



# Assistant Director of Education

Job Description & Person Specification

**BeyondAutism**

**January 2024**

Registered Charity No. 1082599

020 3031 9705

[beyondautism.org.uk](https://beyondautism.org.uk)

 **BeyondAutism**

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# About BeyondAutism

We are experts in delivering autism education services from pre-school to 25. BeyondAutism is a non-profit organisation, driving change in the world of autism education to ensure autistic children and young adults access an education which empowers a life full of choice, independence and opportunity. We do this by creating positive educational experiences, training for the professional team around a child, and information, resources and support for families and carers.

## Our services:

We deliver rapid and sustained outcomes in our Early Years' service by working with parents and children together. Empowering parents to feel resilient and confident in meeting the needs of their child leads to aspirational, informed choices creating a positive and successful step into primary education.

Our schools and Post-19 service have a specialist curriculum that ensures sustained success beyond the age of 25, setting children and young adults up with the skills and independence to lead a life of their choosing. By teaching them the academic and life skills they need and through the promotion of a happy, caring environment we nurture the confidence, independence and self-belief to enable them to make the most of the next stage of their life or education.

We also work more widely, activating networks and building local capacity with our solution focused Outreach team. Our unique BeyondAutism Fast Responder® service works at the point of crisis to change the national picture and reduce school placement breakdown.

## Our values

At BeyondAutism we are:

### Dedicated to delivering excellence

Developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.

### Committed to Behaviour Analysis, underpinned by the science of Applied Behaviour Analysis and Verbal Behaviour

Contributing to research and ensuring our staff continually develop and share best practice that ensure aspirational outcomes are achieved for autistic individuals.

### Respectful

Embracing diversity, showing integrity, acting with compassion and always treating people with dignity.

### Proud to challenge

Listening, changing thinking, shifting attitudes and educating.

## Job overview

We are seeking to appoint a highly motivated, inspirational and enthusiastic leader who has the strategic and operational skill set to lead our Post-19 Service through the next stage of its development

The successful candidate will have a commitment to community-based learning and will embrace working collaboratively with the charity's SMT (of which they will be a part), the service's SLT and the advisory board to create an ethos and educational vision which secures the most effective teaching, successful learning and the highest possible levels of learner achievement and engagement

# What we can offer you

You can find a very rewarding career with BeyondAutism. As well as being part of a team delivering life-changing services, we offer multiple and generous benefits to employees.



## Pension scheme \*

We offer a competitive pension scheme via salary exchange of 3, 4 or 5% and match your contribution.



## Hybrid and flexible working

Charity staff have the option of hybrid and flexible working. To be agreed with HR and the department head.



## Season ticket loan \*

We can loan you the cost of your season ticket, repaid through monthly salary deductions for the period of the season ticket or less. Maximum period 12 months. Maximum loan £5000.



## Bicycle loan \*

We can loan you the cost of purchasing a bike for the purpose of cycling to work. Up to a maximum value of £1000, repayable over a period of 12 months or less.



## Continuing Professional Development (CPD)

Further education opportunities including Masters, RBTs, diplomas and certificates; and opportunities for membership for relevant professional bodies.



## Professional Membership fees

Reimbursement of the cost of annual professional membership fee where continued membership registration is a requirement of your role.



## Onsite counsellor

One counsellor working across our sites offering confidential 1:1 counselling sessions.



## Perkbox

Access to an online perk scheme which gives you your pick of over 200 great discounts and freebies such as a free monthly hot drink from Cafe Nero, discounts on high street shopping and great price cinema tickets.



## Employee Assistance Programme

Free access to a 24/7 confidential counselling support, including opportunity for face-to-face support.



## Employee Referral Programme

Generous £400 thank you payment when you refer somebody into one of our open vacancies.



## Eye care vouchers

Vouchers to cover the cost of an annual eye examination and single-vision spectacles, if needed.

Benefits marked with (\*) are contractual benefits open to staff who have been in post for three months or more.

The Post-19 service currently has three hubs, two in Wandsworth and one in Hammersmith, supporting up to twelve young adults in each hub. By providing just enough support we are preparing our learners for their lives after education. We want to see our learners prepared for adulthood with a skill set that enables them to have choice over where and how they live, what they do and with whom.

