

# Recruitment pack

**Director of Education**

Dear Applicant,

I am delighted you are interested in becoming the Director of Education for The National Autistic Society education group.

I truly believe this will be a career defining role for the right person.

We are tremendously proud of our heritage but recognise that we cannot stand still and need to move forward with energy, passion, commitment and innovation.

We are serious about transforming the life chances of the young people we support in our schools.

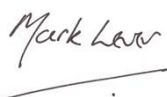
The successful candidate will be joining us at an incredibly exciting time. We have just opened a new independent school on our new Enterprise campus in Chigwell Essex. We want The National Autistic Society's Anderson School to build on our experience gained from our other five independent schools, by providing a leading edge curriculum designed to prepare our students for adult life. The Enterprise campus itself will provide work experience through internships, social enterprise and real work experience. In addition to the Anderson School in the last 3 years we have also opened two new autism-specific free schools and there is a third in the pipeline.

Your role will be to bring these nine schools together as one cohesive group – a group which makes a greater impact than the sum of its individual parts and reaches out into the communities in which they are based.

To apply for this role, please visit our job vacancy [here](#) and complete the online application form. Please let us know if there are any dates during the recruitment timetable (see below) when you will not be available.

If this sounds like an exciting challenge I would love to talk to you.

With best wishes



Mark Lever  
**CEO**  
**The National Autistic Society**

## Recruitment timetable for this role

Closing date for applications	Monday 27 <sup>th</sup> November 2017
Shortlisted candidates notified	Thursday 30 <sup>th</sup> November 2017
Interviews	Wednesday 6 <sup>th</sup> December 2017
Anticipated start date (subject to notice period)	January 2018

If you have any queries, please contact [recruitment@nas.org.uk](mailto:recruitment@nas.org.uk).

We look forward to hearing from you.

Yours sincerely,

**The recruitment team at The National Autistic Society**

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## About The National Autistic Society

We are the UK's leading **autism** charity. Since we began over 50 years ago, we have been pioneering new ways to support people and understand autism. We continue to learn every day from the children and adults we support in our schools and care services.

Based on our experience, and with support from our members, donors and volunteers, we provide life-changing information and advice to millions of autistic people, their families and friends. And we support professionals, politicians and the public to understand autism better so that more autistic people of all ages can be understood, supported and appreciated for who they are. Until everyone understands.



We were formed in 1962 by a group of parents who were passionate about ensuring a better future for their children. Today, we have a head office in London, national offices in Northern Ireland, Scotland and Wales, and a network of regional offices and volunteer-run branches.

Across the UK, we have more than 3,000 staff employed in a wide variety of roles, from teaching staff to family support workers; campaign officers to speech and language therapists; and helpline advisers to administrators.

You'll find more information about us on our website: [www.autism.org.uk](http://www.autism.org.uk).

## Our strategic aims

In 2014, we launched a new five-year strategy. This sets out four key pillars of activity for our charity, all designed to make the maximum positive impact on the lives of the 700,000 autistic people in the UK and their families and friends.

**First, we will strive for excellence in our nine schools and 80 services.** Our charity started the first autism-specific school in the world and the first autism-specific residential service in the UK. We want to continue to pioneer new practice in our schools and services. We will quantify the outcomes and impact we achieve and expand the opportunities for the adults we support to engage in enterprise activities as well as smooth transitions between schools and services.

**Second, we will act as a trusted partner to autistic people, families and friends by passing on the knowledge we have gained through 50 years of practice.** We will help more people get the information and advice they need to navigate the key stages of life. We will learn how to anticipate people's information needs better so more people have the right information at the right time.

**Third, we will support more professionals working with autistic people to understand autism better, by sharing our knowledge through training, consultancy, conferences and expanding our Autism Accreditation scheme.** We will support employers and employability specialists as well as education, health and social care professionals.

**Fourth, we will effect social change by educating more of the public and more politicians about autism.** We want to move from 99% of the public being aware of something called autism to the public really

understanding what more what it's like to be autistic in our society and what they can do to support autistic people. We will push for the Government policy at local and national level to include a real understanding of the impact on autistic people.

