

Youth & Schools Support Worker



Centre for ADHD & Autism Support

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

Registered Charity Number 1080795

Job Description

Job Title:	Youth & Schools Support Worker
Terms:	35hrs per week, full time. Permanent Flexible hours: evening and weekend work may be required, and the hours may differ each week, depending on the activity that is being undertaken. Additional project work may be available on an ad-hoc basis.
Salary:	£33,000 Full Time Equivalent Salary
Accountability:	Reports to Youth Services Manager
Location:	Offices based at Television House, 269 Field End Road, Eastcote, HA4 9X but much of the work will be performed in local secondary schools, which will be deemed your place of work for that day. Some potential for home working.

Job Summary

CAAS provide an ADHD and Autism Support Service for the 8 boroughs of NW London, from our base in Eastcote, with a team of Support Workers. Our work includes offering information, advice, and support to ADHD / autistic people, their families, and professionals in NW London, with the aim of improving quality of life and developing neurodiverse-aware communities. Some of the support is offered through one2one meetings, some of the support is provided through groups and courses which aim to increase understanding and awareness, and provide opportunities for peer support, and some of the support is offered through training and workshops to educate professionals and drive for accommodations to be made to services to allow greater access for our client group.

Within our youth work, we have 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 some of the week working out of our centre, delivering one2ones, groups and courses, and some of the week working out of different schools in the local area delivering our new school project. One day per week will be dedicated to team supervision, training and meetings etc.

The role requires passion for supporting young people, strong organisation skills and excellent communication skills.

There is no requirement for a significant level of experience of working with ADHD / autistic individuals, but a good understanding of the conditions, a genuine acceptance of diversity and a keenness to make

an impact are essential.

Key Responsibilities

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 the project is rolled out across new schools, we know the specific elements will be embedded 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
- 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, so that young people in need can be supported throughout the year. However, as a partly 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.

Individual Support

The basis of our one2one project is the same, whether being delivered in school, or out of our centre (where it may be offered via video calls). Our individual support encompasses:

- Provision of one-to-one ad hoc, tailored support for pre- and post- diagnosis (with the support to be co-produced by the service user). This support may include, but is not limited to:
 - develop relationships with young people aged 11-25 based on respect and trust, ensuring they have a safe place to develop their identity and place in society.
 - Establish boundaries and explore challenges/differences.
 - Mentor, coach and support individuals, encouraging greater social inclusion
- Attendance at multi-agency meetings and advocate for the young person where required

Facilitation of Youth Courses

CAAS offers specialist youth courses, including Thriving with Neurodiversity and WHY TRY groups, and has received funding to offer them widely across NW London, mainly in schools, although some may be delivered in our centre or in other organisational settings. The YSSW will be expected to deliver a number of these specialist youth courses across the year, and to support in developing and improving the content and delivery methodologies.

These courses may be delivered in the evening, depending on the cohort being supported, and the YSSW will need to be available for evening work accordingly (notice will be given). The total hours per week will remain at 35hrs per week of work, with the agile working policy being used to flex the hours worked during the week to accommodate the necessary work delivery each week.

Facilitation of Youth Social Groups

CAAS offers a wide range of social groups for young people, mainly at our centre, but some online. These are generally held in the early evening. The YSSW will be expected to facilitate some youth groups each month, so will need to be available for evening work accordingly. As noted above, these hours will be worked within the 35hrs worked per week, using the agile policy to flex accordingly. To note that the groups the YSSW will be required to work may change each term, so flexibility in setting working patterns is crucial.

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.

Organisational

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

Other Responsibilities

- To carry out other tasks appropriate to the post and as agreed with the CEO.
- To actively participate in 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 that are within the scope of the role.

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)

Person Specification - Desirable

- Qualified facilitator / demonstratable experience in facilitating groups and delivering training.
- School Experience
- Voluntary Sector Experience.
- Counselling or coaching skills.
- Knowledge of SEN / Social Care Legislation.

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.