Governance and development of the Post-19 Service is supported by an external Advisory Board, which is a sub-committee of the BeyondAutism Board of Trustees. The Advisory Board has oversight of the quality of teaching and learning, the service self-evaluation and development plan, and the resources to deliver.

We believe that autistic adults should have a voice, be involved in decision making and be able to contribute to their community as active citizens.

Through an individualised personal curriculum, our learners follow a programme of study that best prepares them for adulthood, focusing on the skills required for independent or supported living, training and employment, health and wellbeing and community participation.

## Strategic leadership

- Working closely with the Advisory Board and the Director of Education, lead the process of self-evaluation to inform the development and delivery of an ambitious vision and strategic plan.
- To work with the Post-19 leadership team to develop and implement strategies for improvement, overseeing the development plans for each hub.
- Inspire and lead the SLT to develop a culture of responsibility in the service through an operational plan which will ensure delivery of the strategic imperatives.
- Provide strong and visible leadership to the whole staff body, empowering all staff to perform at their highest level by making them feel supported in their decisions.
- Create a climate of support and trust within the service in which everyone feels heard and valued and in which concerns and ideas for improvement can be properly discussed.
- Keep thoroughly up to date with all relevant external developments and opportunities which might inform the service's strategy.
- Work closely with the charity's other educational leaders to ensure that ethos, strategy and policies are aligned.
- Oversee the SLT's monthly reporting and prepare reports for the charity SMT, Trustees and Advisory Board.
- To take the lead on all aspects of Ofsted preparation and to support the schools to meet inspection standards with regard to community based learning.
- To contribute substantially to the development and delivery of initiatives and programmes to develop community engagement and to contribute to the development of community resources, policies, and guidance for all services in BeyondAutism.

## Educational and pastoral leadership

- Provide the intellectual leadership and educational vision to ensure continuity of our learners' achievements in all areas.
- Oversee the development and operational management of the teaching staff team and the service's curriculum model.
- To provide expertise and advice to the Heads of Hub on all areas of education and with particular regard to learning in the community.
- To monitor and evaluate the effectiveness of the Post-19 service by scrutinising performance data, assessing trends over time and the progress of different groups, and individual, pupils.
- To work with the Heads of Hub and the Consultant Behaviour Analyst to use the progress data to identify learners who need extra support and ensure appropriate strategies are put in place.
- Ensure that relevant and appropriate pathways are available to all learners and that staff systematically maintain accurate and detailed written records of all aspects of learners' development.
- Ensure a wealth of community opportunities to help fulfil the service's mission to provide a transformative education for every learner.
- Ensure excellence in the service's pastoral provision, providing the support required for all our pupils to flourish.
- Ensure that the individual needs, experiences, interests and abilities of each learner are met, providing the best environment to ensure that each learner is making progress according to a personalised, planned curriculum, based on best practice in behaviour analysis and developed in accordance with national standards and assessed needs and capabilities.

# About the role

- Take responsibility for developing and leading the safeguarding ethos and practices of the Post-19 service.
- Lead on, or delegate appropriately to the Heads of Hub, all matters relating to pastoral care, learner welfare, first aid and health and safety.
- Support the Heads of Hub to embed safeguarding systems and processes within the service.
- Where relevant, liaise with appropriate outside agencies as necessary regarding the safeguarding adults at risk and oversee the work of the safeguarding teams.
- Monitor and support the Annual Review system within the service, supporting the Heads of Hubs to lead and take an active role in the delivery of the Education Health and Care Plan meetings as well as the Annual Review process, driving forward and recording learner outcomes.