**To make these four pillars of activity possible, we need three key enablers to be in place.**

**First, we need to be leaders in autism expertise.** Our Centre for Autism will act as a knowledge hub at the centre of our charity, gathering and developing new autism practices.

**Second, our support services need to be as efficient as possible so that we can maximise the resources available for the pillars of activity above.**

**Third, we need to pay for all these activities.** We will grow our fundraised income, particularly our unrestricted income through increasing regular giving.

Through our pillars and enablers, we will help more autistic people get the understanding, support and appreciation they deserve and more people will be able to live the lives they choose.

## Our values

### **We learn from real experience**

We've spent over 50 years working together with people on the autism spectrum. But we move with the times and we understand that there's always more to learn.

### **We tell it like it is**

We share what we have learned about autism, so that more people can make informed decisions and lead the best lives possible.

### **We inspire**

We celebrate progress, open up new possibilities, spur people into action and motivate change.

### **We are courageous**

We won't accept ignorance or inequality and we'll never stop pushing for more understanding, greater support and a better world for people on the autism spectrum





## What we do

We have approximately 20,000 members, around 115 branches and provide:

- information, advice, advocacy, training and support for individuals and their families
- information and training for health, education and other professionals working with people with autism and their families
- specialist residential, supported living, outreach and day services for adults
- specialist schools and education outreach services for children
- out-of-school services for children and young people
- Employment training and support and social programmes for adults with autism.

A local charity with a national presence, we campaign and lobby for lasting positive change for those affected by autism in England, Northern Ireland, Scotland and Wales.





## Our story

We started in 1962 as a small group of friends who were frustrated at the lack of understanding and help available for us and our children. Since then, we have grown into the UK's leading autism charity but our vision remains the same: a world where all people living with autism get to lead the life they choose.

### 1962. First meeting of founding parents

A group of parents come together to start what will later be called The National Autistic Society.

### 1963. First NAS logo developed

The first NAS logo is designed by a parent member of the Executive Committee, Gerald Gasson, and uses the symbol of a puzzle piece.

### 1965. Sybil Elgar School opens

Sybil Elgar is asked by some of the founding parents of the NAS to teach their children. Since it opened, 383 students have attended the NAS Sybil Elgar School in Ealing, London.

### 1967. First issue of *Communication* magazine

The first issue of our members' magazine was published - now called '*Your autism* magazine' it won the 2014 Charity magazine of the year award.

### 1968. Helen Allison School opens

Due to the popularity of our first school, Sybil Elgar suggests the NAS opens a second school in Gravesend; it is named after the first General Secretary, Helen Allison, upon her retirement.

### 1974. Somerset Court opens

The residential community in Brent Knoll, Somerset opens to provide continued support and care for students leaving Sybil Elgar School, and others.

### 1974. Radlett Lodge School opens

The school is in Radlett in rural Hertfordshire and supports children and young people with autism aged four to 19. Since it opened, 291 students have attended the school.

### 1976. Robert Ogden School opens

The school, originally situated in Wath upon Dearne, Rotherham and called Storm House, is in Thurnscoe, near Rotherham in South Yorkshire. The school supports children and young people with autism aged seven to 19. Since it opened, 480 students have attended the schools.



### **1982. Renamed The National Autistic Society**

In 1982 the charity changes its name from The National Society for Autistic Children to The National Autistic Society.

### **1992. Autism Accreditation launched**

The National Autistic Society and a network of affiliated local societies launch the quality assurance programme.

### **1994. NAS Cymru office opens**

The NAS Cymru office opens in Cardiff.



### **1995. NAS EarlyBird starts**

The EarlyBird programme is for parents whose pre-school child receives a diagnosis of autism.

### **1995. NAS Scotland office opens**

The NAS Scotland office opens in Glasgow.

### **1995. Employment Support starts**

The National Autistic Society recognises the importance of providing employment support to people with autism and opens its first employment support centre.

### **1997. Autism Helpline opens**

The helpline is established started in order to answer the increasing number of calls and enquiries the organisation receives.

### **1997. Jane Asher becomes NAS President**

Jane, having already been a Vice-President for some years, is made President of the NAS in recognition of all her hard work for people with autism.

