**Lytham Schools Foundation CIO**

**The Coastal Collective**

**Role Profile**

|  |
| --- |
| **Post title: Behaviour Specialist Support Worker (ASC/ADHD)** |
| **Establishment or team:** | LSFT CIO The Coastal Collective | **Location:** | FY8 Cluster Schools |
| **Grade:** | Grade 5/6 | **Staff** **responsibility:** | No | **Essential Car user:** |  |
| **Working Hours** | 25 hours initially | **Job Type:** | 5 Year Contract | **Start Date** |  |
| **Scope of Work – appropriate for this post:**Under the general direction of the Lytham Schools Foundation Trust CIO trustees, and in liaison with the schools in the FY8 postcode area, coordinate a programme of specialist practitioners, focusing on the needs of children and families connected to the cluster schools.  |
| **Background – The Coastal Collective Project**It is an exciting time for all of the schools in the FY8 postcode area. A local charitable organisation, The Lytham Schools Foundation Trust, are providing generous funding to support schools in their endeavour to support children and families, in a coordinated approach.This collective approach has rarely been seen and the proposed results could change many lives for the better. We are looking for a Behaviour Specialist Support Worker (ASC/ADHD) to join our organisation and support the emotional wellbeing of children across the cluster and ensure equality of access to education and better outcomes. The Behaviour Specialist Support Worker (ASC/ADHD) will be employed by The Coastal Collective CIO to support children and colleagues in the 9 primary schools across the FY8 postcode area. The postholder, who will have a strong understanding of ADHD and the Autism Spectrum, will work with children who are struggling to access education due to social, emotional, mental health and behavioural difficulties. The postholder will have a proven track record with a repertoire of de-escalating techniques that help children remain regulated. They will provide advice and support to school-based colleagues, and they will assist in the development of individual behaviour plans and pastoral care programmes.  |
|  |
| **Accountabilities/Responsibilities – appropriate for this post:**1. Contribute to, and uphold the aims of, The Coastal Collective CIO and collaborate with colleagues across the FY8 postcode area to secure equality of access and good outcomes for all children.
2. Understand the diverse needs of children with ADHD/ASC and use this knowledge to plan and deliver individualised programmes of support and personal care.
3. Develop, implement and share a repertoire of effective behaviour strategies to promote self-esteem, independence and self-regulation.
4. Observe, record and support the social and emotional development of children to identify individual needs and difficulties, and to feed back to pupils in relation to their progress and achievement.
5. Support children in the development of social interaction skills and an awareness of other people’s emotions.
6. Encourage pupils to interact with others, engage in child-led and adult-led learning activities and enable children to participate in all aspects of school life.
7. Work closely with school-based colleagues, provide coaching and training sessions to share and develop expertise and build resilience.
8. Develop session plans and subsequent evaluations; provide feedback to parents, teachers, teaching assistants, school leaders and Coastal Collective trustees.
9. Uphold, promote and contribute to the safeguarding culture of The Coastal Collective and its partner schools.
 |

**Grade Profile**

|  |
| --- |
| **Skills, knowledge and experience** |
| * GCSE/Level 2 or equivalent qualifications in English/Literacy and Mathematics/Numeracy
* NVQ Level 3 or above or equivalent plus experience of working in a similar role OR specialised skills acquired through significant on the job experience
* Comprehensive understanding of the work practices, processes and procedures relevant to the role
* A strong knowledge and understanding of ADHD/ASC.
* Experience of working with children in a school or other s
* Empathy and sensitivity to the needs of others
* Good written and verbal communication skills
* Ability to share knowledge, coach and support others
 |