## Management

- Taking operational, day-to-day responsibility for the Post-19 Service including the line management of three Heads of Hub.
- Oversee the creation, development and implementation of policies and procedures to ensure the organised and efficient running of the service.
- Build positive working relations with all staff, and promote staff wellbeing, supporting them to always operate at their best.
- Work closely with the Post-19 Service SLT, the Director of Education and the Head of HR to recruit and retain the best staff for the service.
- In partnership with the HR team, ensure that all staff are recruited according to BeyondAutism policies, conforming to legal disclosure and barring procedures and receive induction training and support to meet the needs of all pupils.
- Ensure all staff understand and follow the service safeguarding policy and that required training is regularly undertaken in line with KCSIE.
- Lead professional development across the staff body and play a role in charity-wide training as required.
- Ensure that the management of staff performance is carried out and reported according to BeyondAutism policy.
- Ensure that resources are effectively and efficiently managed to benefit learners.
- Work with the HR department to attract and retain high quality staff from trainees to specialists.
- Ensure that all records and information are stored according to DfE regulations and the service is compliant with all aspects of GDPR.

## Marketing, admissions and the community

- Work collaboratively with the Head of Marketing and Engagement and the Admissions Officer to ensure that the Post-19 Service has marketing, communications and admissions strategies that align with the aims of the service.
- Have oversight of the new learner assessment process.
- Proactively uphold the continuing high standing of the service in both the local community and the sector more broadly.
- To maintain professional communication, working collaboratively with Local Authorities, Health authorities, the DfE, Ofsted, feeder schools and sixth form colleges and any other agencies responsible for pupils' and their families' educational needs to support and develop the work of the Post-19 service.
- Work with the Head of Fundraising to create and oversee the fundraising strategy.
- To be an ambassador for BeyondAutism and represent its interests in an official capacity.
- To represent the Post-19 Service on statutory and other committees as required.
- Maintain and develop opportunities in the community for Post-19 learners.
- Support the range of communication channels between the services, parents and stakeholders for all matters relating to pupil welfare and progress across the schools.
- Have strategic oversight of the organisation of parental events.
- Develop and maintain strong relationships with parents and carers and support learners to develop life skills and independence so that they are able to live their ideal week.
- Promote and model good relationships with parents, managing challenging conversations based on partnerships to support and improve.

## Business and risk management

- Work with the Director of Education and the COO, to ensure effective and robust risk management policies and procedures are kept updated, compliant and consistently implemented.
- In collaboration with the COO, oversee the financial management of the service's resources, including maintenance of the buildings, facilities and operations.
- Support senior leaders and other budget holders in the preparation and management and oversight of budgets.
- Work with the Heads of Hub and Heads of School to ensure that our risk management process for community-based learning is robust and enables learners to make the most of opportunities on offer near the hubs and in their local communities.

The job description provides an outline of the key responsibilities of the post and is not intended to be an exhaustive list. The post-holder may be asked to undertake any other relevant duties appropriate to the post and / or drawing on the skills and gifts of the post-holder. The job description may be amended over time, in consultation with the post-holder, in order to meet the needs of the Post-19 service and the charity.

# What you will bring to the role

We are looking for passionate and dedicated professionals who want to make a truly positive impact on autistic peoples' lives. Providing outstanding leadership across the three hubs you will ensure the Post-19 service is providing the best education possible for our learners.

	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> <li>• Degree or equivalent</li> <li>• Qualified Teacher Status OR Qualified Social Worker OR BCBA (2 year minimum)</li> <li>• A minimum of five years of practical behaviour analysis, Teaching or Social Care experience, including some experience of working with autistic adults aged 19-25</li> <li>• Level 3 Safeguarding (or the willingness to complete the qualification before starting the role)</li> <li>• Leadership experience in education including experience of education in the community and of leading and managing change.</li> <li>• Experience of working in a specialist further education setting</li> <li>• Experience of preparing and writing reports for external stakeholders such as Annual Reports, EHCP review meetings, Tribunals</li> <li>• Experience of working as part of and with an interdisciplinary team</li> <li>• Experience of advanced skills; programme/IEP development, assessment, designing behavioural interventions and integration of other provisions</li> <li>• Experience in managing teams of staff including dispersed teams</li> <li>• Experience of conducting theoretical and practical training at a range of experience levels</li> <li>• Leadership and line management experience - leading individuals at middle management level to achieve their potential as individuals and as a team to create change and new ways of working</li> <li>• Sound understanding of developments in post 19 and special education and of principles around self-evaluation and service improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of managing IEP's which includes communication and behaviour programmes</li> <li>• Knowledge of delivering a bespoke curriculum</li> <li>• Experience of effective working in environments not specifically underpinned by behavioural analysis</li> <li>• A further qualification (e.g. MEd, NPQH, MBA etc.)</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Good written and verbal communication skills - ability to communicate effectively with autistic young adults, parents and staff</li> <li>• An adept budget planner with substantial experience of delivering on a budget</li> <li>• Strong organisational skills with the ability to effectively manage a diverse and changing workload, meeting deadlines to required standards</li> <li>• Strong people management skills with the ability to train and develop staff</li> <li>• Highly effective written and verbal communication skills, including the ability to compile and present reports</li> <li>• The ability to analyse data and use it to deliver benefits for both individual learners and develop strategies for organisational improvement</li> <li>• A thorough understanding of the inspection frameworks and the ability to communicate those to others</li> </ul>	<ul style="list-style-type: none"> <li>• External communication skills – including public speaking and media engagement</li> <li>• Experience of working effectively with a board of governors or advisory board</li> </ul>