### **1998. Daldorch House School opens**

The school is in Ayrshire, Scotland. The school supports children and young people with autism aged five to 18. In addition, continuing educational opportunities and supported living arrangements are available for young people from 16-25 years as well as an outreach service for those aged five to 25.

### **2003. Countess of Wessex becomes NAS royal Patron**

Her Royal Highness, The Countess of Wessex takes over this role from Her Royal Highness The Princess Royal.

### **2005. NAS Northern Ireland office opens**

The NAS Northern Ireland office opens in Belfast.

### **2009. Autism Act passed following NAS campaigning**

The *Autism Act 2009* becomes the first ever disability-specific law in England, after campaigning by the NAS.

### **2012. The NAS celebrates its 50th birthday**

We're proud to have been making a difference for 50 years.

### **2013. First free school opens.**

The National Autistic Society founds the NAS Academies Trust and opens its first free school, Thames Valley School.

**2013. Ask autism is developed and launched.**

Ask autism is a training service that has been uniquely developed and delivered by people on the autism spectrum and includes a range of online modules. It provides an 'insider' perspective of autism to give a unique understanding of how people on the autism spectrum would like to be understood and supported.

**2014. The National Autistic Society's Radlett Lodge School celebrates its 40<sup>th</sup> birthday**

Celebrations included a balloon release

**2015. The National Autistic Society's Church Lawton School opens in East Cheshire.**

This is our second free school and teaches children on the autism spectrum from the ages of 4-19

**2015. The National Autistic Society holds its first ever World Autism Awareness Week**

**2015. The first National Autistic Society Cullum Centre opens at Salesian School in Surrey.**

This is the first of four purpose-built specialist centres the National Autistic Society (NAS) and Surrey County Council are opening within mainstream secondary schools the area, thanks to generous financial support from the Cullum Family Trust

**2015. The National Autistic Society's Sybil Elgar School starts its 50th anniversary celebrations.**

This was the first autism-specific school in the UK, perhaps the world

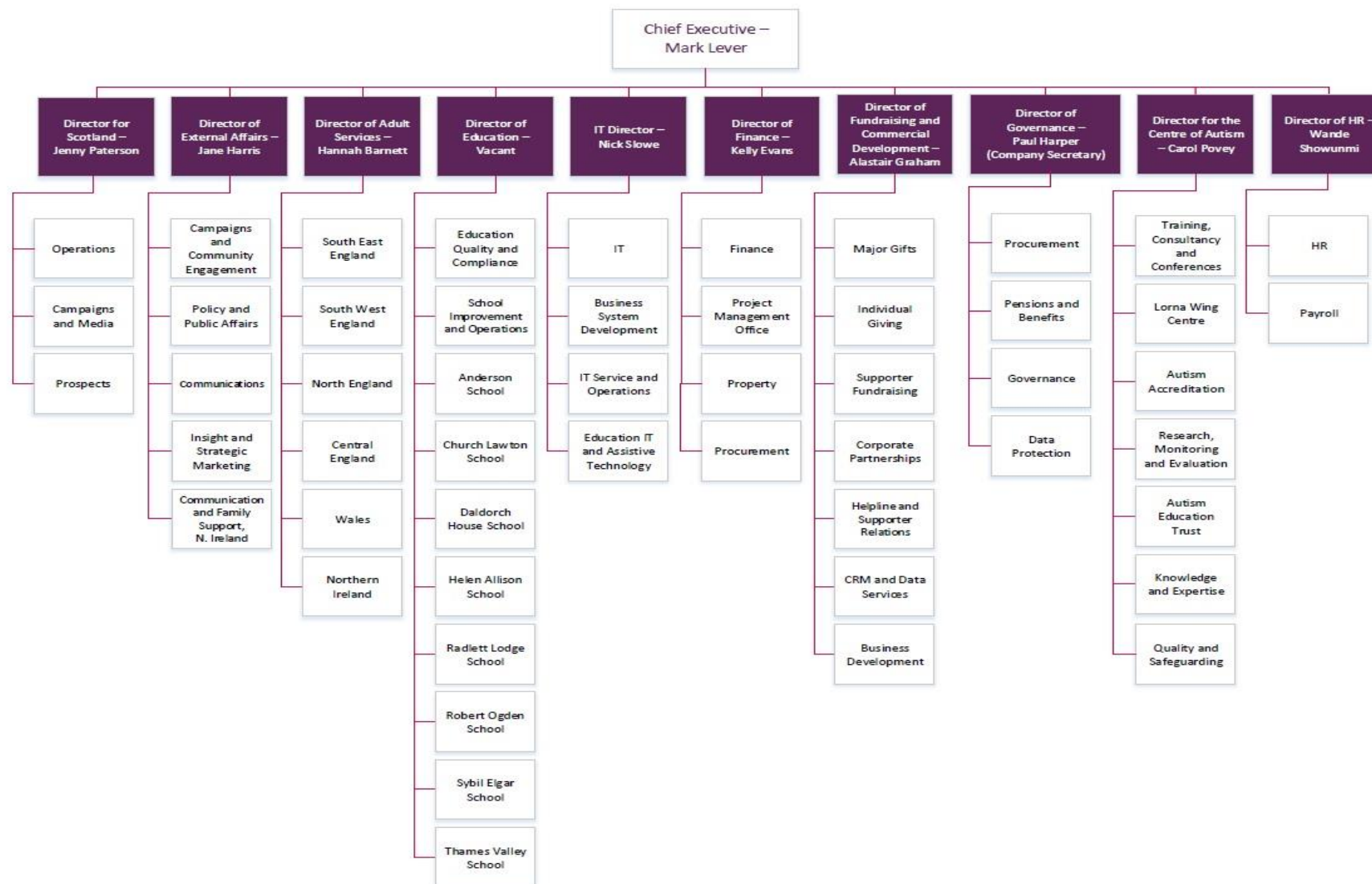
**2016. The National Autistic Society launches 'Too Much Information'**

