification

Job title: Outreach Practitioner	**Service area:** Children and Families
Post number:	**Division:** Virtual School and Inclusion
Grade: 7	**Section/team:** Autistic Spectrum Education Team and Behaviour Support Team supporting Experts at Hand

Overall purpose of job:

To provide high quality and holistic support to children and young people with additional needs. To support in areas of child development, social communication and interaction, and social emotional and mental health needs. The role involves working with educational settings, parents and other professionals.

To support the processes of putting in place interventions and evaluating outcomes for children and young people with neurodevelopmental and diverse needs, including Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

Main responsibilities:

1. To work closely with educational settings, parent/ carers and other professionals in meeting the needs of children (covering age ranges 3-16) who are differently enabled.

2. To offer consultation, advice and support about children and young people through the Graduated Approach.

3. To help educational settings and parent/ carers put in place appropriate interventions in line with the SEND code of Practice and evaluate outcomes, including modelling the intervention.

4. To contribute to the training of professionals and parents in relevant areas of need e.g. parent courses in ASD, ADHD, professional courses such as Team Teach etc

5. To support individual or small group work with children or young people as part of a social communication or social, emotional curriculum within their educational setting or at another Local Authority base.

6. To undertake direct work with children and young people as needed and directed by the Lead Teacher.

7. To keep accurate written/electronic records of intervention, in line with the practice of the local authority, which are outcome focused and contribute to the overall monitoring of the child or young person's progress in their area of need.

8. To facilitate wider discussion about a child or young person's needs within an educational setting by working closely with the SENCo, and other specialist professionals in school and parent/carers.

9. To support the process of assessment and interventions for children and young people as part of specialist assessments including the Education Health Care Plan (EHCP) process and gathering the voice of the child and parent/ carers.

Knowledge, skills and experience:

- GCSE Grade C or above in English and maths or equivalent
- NVQ 3 in health and social care or equivalent
- Evidence of relevant training undertaken (relating to children, young people, schools or other relevant training)
- Experience of working with children and young people who are differently enabled in educational environments
- Knowledge of autism and ADHD and how this impacts on child development
- Knowledge of typical and atypical development in children and young people
- Knowledge of how attention deficit and hyperactivity, communication and interaction, social, emotional and mental health needs and sensory differences may impact on child development
- Excellent literacy and numeracy skills, enabling members of staff to model these skills and help KS1, 2, 3 and 4 students achieve age related expectations
- Excellent understanding of the SEND code of practice, NICE guidance and other legislation relating to children with atypical development.
- Experience of personal professional development and expertise in delivering training to professionals and parents
- Excellent interpersonal and communication skills
- Excellent ability to respond to the needs of children and young people in adverse situations e.g. at points of crisis

- Experience of multi-agency working
- Excellent IT skills and the ability to create resources for children and young people
- Ability to deliver training alongside other colleagues in the team
- Excellent knowledge of safeguarding processes
- Must be able to complete the Local Authority safeguarding training requirements before any direct contact or work with children.

Creativity and innovation:

- Be self-motivated and use own initiative in meeting the needs of children and young people, supporting other professionals and families
- Creative in developing strategies to meet the needs of children with additional needs and atypical development.
- Using problem solving approaches to assist professional and parents to effect change.
- Using therapeutic approaches to enable children and young people to understand themselves and be more confident and resilient individuals
- Develop a special interest to share with colleagues in child development, (cognition and learning and social, emotional and mental health) e.g. early years development, autism / communication and interaction, impact of anxiety, behaviour needs, attachment needs and attention deficit and hyperactivity disorders
- Support the creation, development and delivery of training ensuring knowledge shared is up to date and correct.
- Undertake training in using de-escalation strategies to enable children and young people to manage their emotions and self-regulate their behaviour and be able to discuss these strategies with school staff.

Contacts and relationships:

- Daily contact with children and young people, professionals and parents in order to undertake assessment and review, provide advice, support and interventions
- Regular contact through email and face to face conversations with team members and other colleagues in Children and Families to share information, integrate assessments and programmes of support and gain peer support

- Work collaboratively with a range of professionals as required, these include Teachers, SENCOs and Teaching Assistants in schools.

Decision making:

- Utilise assessment information appropriately and effectively to plan interventions and offer advice and support which are tailored to each child's individualised needs.
- Plan, decide and adjust programmes of intervention for children and young people which they are overseeing to enable them to access the curriculum.
- Decide on the suitability of resources and materials either used by themselves or by others.
- Plan, organise and deliver small group interventions involving children and young people and parents.
- Take decisions on the next steps around programmes for interventions after outcomes have been measured.
- Attend and contribute where required in relevant meetings, reporting on the programme of intervention, monitoring progress made and outcomes achieved.

Responsibility for resources:

Financial resources:

- Make decisions with regard petty cash where appropriate to a value of £50, shared with up to 3 colleagues

Physical resources:

- Be responsible for own laptop, phone, assessment materials to a value of £500
- Responsible locking and unlocking workplaces as appropriate.
- Postholder expected to be undertaking outreach in settings, schools and homes up to 80% of the time.

WORK ENVIRONMENT

Work demands:

- Be able to submit data, records and reports within given timeframes
- Be able to meet service and statutory deadlines.

Physical demands:

- Demands of a school environment
- Demands in undertaking Team Teach training and keeping accredited every two years to support these approaches using de-escalation and physical intervention techniques.

