

## **EDUCATION SERVICES**

### **HEAD OF COMMUNICATION, INTERACTION & AUTISM SUPPORT SERVICE**

#### **MA3 + SEN ALLOWANCE**

#### **JOB DESCRIPTION**

##### **JOB SUMMARY:**

To lead and manage the Communication, Interaction and Autism Service (CIAS) and develop the strategic role of the service within the Education Inclusion Service. To ensure that the work of the CIAS supports the achievement, aims and objectives of Education Inclusion Services and broader States Education strategic and operational plan, which seeks to provide equality of educational opportunity and high achievement for all children and young people.

##### **RELATIONSHIPS:**

The CIAS consists of a team of teachers and learning support assistants who seek to provide specialist advice, support and provision for learners with language, communication and interaction difficulties including autism.

The Service works closely with all other Education and Children's Services (HSC) including Speech and Language Therapy, Occupational Therapy and other agencies. Members of the team work with all schools; assessing, supporting, advising and working with children experiencing communication and interaction difficulties, as well as providing high quality continued professional development.

##### **MAIN DUTIES AND RESPONSIBILITIES:**

###### **Leadership and Management**

- The management and supervision of the CIAS Bases and staff at designated mainstream schools.
- To be responsible for the effective planning, monitoring, co-ordination and day-to-day operational management of service delivery, and ensure the efficient and effective deployment of resources.
- To be responsible for the strategic development of the service and advise the Head of Inclusion and Services for Children & Schools and other senior staff on all areas within The Service.

- To be responsible for the day to day management of staff assigned to the CIAS, including performance management and professional development relevant to their role and responsibilities.
- To oversee the appointment, management and induction of service staff.
- To ensure that there is effective management and control of allocated budget, and to oversee the maintenance of adequate resources.
- To ensure that quality standards for the CIAS are clearly specified and that regular evaluation and feedback from stakeholders is used to inform service development.
- To set high standards and provide an exemplar of best practice in identifying, assessing and meeting the needs of all learners with additional needs.
- To participate in meetings and working groups as required taking responsibility for aspects of development identified within Education Inclusion Services.
- To work collaboratively with colleagues from Education Inclusion Services and all other States of Guernsey Committee's as required.
- Represent Education Inclusion Services in multiagency and interdepartmental meetings including the interagency Autistic Spectrum Disorder Assessment Team (ASDAT) as required.

### **Teaching and Learning**

- To assess, plan and prepare interventions for learners within all States Schools and settings, in accordance with the SEND Code of Practice and service policies.
- To advise schools on suitable strategies and support for identified learners, and make recommendations to ensure successful outcomes all learners.
- To provide written and oral feedback to SENCOs and class teachers by means of discussion, assessment reports, targets and summaries.
- To actively participate in schools' developments, offering advice, support and training where appropriate.
- To work with schools to promote inclusion and improve access for SEND pupils to a broad and balanced curriculum in line with the Bailiwick of Guernsey Curriculum.
- To provide an effective learning environment in accordance with the school's policy.
- To oversee the development, implementation and review of policies and schemes of work.
- To monitor and assess the achievement of learners, and to record and report the development, progress and attainment in accordance with The Service's assessment procedures.
- To make use of digital technology to enhance teaching and learning.

### **Continuing Professional Development**

- To initiate and stimulate service development by leading developments and encouraging shared professional learning, expertise and skills.
- To be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in autism, communication, interaction and language needs and change in practice.
- To participate in the performance management process.

- To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the Service Improvement Plan and the performance management process.

### **Administration**

- To oversee the implementation of the service's assessment, recording and reporting procedures; maintaining adequate records of service provision, so that learner's progress can be tracked and information retrieved.
- To keep an accurate record of involvement with learners past and present in accordance with the Education Inclusion Services policy.
- To maintain an accurate record of the progress of referrals and interventions in line with the current code of practice and recommendations relevant to data collection and management.
- To manage the processes relating to the allocation of pupils suitable for intervention from staff of the CIAS; collating evidence for the CIAS Base Panels, writing summary reports and providing feedback to schools.
- To participate in appropriate meetings with colleagues and parents.

### **KEY CRITERIA:**

1. A suitable teaching qualification with recent relevant experience in the field of autism and speech, language and communication needs.
2. An advanced level of training with a qualification in a relevant specialised area.
3. An excellent understanding and breadth of knowledge of current developments in the teaching of pupils with Autistic Spectrum Disorder and Speech, Language, Interaction and Communication Needs and skills relevant to the specific responsibilities of the post.
4. Demonstrate experience of successfully leading on recent effective strategies to achieve high quality inclusive teaching and learning.
5. The ability to be part of and take a leadership role within a broad and diverse management team.
6. Effective communication skills to a wide range of people (staff, parents, pupils, other professionals).
7. Good interpersonal and motivational skills with staff, schools, pupils and parents.
8. Effective organisational and management skills.
9. The ability to work independently and autonomously and to reach decisions.
10. Ability to make effective use of digital technology to enhance teaching and learning.

### **Health and Safety**

The post holder will be required to comply with the States and Education Department's Health and Safety, Alcohol and Smoking policies.

This job description will be subject to periodic review.

Due to the nature of this post, and if your application is successful, you will be required to undergo an Enhanced Criminal Record Check. Convictions likely to be considered relevant to this post include violence, offences against children or vulnerable individuals, theft and dishonesty. All disclosures of a criminal record background will be treated in the strictest confidence and checks will only be made in connection with your application for this post and for no other purpose. Disclosure of a criminal record will not necessarily debar a candidate from appointment, as the nature and relevance of the conviction/s will be taken into account.