This is the charity's biggest ever public facing campaign. Too Much Information aims to increase public understanding of autism and launched with a video which was watched almost 60 million times

**2017. The National Autistic Society's Anderson School and Lorna Wing Centre for Autism, Essex open**

The school and specialist assessment diagnostic centre, situated on a 13-acre site in Chigwell, Essex, is opened in September. The school focuses on young people's futures and putting skills for life and employment at the heart of the curriculum. The Lorna Wing Centre will provide complete diagnostic and assessment services for children, young people and adults.

## NAS structure



## About the National Autistic Society Schools

**The NAS currently runs eight schools.**

Five of our schools have an independent status. Our independent schools are funded by individual fees paid by local authorities and governed by our board of Trustees. Many of the regulations and conditions that apply to state-funded schools do not apply to independent schools.



The National Autistic Society's Daldorch House School in South Ayrshire offers fully individualised care and education to children with autism aged 8 to 21. Their tailored mix of care and support provides their pupils with a stepping stone into a positive future.



The National Autistic Society's Helen Allison in Kent is a positive, friendly school that's been bringing out the best in children and young people with autism aged 5 – 19 with autism for over 40 years. They provide a stimulating, high quality day education and residential services that helps each child reach their full potential.



The National Autistic Society's Radlett Lodge School in Hertfordshire is a warm and welcoming day and residential school for children and young people with autism aged 4 -19. The school works hard to make sure that their pupils have the best education, the best opportunities, and the best start in life.



The National Autistic Society's Robert Ogden School in Yorkshire opens up the world to each child and young person with autism, with a huge range of facilities and opportunities including enterprise. The school offers day and residential placements for pupils aged 5 -19.



The National Autistic Society's Sybil Elgar School, our first school which opened 52 years ago in Middlesex, has a creative approach and performing arts specialism which helps every child and young person with autism learn and develop. They have

an international reputation for innovation and a progressive approach to education. The school offers day and residential placements for pupils aged 4 to 19.



The National Autistic Society's Anderson School in Chigwell, Essex, opened in September 2017 to autistic students aged 11-19. The school is purpose built to be autism-specific, focusing on young people's futures and putting skills for life at the heart of the curriculum. Situated on our 13-acre Enterprise Campus, the school's facilities also include our National Inclusion and Development Centre, sixth form centre, workshop and training facilities and indoor and outdoor sports facilities.

