

Job Title	Autism Resource Inclusion, Engagement and Wellbeing Practitioner
Date	September 2026
Department	Autism Resource
Reports to	Head of AR (Pastoral)
Responsible for	Coordination of Safeguarding

Purpose of the Role

The Autism Resource Inclusion, Engagement and Wellbeing Practitioner supports the safeguarding, wellbeing and engagement of students aged 9–25 within the Autism Resource. Working under the direction of the Head of AR (Pastoral) and in line with the school's Designated Safeguarding Lead (DSL), the postholder helps with early identification of concerns, timely recording and escalation, practical follow-up (including early help), and consistent implementation of autism-informed pastoral strategies that reduce barriers to learning and contribute to EHCP and Preparing for Adulthood (PfA) outcomes.

Departmental Information

Autism Resource is a distinct provision within Ackworth School with its own timetable, resources and curriculum pathways. Some students access selected mainstream lessons; many are educated primarily within AR. The provision is expanding to up to 52 learners aged 9–25, including a discrete 16–25 pathway with additional facilities and internal/external work placements. This role supports that expansion by providing reliable safeguarding and pastoral assistance alongside colleagues and external professionals.

Main tasks and responsibilities

Safeguarding Support (*under direction of Head of AR – Pastoral and DSL*)

- Act as a first point of contact within AR to receive concerns from staff; record accurately and promptly on the school system; escalate to the DSL/Head of AR (Pastoral) in line with policy.
- Help gather chronology, student voice and contextual information to support decision-making by the DSL/Head of AR (Pastoral).
- Assist with risk assessments (including sensory/environmental risks, online safety, community activities), ensuring agreed actions are implemented and reviewed.
- Support practical early help tasks (signposting, referral form drafts, follow-ups) as directed by the DSL/Head of AR (Pastoral).

Pastoral & Wellbeing Assistance

- Implement Personal Support Plans and regulation strategies designed by the Head of AR (Pastoral)/teachers/therapists (e.g., visuals, predictable routines, co-regulation, communication passports).
- Provide key-worker check-ins, monitor regulation and engagement, and alert the Head of AR (Pastoral) to any changes in presentation.
- Contribute to a low-arousal environment (organisation of regulation spaces, visuals, sensory resources).

Attendance & Engagement

- Support daily attendance monitoring, first-day response and graded re-engagement plans for anxious/EBSA learners, following the strategy set by the Head of AR (Pastoral).
- Track agreed indicators (attendance codes, punctuality, lesson engagement notes) and report patterns for action.

Family Partnership

- Be a consistent, professional point of contact for families for routine updates, under the guidance of the Head of AR (Pastoral).
- Support meetings (preparation of notes, logistics, follow-ups) and signpost services as part of early help plans.

Multi-Agency Liaison (*under direction*)

- Prepare paperwork and summaries for TAC/Family Help/CIN/CP meetings; attend alongside (or on behalf of) the Head of AR (Pastoral)/DSL when requested.
- Ensure actions from external professionals (e.g., SaLT/OT/EP/CAMHS) are translated into practical classroom routines and tracked.

Recording, Reporting & Administration

- Maintain high-quality, timely records (concerns, actions, outcomes) and contribute pastoral sections for Annual Reviews and reports as requested.
- Support the pastoral QA cycle (checks of plans, environment audits, incident/attendance data collation).

Training & Team Contribution

- Keep safeguarding training up to date; complete any specialist SEND/ASC courses identified.
- Share briefings or quick refreshers with colleagues when asked by the Head of AR (Pastoral)/DSL (e.g., reporting procedures, de-escalation prompts, online safety reminders).
- Participate in coaching/CPD, reflecting on practice and impact.

Online Safety & Digital Citizenship

- Support delivery of online safety sessions and monitor day-to-day online behaviours, escalating concerns per policy.
- Promote safe, purposeful use of assistive and educational technology aligned to student plans.

Mid Term Strategic Goals

- Timely, accurate reporting and documentation of safeguarding entries
- Consistent implementation of Personal Support Plans and Behaviour Plans
- Clear, timely communication with parents/carers
- Compliance

Person Specification	
Qualifications • Level 3 (or higher) qualification in education, youth work, health/social care, or related field OR equivalent experience. • Current safeguarding/child protection training. • Evidence of ongoing CPD relevant to autism-informed practice and/or pastoral support.	
Experience, Knowledge and Skills	
Essential • Working with children/young people with ASC or additional needs in education or care. • Accurate safeguarding recording and supporting early help/casework under supervision. • Direct family engagement and contribution to multi-agency work. • Understanding of KCSIE, early help pathways and the additional vulnerabilities of learners with SEND. • Strong communication (including with pupils who have communication differences) and professional discretion. • Confident use of digital systems for recording and reporting. • Practical skills in de-escalation, co-regulation, structured routines and use of visuals. • Calm, compassionate and student-centred; resilient and solution-focused. • Highly organised with attention to detail; reliable finisher/completer. • Team player who takes direction well and communicates proactively. • Commitment to safeguarding, inclusion, equality and the school's Quaker ethos.	Desirable • Experience in a specialist/resource setting and/or 16–25 contexts. • Implementing sensory/communication strategies in classrooms or community settings. • Awareness of online safety risks for young people with SEND and proactive classroom strategies. • Familiarity with common assistive technologies and low-arousal environmental design.

Ackworth School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. All staff are required to understand and adhere to the Schools Health and Safety policies.

Job descriptions may be subject to review from time to time and can be altered or amended to meet the changing requirements of the School. They are not designed to limit the extent of the role but instead to outline the main tasks and responsibilities.