



Social Communication and Interaction (Autism) Specialist Learning Mentor

School vision

We strive to ensure every pupil is successfully included at Harrytown Catholic High School and we appreciate that the needs of certain pupils can be additional to and different from other groups of pupils. Those that have additional needs can sometimes find school particularly overwhelming. This key post holder will work with pupils with additional needs that present as being on the autistic spectrum who are struggling to make expected progress and present as vulnerable in a mainstream school.

The number of children who present with difficulties in social communication and interaction is increasing across the borough. The complexity and individuality of needs of this group of pupils requires us to recruit for a new postholder to provide support, guidance and have a relentless focus on removing their barriers to learning. Working predominantly with pupils with or without a diagnosis of Autistic spectrum conditions, the successful candidate will provide bespoke support and act as a key point of contact for this group of pupils. We are committed to creating an inclusive school community and the post holder will work tirelessly to drive this ethos, providing specialist strategies and interventions for our Autistic pupils.

Employment details

HARRYTOWN CATHOLIC HIGH SCHOOL Outline Job description

Job title:	Social Communication and Interaction (Autism) Specialist Learning Mentor
Reports to:	SENCo/Assistant Headteacher
Hours of work:	37 hours per week (Term time plus 2 weeks)
Salary Scale:	NJC Scale 4 (7-11)

MAIN DUTIES/RESPONSIBILITIES

General

Deliver small group and one to one intervention programs to support students with Autistic spectrum conditions (ASC)

To be responsible for tracking the academic and social progress of all pupils with ASC

To deliver additional in class support to pupils where their ASC is proving a barrier to learning

To liaise with Stockport ASC team and to be the school/family link for this group of pupils

To lead and facilitate a pupil mentoring system for pupils with ASC





To support teaching staff to create an inclusive classroom learning environment
Manage and lead extra-curricular activities and after school support groups for students with ASC
Create school focused plans for students with ASC difficulties to profile the needs of these students
Ensure that the needs of students with ASC are well communicated across the school
Plan and deliver staff training to support an understanding of ASC
Contribute to the development of provision for students with ASC across the whole school
Work with staff, students and parents/carers to ensure realistic and challenging expectations of progress, attainment and achievement is set for students, with ASC
Prepare and maintain learning resources according to the needs of students with ASC
Work collaboratively with parents of students with ASC, to agree joint outcomes and to review progress
Collect and interpret assessment data gathered on pupils with ASC to inform practice, target individual difficulties and to measure impact
To deliver and monitor social communication interventions
To deliver intervention and provide strategies to pupils where ASC is a barrier to learning and to support the enhancement of ASC provision across the school
Supporting staff – this role is part of a team which will collaborate on the following
To work closely with SENCo and teaching staff to maximise progress for targeted pupils
Make necessary staff members aware of individual pupils' needs
To work collaboratively with all members of the pastoral team, to support the progress of students with SEND
Encourage inclusive practice in teaching and learning across the team and throughout the school
Maintain and develop up-to-date knowledge of national and local initiatives which may impact upon policy and practice
Attend staff meetings and participate in staff training as required
Maintain accurate and up to date records for students with ASC needs
Supervise the activities of individuals or groups of students both in and out of the classroom
Be a point of contact for students and their parents/carers





Attend Annual Review and multi-agency meetings as appropriate
School Procedures
Ensure consistent compliance of policies and procedures relating to safeguarding and child protection, health and safety, confidentiality and data protection throughout the school.
Support and help develop and implement effective strategies across the school, including reward and discipline systems
Ensure all behavioural events, both positive and negative, are recorded on the school's management information system
Contribute to and undertake assessments of pupils, identifying where help is needed
Support, help develop and implement policies and procedures in order to support pupils with ASC
Identify and report safeguarding and child protection concerns following the procedure outlined in the school's Child Protection and Safeguarding Policy
Pupil wellbeing
Ensure all pupils have equal access to learning using appropriate strategies and resources, where necessary. Making sure that the learning opportunity is of value and does not create gaps in learning
Liaise with pastoral staff members to ensure the wellbeing of pupils and their full participation in school life
Raise any concerns regarding pupils' behaviour with the relevant Head of Year/Pastoral Manager
Implement any specific arrangements for individual pupils, ensuring that relevant staff members are aware of the measures in place
Provide individual pastoral support to pupils, where necessary
Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem
Place a strong focus on pupils' ASC needs
Establish constructive relationships with pupils, parents and colleagues
Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate.
Assessments and referrals
Assess the needs of pupils and use specialist knowledge to support pupils' learning and social communication development
Provide feedback in relation to pupils' progress, achievement, behaviour and attendance





Contribute to the writing of individual pupils' learning plans

Monitoring and review

Monitor the progress of pupils who are accessing additional support

Review and evaluate the effectiveness of strategies in place and adjust where necessary

Evaluate the use of resources, adapting materials where necessary in order to meet the needs of pupils