Two of our schools are **free schools** and are run through The National Autistic Society Academy Trust (NASAT). These are both local day schools with a catchment area of about 45 minutes travelling time. Free schools have a local governance body and Board of Directors.

Our two free schools are:-



The National Autistic Society's Church Lawton School in Cheshire believes in academic excellence. In their specially designed environment for children with autism, children between 4 and 19 will build on their strengths, learn with confidence and enthusiasm and achieve the very best they can.



The National Autistic Society's Thames Valley School in Reading helps students aged 5 – 16 with autism build on their strengths, learning, confidence and enjoyment. Their aim is to respond to the needs of each of their students, helping them to grow in confidence and achieve

### **The National Autistic Society's Cullum Centres in Surrey**

Four purpose-built specialist centres The National Autistic Society and Surrey County Council have opened within mainstream secondary schools the area. The centres provide specialist support from trained staff, such as learning in small groups and therapies, and a calm setting to retreat to. The Cullum Centres will be operated by the individual mainstream schools and pupils will spend the majority of their lesson time in the mainstream school itself. Every Cullum Centre will follow [MyProgress@](#), The National Autistic Society's methodology to an autism-specific education.



## Future developments

The National Autistic Society's Vanguard School in Lambeth, due to open in 2018, will provide a curriculum offer for students from across the spectrum who have a range of learning needs. The school will provide opportunities for the development of a wide range of independent living skills and will have a focus on community inclusion.




## Our offer





We are specialists. We provide support and education for young people with autism and we are focused on their progress. **MyProgress®** is the name of The National Autistic Society's schools offer.

With **MyProgress®**, children and young people will have the best start in life because every aspect of their care and education is tailor-made for them. **MyProgress®** guarantees that children and young people will use approaches that The National Autistic Society has tried and tested over many years: we know that they make a difference.

Teachers' works with speech therapists, psychologists and, of course, parents to **assess all areas of development**. This helps everyone understand strengths and needs.

### Every term:

	<p><b>My ability profile</b> demonstrates the unique way autism impacts on individuals and learning styles.</p>
	<p><b>MyProgress® meeting</b> identifies what the school and family can do to build on strengths and interests and support in the things found difficult.</p>
	<p><b>MyProgress® plans</b> sets out academic, social and independence targets and says how the curriculum and timetable are going to be tailored to meet individual needs.</p>

	<p><b>MyProgress® curriculum</b> puts significant emphasis on social communication skills, community based learning and enterprise. The curriculum is delivered using the <b>NAS SPELL philosophy</b> that includes a <b>blend of autism-specific interventions</b>.</p>
	<p><b>MyProgress® file</b> provides evidence of my achievements across academic (eg literacy), social (e.g. turn taking), emotional (e.g. managing emotions), and independence (e.g. caring for myself) aspects of learning.</p>
	<p><b>MyProgress® report</b> measures how individuals are doing against targets by rating progress red, amber or green. Achievements in green are celebrated and teachers develop an action plan to help improvement in those areas rated red.</p>
	<p>An important outcome of <b>MyProgress®</b> is ensuring that children are ready to move on to the next stage in their life. We work closely with families and pupils and our transition coordinator to create a <b>My Transitions Passport</b>. This documents describes pupils' skills, interests and aspirations and other key information to provide a clear plan for his or her future and lifelong learning.</p>

We provide a balance of a modified national curriculum and autism specialist curriculum tailored to meet individual needs. All students are respected and encouraged to develop their strengths and wellbeing.

We focus on developing functional academic, social communication, independent living and emotional regulation skills that allow our students to become independent adults who are included in their local community. They will be tailored to address local need and gaps in local provision.

The appropriate inclusion or integration of students into mainstream is an important stepping stone towards people with autism being fully included as valued members of their local community. It also promotes equal opportunities.

However, autism is a spectrum condition and requires a continuum of provision. Our specialist schools are part of that continuum of provision and local offer. Where a young person's needs cannot be met full time in mainstream, they will benefit from access to more specialist support. Our schools put significant emphasis on community-based learning and shared activities with partner schools that promote their inclusion into their local community.

