

Youth and Schools Support Worker



Centre for ADHD & Autism Support

2nd Floor, Television House, 269 Field End Road, Eastcote, HA4 9XA

Registered Charity Number 10807951193799

Job Description

Job Title:	Youth and Schools Support Worker - Hillingdon
Terms:	35 hours per week Fixed-term contract ending 31 st August 2025
Salary:	£33,000 FTE per annum
Accountability:	Reports to the Youth Services Manager
Location:	Our office is at Television House, 269 Field End Road, Eastcote, HA4 9XA, but much of the work will be performed in secondary schools in Hillingdon, which will be deemed your place of work for that day

1. Job Summary

We have recently developed a project working directly with secondary schools to provide them with youth support in the school setting. This work complements our existing youth support work, which mainly takes place in our offices, and incorporates one2one work with young people, delivery of youth social groups, provision of our specialist youth courses, support during our regular drop-in sessions and training and peer awareness opportunities.

In this role, the Youth and Schools Support Worker (YSSW) will spend Monday working at our centre, taking part in case management, supervision, training and team meetings. The other 4 days of the week will be spent in 4 different secondary schools in Hillingdon delivering our new school project, which particularly focusses on supporting young people to transition from primary to secondary school.

2. School Support Worker

The role will be expected to work in a different school each school-based day, and the times of work may vary, for example to support a pre-school teacher training or an after-school coffee drop in.

As a new project, the work performed will be developed over time, but initially we expect the support worker to:

- Offer one to one sessions to students in the school setting
- Offer one to one sessions with parent / carers in the school setting
- Offer a lunchtime club for students to work on specific topics, or facilitate social interactions
- Provide information and advice to groups of teachers on how best to support neurodivergent students

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- Offer ad-hoc assemblies to the whole school to raise awareness and understanding of the conditions
- Offer ad-hoc coffee drop-in support sessions for parents
- Signpost to other avenues of support, both in and out of CAAS

The role is a full year role, as we anticipate the school holidays being a key time when young people need support as they prepare to start secondary school. However, as a schools based role, the post holder may only take holidays during the school holidays, to ensure support is available to the young people when they most need it.

3. Provision of Transitional Parenting Workshops and Child Groups

We know that the move to secondary school can be a time of anxiety for young people and their families. During the summer term, the YSSW will be expected to deliver 2 2hr parenting workshops to parents to offer support and advice regarding a successful transition.

The YSSW will also deliver an after-school club during the summer term for the children that will start attending the school in September, to provide an opportunity for them to get to know the environment and the YSSW in a contained way. This group will be co-produced by the children, so the content will be determined by the needs of those attending, but could be a creative club or a more focussed course.

4. Key Responsibilities – Wider support

The YSSW will be expected to contribute to the education, support and empowerment of young ADHD and autistic people in a range of other ways, such as:

- Build networks within and across the schools being supported within the schools project, to share best practice and develop projects that best support the young people.
- Manage and facilitate regular and planned groups for young people and their families within the schools in the schools project
- Offer whole school and class assemblies to facilitate peer understanding of neurodiversity
- Provide training to school staff to develop understanding, raise awareness, provide reasonable adjustments and suggest a toolbox of strategies that might best support young people
- Keep abreast of national and local trends and developments affecting ADHD and autistic young people and identify opportunities to promote awareness of their needs and the development of appropriate services and support.
- Join our regular coffee drop-in support sessions to offer youth-tailored support and advice to attending parents and carers.

5. Key Responsibilities - Organisational

- To create resources and content to be used within the schools project
- To provide written reports as required by professional agencies and CAAS.

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- Assist in promoting the organisation's services.
- Attend regular supervision and training sessions.
- To ensure the monitoring requirements for the project are met.
- To provide regular progress reports to the Youth Service Manager.
- To comply with such policies/procedures, guidelines and codes of practice as laid down by CAAS and the Law.

6. Other Responsibilities

- To carry out other tasks appropriate to the post and as agreed with the Youth Service Manager.
- To actively participate and undertake training and development of self and others.

Please note job descriptions only reflect 80% of a role and are not an exhaustive list of duties. You are expected to carry out other activities within the scope of the role.

7. Person Specification - Essential

- Knowledge of ADHD/autism and how families can support their young people.
- Experience in working with and providing support to young people.
- Ability to build good working relationships with young people who may find it difficult to access support.
- Experience/knowledge of the challenges facing neurodiverse young people.
- Knowledge/awareness of reasonable adjustments, strategies, and coping mechanisms to support neurodiverse young people's needs.
- Ability to provide reliable support to families and other adults surrounding a young person, and to act with integrity in times of stress.
- Clear communication skills and an ability to represent the organisation internally and externally.
- Strong organisational skills with great time management. There is a heavy demand for the personal organisation of your workload and managing appointments, and you will need to be able to manage a diverse workload with competing demands.
- Ability to develop relationships with relevant statutory and voluntary sector bodies.
- Ability to develop professional relationships with schools, local authorities, and other partner organisations.
- Experience in safeguarding children, data protection, equal opportunities and diversity legislation and best practice.
- Ability to monitor and evaluate work.
- Good oral and written skills and the ability to write and present clear and comprehensive reports.
- Computer Software Skilled (much of the work is managed via technology and computers)

8. Person Specification - Desirable

- Qualified facilitator / demonstratable experience in facilitating groups and delivering training.
- School Experience
- Voluntary Sector Experience.

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- Counselling or coaching skills.
- Knowledge of SEN / Social Care Legislation.

9. Equal Opportunities

CAAS recognises the positive value of diversity, promotes equity and challenges discrimination. We welcome and encourage job applications from people of all backgrounds, including applications from Black, Asian and Ethnic Minority communities, people who identify as having a disability, and LGB+, Trans and non-binary candidates.

We also recognise the value of flexible working, so will consider different types of flexibility (such as term time, annualised or compressed hours, and a minimum requirement of 60% working in the office for all staff), as well as the possibility of offering the role on a job share basis.

CAAS is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced DBS disclosure.