### Introduction

Peterhouse School is committed to the education and personal development of children and young people with autistic spectrum conditions, and in doing so, to work in close partnership with families, commissioners and others.

All employees of Autism Initiatives including Peterhouse School, work in the context of Autism Initiatives’ Vision, Mission and Philosophy and to use the ‘Five Point Star’ approach in order to support real achievement of positive outcomes. The model recognises the positive abilities of all.

All staff are expected to adhere to the Autism Initiatives’ Code of Conduct and the relevant professional Codes of Practice, showing a high degree of professionalism, resilience, and a willingness to remain committed when the work becomes more difficult.

### Location

Peterhouse School, Southport

### Line Manager

Deputy Head Teacher

### Main Duties and Responsibilities

1) Build and maintain positive relationships with:

   - Parents, guardians, carers and families.
   - Class team and all colleagues, assisting in the creation and maintenance of good working relationships between all staff.
   - The local community, presenting a positive image of the school.
   - External agencies and other stakeholders.

2) Attend and contribute to, as required:

   - Annual reviews.
   - Staff meetings, internal reviews, multi-agency meetings and other meetings as appropriate.
   - Support Team meetings with Senior Leadership Team, Occupational Therapist, School Counsellor, Lead Teacher of Autism Practice, Residential Home Managers.
• Performance Management
• Continuing professional development activity
• ‘In house’ training and five training days per year
• Parent’s evenings and other school events, some of which may be outside of school hours

3) Undertake to:

• Be familiar with and endorse the school’s mission statement, aims and ethos. You are also required to have a sound knowledge of autism and to inform your practice with this knowledge.
• Promote an ethos which sees communication as central to the culture of the school by linking a communication-informed approach to all areas of the curriculum including positive behaviour support
• To develop the communication skills of individual pupils by working collaboratively with class and residential staff in the assessment and support of pupils.
• To formulate, implement, regularly review and evaluate communication targets for your pupils according to their individual needs.
• To work primarily in the classroom whilst maintain the flexibility to withdraw pupils individually/in small cross-class groups as needs dictate
• To train staff by a variety of means e.g. INSET, modelling in the classroom, discussion, contribution to multidisciplinary meetings
• To attend Best Practice meetings at Head Office to inform own practice and disseminate to others
• To lead and develop a small team of practice teaching assistants to embed autism practice throughout school and children’s residential services
• To assist the Senior Leadership Team in the assessment of referrals to Peterhouse
• To lead on the transition of pupils into Peterhouse in consultation with the class teacher
• To support the transition out of Peterhouse in consultation with the Transition Coordinator
• To be familiar with and adhere to the school's policies and guidelines e.g. Safeguarding, Health and Safety, Positive Behaviour Support.
• To assist in play/leisure time/lunchtime supervision of pupils according to a rota system.
• To support the meeting of objectives within the school development plan
• To contribute to school self-evaluation
• To act as supervisor to students placed with you (see notes re students) in consultation with the Deputy Head teacher.
- Be familiar with Autism Initiatives and Peterhouse School Vision and Mission statements, and with all relevant policies and procedures
- Maintain confidentiality in all areas of work
- To undertake such other 'reasonable' duties relevant to the school that may be required from time to time.

It is the nature of the work of the post that tasks and responsibilities are, in many circumstances, unpredictable and varied. The post holder will therefore be expected to work in a flexible way when the occasion arises that tasks which are not specifically covered in their job description, have to be undertaken.

These additional duties will normally be to cover unforeseen circumstances or changes in work and they will normally be compatible with the regular type of work.

The job description may also be reviewed in light of changing service needs or developments in consultation with the post holder.

**Date reviewed:** January 2015
<table>
<thead>
<tr>
<th>Person Specification</th>
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<tr>
<td><strong>Speech and Language Therapist</strong></td>
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<td><strong>Peterhouse School</strong></td>
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**Essential**
- Recognised Speech and Language Therapy degree level qualification
- Registered member Royal College of Speech and Language Therapists
- Registered member of Health Professions Council
- Experience of working with young people with Autism and Asperger’s Syndrome within a school setting
- Experience of integrated working in multi-disciplinary teams
- Training and presentation experience
- Supervision of support staff
- Knowledge of professional standards and code of conduct and their application in practice
- Knowledge of a range of assessment tools and appropriate interventions relevant to young people with ASC.
- Knowledge of current evidence based practice and application to practice
- Working knowledge of standards of record keeping
- Working knowledge of safeguarding procedures/policy
- Knowledge of and commitment to safeguarding
- Excellent verbal and written communication skills
- Good organizational and planning skills
- Good interpersonal skills with the ability to motivate, support and proactively challenge others
- Ability to work as part of a team
- Self-motivated and resilient
- Ability to use initiative and to think creatively and flexibly
- Ability to use a range of IT
- Energy and enthusiasm
- Willingness to learn and self-reflect
- Ability to be able to supervise and delegate appropriate work to support staff and assess and follow up on impact
- Proven skills in prioritizing and being flexible and adaptable to meet competing priorities
- Commitment to participate in ongoing training and professional development

**Desirable**

- Further qualifications in the field of SEN

**Other**

*Personal Attributes:*
Excellent communication, reliable, professional, punctual, calm manner

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