## Job advertisement

**Job title:** Director of Education  
**Location:** Anderson School  
**Salary:** Negotiable dependant on experience  
**Contract:** Permanent Full Time

### Who we are:

We are the UK's leading autism charity. Since we began over 50 years ago, we have been pioneering new ways to support people and understand autism. We continue to learn every day from the children and adults we support in our schools and care services.

Based on our experience, and with support from our members, donors and volunteers, we provide life-changing information and advice to millions of autistic people, their families and friends. And we support professionals, politicians and the public to understand autism better so that more autistic people of all ages can be understood, supported and appreciated for who they are.

Until everyone understands.

### Who we are looking for:

We are looking for an inspiring leader with experience and a strong drive to transform the lives of the young people in our schools and education services.

You must be able to inspire and celebrate our pupils' progress, and that of your principals and heads of education services.

You will have the ability and ambition to transform our current and future schools including our education services. You must be able to drive and sustain high improvement standards. You will be an innovative thinker who keeps abreast of educational and technical developments and can feed these seamlessly into practice. You will be skilled in sharing your experience with all parts of our charity, and will be proactive in encouraging your senior team to do the same.

You will be an excellent mentor and an effective communicator. You will be educated to Master's degree level, or above, in education or a related discipline and have proven experience of developing education services and schools in a changing environment.

### Hours of work:

35 hours per week

### What we can offer you:

- Excellent induction, training and development programme including Autism specific interventions and NAS conference opportunities

- Reflective supervision, mentoring and coaching
- 24-hour access to online training
- Online staff discount scheme for a range of benefits (e.g. childcare voucher and cycle to work schemes)
- 25 days annual leave
- Access to a 24-hour Employee Assistance counselling programme

**How to apply:**

- To apply for this role please click [here](#) and complete the online application form.
- When completing the supporting statement, please refer to the job description and person specification and highlight any information that shows your suitability for the role.
- For more information about this job please email [recruitment@nas.org.uk](mailto:recruitment@nas.org.uk)

**Closing date: Monday 27<sup>th</sup> November 2017**

**Interview date: Wednesday 6<sup>th</sup> December 2017**

Applications for this job are sought from anyone who is suitably qualified and experienced for the role but particularly welcome from those with a diagnosis of autism or Asperger syndrome.

The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment. Successful applicants will be required to complete the relevant safeguarding checks.

Charity number 269425 (England and Wales); SC039427 (Scotland)

We are an equal opportunities employer.

## Job description

Director of Education	
Division / Function: Education	
Reports to : Chief Executive	
Why	<p><b>Job summary:</b></p> <ul style="list-style-type: none"> <li>To provide strategic and operational leadership to schools and educational services across our charity.</li> <li>To promote and maintain high standards of education and direct and shape the curricular and teaching processes within our education provisions; ensuring these comply with national standards and Ofsted.</li> <li>To lead well ran and financially viable education services and schools.</li> </ul>
What	<p><b>Principal accountabilities:</b></p> <ul style="list-style-type: none"> <li>Provide leadership to Heads/Principals of education and schools across the charity.</li> <li>Drive the development of an education and training strategy, linking this to the charity's vision of supporting pupils with ASD in and out of our schools.</li> <li>Drive work-based learning and employability initiatives in all our education services and schools.</li> <li>Lead on developing and implementing variable long and short-term objectives including evaluating, reviewing and reporting outcomes at board level.</li> <li>Develop, monitor and report on the financial state for education services and schools with the support of the Finance Director.</li> <li>Recruit, manage, develop, inspire and motivate the heads of education services and principals.</li> <li>Lead the development of the charity's educational model and support the leadership to translate, implement and capture outcomes.</li> <li>Lead on the overall quality framework and cycle; and ensure it is understood and implemented across education services and schools.</li> <li>Lead on development, transformation and transition plans for our education services and schools.</li> <li>Lead on safeguarding in schools and education services including the development, implementation and review of policies and procedures.</li> <li>Act as key spokesperson and education ambassador for the charity.</li> <li>Analyse and use data for both strategic and operational decisions.</li> <li>Promote effective working partnerships and user engagement through joint working initiatives.</li> <li>Contribute to the development of the charity's overall strategy and operational plan, as a member of the Senior Management Group.</li> <li>Support the understanding of best practice in autism education.</li> <li>Keep abreast of educational and technical developments and feed these into the strategic and operational direction of our schools and education services.</li> </ul> <p>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.</p>

