

## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> Head of Advisory Service for Autism	<b>Grade:</b> MG2
<b>Section:</b> Special Educational Needs and Disabilities	<b>Directorate:</b> Childrens Services
<b>Responsible to:</b> Head of Special Educational Needs, Disability and Psychology	<b>Responsible for:</b> Staff within the Autism Advisory Service
<b>Post Number/s:</b>	<b>Date:</b> September 2019

#### Working for the Richmond/ Wandsworth Shared Staffing Arrangement

This is a Head of Service leadership role working specifically for Wandsworth Children's services although the post holder will be employed under the terms and conditions of the Shared Service Agreement. The role requires a high level of responsiveness to the needs and expectations of Wandsworth Council.

The overall purpose is to lead a service that ensures best outcomes for children and young people with Autism and Social Communication Difficulties in Wandsworth through the promotion and delivery of best practice.

In order to succeed in this post, a high level of drive, skill and experience are required, along with the ability to thrive within a complex environment, foster effective teamwork, ensure others achieve their maximum contribution and set standards for continuous improvement.

#### Job Purpose:

This post is responsible for the strategic leadership and effective delivery of a multi-disciplinary service for children with autism spectrum disorder (ASD) / social communication disorder (SCD) and their families.

The aim of the service managed by this post is to provide high quality, specialist support to children, families and education settings to improve the outcomes for children and young people with ASD/ SCD.

The post will also ensure effective performance management of the service to secure the highest possible outcomes for children and young people with ASD/

SCD. The intention is to develop and lead the service to become a best practice example.

### **Specific Duties and Responsibilities:**

1. To provide strong leadership for the service based on a clear vision for the service, clarity of standards and outcomes to be achieved.
2. To have lead responsibility for the strategic development, planning and delivery of specialist support for children with ASD/ SCD and families ensuring an effective co-ordinated offer for these families is in place. This will include developing a programme of evidence-based interventions and group work/support for children at home and school
3. To ensure effective operational management of the service ensuring that key policies, relationships and processes are in place to meet the ongoing and changing needs of children and young people with Autism and Social Communication Disorders.
4. To provide line management of the senior staff within the service including liaising with Health colleagues where staff are employed through Service Level Agreements.
5. Developing a coordinated training programme, including psychoeducation, in liaison with other providers across the authority for a range of professionals and parents.
6. To develop and implement a Quality Assurance programme to ensure that services are rigorously evaluated in terms of quality and outcomes and that they continuously improve and are provided in response to children's and young people's needs.
7. To have lead responsibility for ensuring the service operates in a way which safeguards children and is fully compliant with "Working Together to Safeguard Children" and the London Child Protection procedures.
8. To ensure services deliver value for money, within budgets and are evidence-based.
9. Overseeing the performance management cycle for the service and ensuring all staff have appropriate levels of support and accountability. To monitor the safeguarding responsibilities, performance and training of staff ensuring that all staff members are appropriately inducted in to the service
10. To undertake training including child protection training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.

11. Developing networking with key partners regionally and nationally including agreeing reciprocal arrangements with neighbouring boroughs.
12. Ensuring good communication with other services including but not limited to: Schools and Community Psychology Service, Early Help, CAMHS, Early Years hub, Special Needs Assessment Service, Early Years services, schools, further education settings
13. Set up systems to ensure the service responds to request for feedback on performance including reporting to the Strategic board and responding to enquiries from parents, councillors, MPs, and requests for reports.
14. Working in liaison with Health professionals on the procedures for children moving forwards for specialist assessment and the protocols around involvement of staff from the service in the assessment process.
15. Contributing to and overseeing service members contribution to EHCNA statutory processes in line with the 2014 Children Act and 2015 SEND Code of Practice” (including where necessary providing written contributions, attendance at EHCP Annual Reviews)

### **Generic Duties and Responsibilities**

- To contribute to the continuous improvement of the Wandsworth’s Childrens Services.
- To comply with relevant Codes of Practice, including the Code of Conduct, and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA’s policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and work to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand the Council’s duties and responsibilities for safeguarding children, young people and adults as they apply to your role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.



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## **Our Values and Behaviours**

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular –

- taking responsibility and being accountable for achieving the best possible outcomes – a ‘can do’ attitude to work
- continuously seeking better value for money and improved outcomes at lower cost
- focussing on residents and service users, and ensuring they receive the highest standards of service provision.
- taking a team approach that values collaboration and partnership working

## Person Specification

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### Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

**Being open.** This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

**Being supportive.** This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

**Being positive.** Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Requirements	Assessed through A/I/T
<b>Knowledge</b>	
1. Comprehensive knowledge of Autism and the different ways that the condition presents in children and young people	A / I / T
2. Detailed knowledge and understanding of a comprehensive range of strategies and approaches for working with children/young people with ASD and their families	I / T
3. A good knowledge of Early Years/ Primary/Secondary and special/resourced education systems	A / I / T

4. Knowledge of systems for managing the performance of staff including supporting staff to improve and valuing excellent practice.	A / I
5. An understanding and commitment to the protection and safeguarding of vulnerable children and young people.	A / I
6. Knowledge of current legislation related to special educational needs and Inclusion	A / I
<b>Experience</b>	
7. Experience of developing and leading a programme to support the needs of children/ young people with ASD and reviewing and assessing the impact.	A / I
8. Successful experience in a leadership position demonstrating initiative, self-motivation and strong management practice in driving good outcomes and continuous improvement especially through a period of change	A / I
9. A successful record of providing support and training to staff groups to increase their ability and confidence to work effectively with children/ young people with ASD which has led to improving outcomes for children /young people.	A / I
10. Successful experience of providing support and guidance to parents/ carers of children with additional needs	A / I
11. Sustained experience of working with multi- agency services and securing joined up approaches to tackling problems.	A / I
<b>Skills</b>	
12. Able to provide strong leadership and clear vision; to inspire and motivate staff	T/I
13. Able to manage organisational and practice change and to lead and manage projects effectively and overcome obstacles	T/I
14. Able to establish, develop and manage effective multi-agency / disciplinary working	T
15. Able to think and plan strategically and analyse complex information and/ situations effectively.	T/I
16. Able to lead and manage a large staff group of multi discipline professionals and establish an integrated approach to service provision for children	T/I
<b>Qualifications and training</b>	
17. Educated to graduate level (ideally post graduate)	A/ C
18. Recent and relevant leadership training	A
19. To have kept up to date with research and best practice, evidenced through substantial professional development in the area of special educational needs including Autism.	A

**A – Application Form****I – Interview****T - Task****C - Certificate**