# What you will bring to the role

	Essential	Desirable
Skills	<ul style="list-style-type: none"> <li>• Able to work to the highest standards of professionalism and confidentiality, and able to demonstrate discretion in dealing with sensitive issues and confidential matters</li> <li>• Experience in supporting others in developing management skills</li> <li>• Track record of building and managing productive relationships and alliances with internal and external stakeholders</li> <li>• Good IT skills, including Word, Excel and PowerPoint</li> </ul>	
Abilities	<ul style="list-style-type: none"> <li>• Ability to work closely with the other members of the service leadership and the leadership of the charity</li> <li>• Experience of collaborating with external organisations such as work experience providers, social care and supported living providers</li> <li>• Ability to work in a pressured environment and remain calm in a crisis</li> <li>• Accuracy and attention to detail</li> <li>• Ability to use initiative – be energetic, pro-active and able to work in a self-directed environment</li> <li>• A flexible team player</li> <li>• Self-motivated with the ability to plan, prioritise and meet deadlines</li> </ul>	
Essential personal qualities	<ul style="list-style-type: none"> <li>• Strong belief in and enthusiasm for BeyondAutism's aims, values and mission</li> <li>• A values set that drives community-based learning and inclusion</li> <li>• A commitment to safeguarding and promoting the welfare of children and young adults</li> <li>• Commitment to undertaking further training and professional development</li> <li>• Understanding of and commitment to equality of opportunity within an inner-city, special needs environment</li> <li>• Physically and emotionally resilient in order to work with autistic young adults who may present with behaviours that challenge</li> <li>• A team player who is able to work independently with equal enthusiasm</li> <li>• Inspires confidence and trust with an open and honest approach</li> <li>• Self-motivated, tenacious and resilient</li> <li>• Flexible, adaptable and able to relate well to different types of people</li> </ul>	

# Job information

<b>SALARY SCALE:</b>	£68,305 - £74,640
<b>HOURS:</b>	37.5 hours per week
<b>ACCOUNTABLE TO:</b>	Director of Education
<b>LOCATION(S):</b>	BeyondAutism services, London
<b>PROBATIONARY PERIOD:</b>	Six months
<b>HOLIDAY:</b>	25 days plus bank holidays (rising a day with each year of service after 2 years to a cap of 28 days). Additionally there is a discretionary office closure between Christmas and New Year.
<b>HOW TO APPLY:</b>	If you're interested in applying for the role, please send your CV and covering letter detailing how you meet the person specification and your interest to <a href="mailto:recruitment@beyondautism.org.uk">recruitment@beyondautism.org.uk</a> . If selected for interview you will be required to fill out a full application form for safer recruitment purposes.

If you would like to know more or ask a question please email [recruitment@beyondautism.org.uk](mailto:recruitment@beyondautism.org.uk).

BeyondAutism is proud to be an equal opportunity workplace. We are committed to equal employment opportunity regardless of ethnicity, religion, sex, sexual orientation, age, marital status, disability or gender identity.

BeyondAutism is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment. An enhanced disclosure will be conducted for the successful applicant.

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## How to follow us



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