Working conditions:

- Classroom and playground environments or other educational or Local Authority settings and home visits if needed
- Agile working in office environments, settings, schools and homes across the local authority.
- Managing an outreach caseload to effectively support the needs of children, settings, schools and where appropriate, families.

Work context:

- Staff may meet challenging children i.e. those being verbally or physically challenging
- Staff need to be aware of the lone working policy when undertaking home visits
- Exposure to usual infections encountered in educational environments.

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Position in organisation:

Indicate how many staff the post is directly accountable for: 0

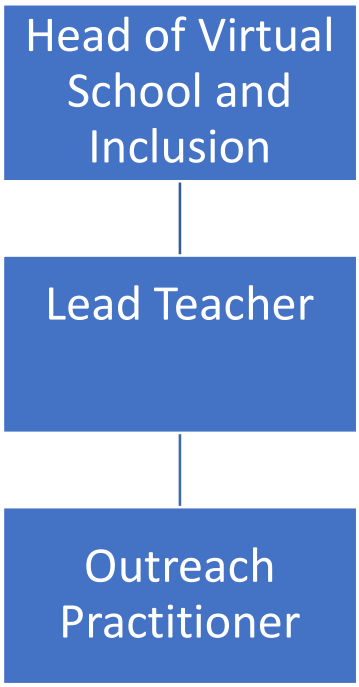
Are posts in more than one location? Yes x No

Are the posts highly mobile? Yes x No

Is the supervision/management shared with another post in the structure?
Yes No x

Please indicate which post(s) _____

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.



Job Description Version Control	
Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

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ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	**Application form (follow up at interview)**

- Experience of working with children and young people who are differently enabled in educational environments.
- Knowledge of autism and ADHD and impact on child development
- Knowledge of typical and atypical development in children and young people
- Knowledge of how other needs including attachment, communication and interaction needs, and sensory differences may impact on development
- Excellent literacy and numeracy skills, enabling members of staff to model these skills and help KS1, 2, 3 and 4 students achieve age related expectations
- Excellent understanding of the SEND code of practice, NICE guidance and other legislation relating to children identified as SEND especially those with autism and other neurodevelopmental differences
- Experience of personal professional development pertinent to neurodevelopmental differences, especially autism
- Excellent interpersonal and communication skills
- Excellent ability to respond to the needs of children and young people in adverse situations e.g. at points of crisis
- Experience of multi-agency working
- Excellent IT skills and the ability to create resources for children and young people
- Ability to deliver training alongside other colleagues in the team
- Excellent knowledge of safeguarding processes
- Use of information systems/technology in relation to record keeping, producing data, plans and assessments
- Knowledge of legislation, strategies and initiatives which underpin working with neurodivergent and differently abled children, young people and their families
- Knowledge of assessments and interventions for children and young people who are neurodivergent and strategies to support a range of challenging behaviours
- Excellent communication skills, verbal and non-verbal, using a variety of approaches

- Ability to prioritise workload and have negotiation skills to enable effective and efficient outcomes
- Excellent knowledge of safeguarding children and young people.

Knowledge, Skills and Experience	Interview

- Knowledge of autism and ADHD and impact on development
- Knowledge of how other needs including attachment, communication and interaction needs, and sensory differences may impact on development
- Experience of working with children and young people who are differently enabled in educational environments.
- Excellent literacy and numeracy skills, enabling members of staff to model these skills and help KS1, 2, 3 and 4 students achieve age related expectations.
- Excellent understanding of the SEND code of practice, NICE guidance and other legislation relating to children identified as SEND especially those with autism and other neurodevelopmental differences
- Experience of personal professional development pertinent to neurodevelopmental differences, especially autism
- Excellent interpersonal and communication skills
- Excellent ability to respond to the needs of children and young people in adverse situations e.g. at points of crisis
- Experience of multi-agency working
- Ability to assess a child's needs and to formulate ideas / strategies that you are able to share clearly through written reports and by contributing to meetings with colleagues, parents and other professionals
- Ability to deliver training alongside other colleagues in the team
- Excellent knowledge of safeguarding processes.

Education, Training and Qualifications	Original documents

- GCSE Grade C or above in English and maths
- NVQ 3 in health and social care or equivalent
- Evidence of relevant training undertaken (relating to children, young people, schools or other relevant training)

• Commitment to self-development through training.

Working Arrangements	Interview
• This is a term time job (195 days or 39 weeks per year) inclusive of the 5 days or equivalent allocated for Training Days/Twilight sessions. • To be able transport themselves around North Lincolnshire efficiently.	

DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	**Application form (follow up at interview)**
• Experience in working in a variety of settings including schools, early years settings and family homes • Experience of practicing within a solution focused, collaborative and integrated approach • Experience of managing a caseload achieving positive outcomes for children and young people • Use of Makaton and other communication systems • Understanding of low arousal, de-escalation approaches.	
Knowledge, Skills and Experience	**Interview**
• As above	
Education, Training and Qualifications	**Original documents**
• Higher level qualification or additional NVQ level 3	
Working Arrangements	**Interview**
• Outreach work in settings, schools and homes • Office work creating reports, recording information on our databases and attending team and wider service meetings.	

THE POST IS SUBJECT TO:	
Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974	
Yes ✓	**No** ☐
Political restriction	
Yes ☐	**No** ✓
The ability to speak fluent English under the Immigration Act 2016	
Yes ✓	**No** ☐

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- Version Control

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