

**JOB DESCRIPTION – Young Lives Transition Support Worker**

<b>Department:</b>	Sutherland House School	<b>Accountable to:</b>	Head Teacher
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**Purpose of the Post:**

- To be a consistent presence in the life of a young person into adulthood (aged 14-25 years) to support a meaningful and positive transition into adulthood.
- To work to support young people to identify ambitions for the future.
- To support young people from the age of 14 years to enable fulfilment of ambitions into adulthood.
- To work with internal and external partners to identify and work with to achieve outcomes e.g. accommodation, benefits, employment, education, training, apprenticeships.
- To advocate on behalf of young people internally and externally.
- To liaise with the external evaluation team to in design and implementation of the project to provide a meaningful evaluation report at the end of the two-year project.
- To support autistic young people and adults leaving school with their transition to their next setting
- Assist in the development and implementation of transition plans for pupils and adults
- Assist and support in MAP meetings and EHCP meetings to create and develop action plans.
- Work collaboratively with teachers, families, and external agencies to ensure positive transitions for young people into their next setting.
- Provide emotional and practical support to pupils during their transition into adulthood
- Maintain accurate and up-to-date records including communication logs.

**Duties and Responsibilities**

Key Responsibilities:

- Support the transition of children and young people into new environments and/or into adult services
- Provide dedicated and consistent support for young people and adults up to the age of 25.
- Support with accessing benefits, employment and housing advice.
- Provide training/advice to families and external agencies on support options for autistic young people and adults
- Assist autistic young people and adults in finding suitable employment opportunities.
- Collaborate with families, carers, and other professionals to ensure a holistic approach to support.

- Work with internal and external partners to enable transitions into adulthood through accommodation, apprenticeships, employment, training, education and access to support services.
- Be an advocate for autistic young people and adults who access our services

#### Individualised Transition Planning:

- **Assessment of Needs:** Assessment of the young person's current needs, preferences, and aspirations. This involves understanding their educational, health, and social needs.
- **Supporting and facilitating MAP Meetings and EHCP meetings:** attending, facilitating and documenting MAP meetings and EHCP meetings to support person-centred planning and ensure outcomes and actions are agreed and implemented by all agencies.
- **Personalised Transition Planning:** Develop a comprehensive transition plan tailored to the young person's unique circumstances. This plan should outline goals, timelines, and the steps required to move to adulthood starting from year 9.

#### Coordination and Liaison:

- **Collaboration with Agencies:** Act as a liaison between different services, including health, social care, and education providers.
- **Family Involvement:** Engage with families to ensure they are informed and involved in the transition process.
- **Local Authorities:** Work with local authorities to secure funding and meaningful opportunities for the people we support.

#### Skills Development

- **Life Skills Training:** Provide opportunities for the young person to develop essential life skills, such as communication, self-advocacy, travel training and daily living skills.
- **Use of Marchant House:** Facilitate independent living sessions at our dedicated training house based in Chilwell which is available 7 days a week.
- **Work Experience:** Facilitate access to work experience or employment opportunities, helping the young person to prepare for adult life and employment.

#### Emotional and Social Support

- **Support Networks:** Be a consistent presence and help establish support networks, including peer support groups, which can offer emotional and social support during transition times. Key times to consider are leaving school, entering new housing support, entering employment or entering further education.

#### Monitoring and Review

- **Regular Check-ins:** Conduct regular reviews of the transition plan to ensure it remains relevant and effective. Adjust the plan as needed to accommodate any changes in the young person's circumstances.
- **Feedback Mechanism:** Implement a feedback mechanism to gather input from the young person and their family, ensuring their voices are heard and considered.

- **Accurate Records:** Develop and maintain a system of logging work completed and adding this to internal systems to ensure accurate logs are always recorded, including, but not limited to all emails, meetings and telephone conversations.
- **Long-term Outcomes:** Develop a system to ensure data can be tracked beyond the two-year initial project with meaningful data analysis opportunities and opportunities to explore destination data and entry data for autistic young people and adults.
- **Work With External Reviewer:** As part of the project scope, work alongside an external partner to review the effectiveness of the project and report back on KPI to ascertain efficacy and efficiency of the project in securing long-term meaningful outcomes for autistic young people and adults.

**Any other reasonable duties commensurate with the accountabilities of the post and at the discretion of the leadership team at Autism East Midlands**

### **Equal Opportunities Statement**

Autism East Midlands has a strong commitment to working towards the achievement of equality and opportunity in both service delivery and employment. Autism East Midlands' mission statement and strategic objectives directly support these aims. All employees are required to actively support and implement Autism East Midlands' Equal Opportunities Policies.

### **Safeguarding**

There is an expectation that all staff demonstrate a commitment to the safeguarding of young people and adults by being part of an environment and culture which is vigilant and where young people and adults can be safeguarded.

The post holder will be required to undertake such duties as may reasonably be expected. All members of staff are expected to be professional, co-operative and flexible within the needs of the post, the department and Autism East Midlands.

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

*Footnote: This job description is provided to assist the jobholder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.*



<u>2. Special Skills and Knowledge</u>		
<ul style="list-style-type: none"> <li>Ability to plan priorities and organise own workload in response to changing service requirements</li> </ul>	E	S/AF/I
<ul style="list-style-type: none"> <li>Strong relationship building skills</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>Ability to work collaboratively with the team and stakeholders to support the delivery of the requirements of the role</li> </ul>	E	S/AF/I
<ul style="list-style-type: none"> <li>An ability to act as a positive role model and ambassador for Autism East Midlands</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>Decisive with the ability to see tasks through to completion and happy to take responsibility for their own actions</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>An ability to communicate clearly and concisely both verbally and in written formats; and modify the style and type of delivery to the intended audience</li> </ul>	E	S/AF/I
<ul style="list-style-type: none"> <li>Creative thinker with the ability to identify opportunities for support for the people we support</li> </ul>	D	AF/I
<ul style="list-style-type: none"> <li>Experience of multi-disciplinary teams in a school/care setting</li> </ul>	D	AF/I
<ul style="list-style-type: none"> <li>Understanding of autism</li> </ul>	D	I
<ul style="list-style-type: none"> <li>An understanding of the communication needs of autistic individuals</li> </ul>	D	AF/I

<u>3. Personal Qualities</u>		
<ul style="list-style-type: none"> <li>Resilience and an ability to switch between tasks in response to changing priorities.</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>Full current driving license</li> </ul>	E	SAFI
<ul style="list-style-type: none"> <li>Access to vehicle</li> </ul>	D	I
<ul style="list-style-type: none"> <li>Outcome focused with drive and resilience</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>Ability to fulfill all aspects of the role</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>To maintain confidentiality and comply with the requirements of the Data Protection Act and GDPR regulations.</li> </ul>	E	AF/I

D = Desirable      E = Essential

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

Equality Act 2010

The ways in which a disabled person meets the criteria for a post must be assessed as they would be after any reasonable adjustments required had been made. If appropriate, disabled candidates should indicate on the application form if they have needs which should be considered at the short-listing stage.

Short listing will solely be from the completed application form only, against the criteria marked "S", therefore you **must** ensure these areas have been demonstrated

on the application form. It is not sufficient to state, for example, "I have knowledge of domestic skills".

SHORT LISTING PANEL:

<b>KEY:</b>	AF = Application Form	CQ = Qualification Certificate	I = Interview	S = Short listing
<b>1.</b>		<b>2.</b>		<b>3.</b>
Interview Offered: YES <input type="checkbox"/> NO <input type="checkbox"/>				