Competencies	<p><b><u>I am committed to making a difference</u></b> I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.</p>
	<p><b><u>I cooperate with others to work safely</u></b> I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.</p>
	<p><b><u>I am committed to making a difference</u></b> I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.</p>
	<p><b><u>I promote the NAS</u></b> I represent and promote the NAS. I influence and raise awareness by talking positively about autism and NAS services to a wider audience. I build relationships and use a range of effective persuasion and negotiation styles to champion the rights and needs of people living with autism. I search for and obtain the resources to fulfil these needs.</p>
	<p><b><u>I communicate effectively</u></b> I use appropriate methods, styles and language to communicate to different audiences. I communicate succinctly using clear language. I listen and take account of others' views and needs. I show understanding and use logic to communicate. I check that others have received and understood the intended message.</p>
	<p><b><u>I develop people's performance</u></b> I allocate work, agree objectives and delegate as appropriate. I understand and consistently apply performance management processes and evaluate outcomes. I am not afraid to tackle difficult issues with people/performance. I give clear feedback and understand when and how to tell people what they need to do. I maximise individuals' performance by coaching and supporting them to develop.</p>
	<p><b><u>I adapt to changing priorities</u></b> I adopt a flexible, proactive approach to get the job done. I am responsive to change and recognise when tasks are urgent and/or important, taking appropriate action. I prioritise activities and know when to say 'no'. I deal positively with last minute changes and interruptions. I look for practical solutions and know when to find different ways to achieve an objective.</p>
	<p><b><u>I develop new and existing activities</u></b> I promote, develop and grow NAS services. I identify gaps in our activities and services, making the case for growth. I know when to share what works well and when something new is needed. I think creatively and practically about NAS activities and services. I seek best practice, building on others' new, alternative ideas and ways of doing things.</p>



<b>Person specification</b> Criteria which will be used in shortlisting and selecting candidates.		
Criteria	Essential	Desirable
<b>Skills/Abilities</b>		
<ul style="list-style-type: none"> <li>• Proven leadership skills</li> <li>• Strategic planning skills</li> <li>• Excellent communications and consultation skills</li> <li>• Resilient and able to work under pressure</li> <li>• Strong corporate ethos and effective team member</li> <li>• Financial acumen</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• Thorough understanding of Education and SEND</li> <li>• Fully conversant with relevant statutory and legal requirements affecting provision of education services including registration and inspection regimes</li> <li>• Knowledge of current issues facing families with autism</li> <li>• Understanding of commitment to equal opportunities</li> <li>• Knowledge of the funding environment</li> <li>• Knowledge of training and quality frameworks in education</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Significant experience in leadership of the implementation of key organisational strategies in education</li> <li>• Experience of developing education services in a changing environment</li> <li>• Proven track record of maintaining Ofsted Inspection &amp; accreditation</li> <li>• Experience of managing a diverse team</li> <li>• Experience of working in education in either practice or policy at a senior level</li> <li>• Proven experience of successfully securing funding and managing budgets</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	
<b>Education &amp; Certification</b>		
<ul style="list-style-type: none"> <li>• Educated to Master's degree level in Education</li> </ul>	✓	

<ul style="list-style-type: none"> <li>• Project management</li> <li>• Post Graduate qualifications in autism/SEN</li> <li>• Evidence of professional development e.g. management qualification</li> </ul>		✓ ✓ ✓	
<b>Context</b>	<b>Interfaces</b>		
	Internal <ul style="list-style-type: none"> <li>• All departments in the NAS</li> <li>• All services</li> <li>• The people we support and their families</li> </ul>	External <ul style="list-style-type: none"> <li>• National, regional and local providers</li> <li>• Families and people with ASD</li> <li>• Other service providers</li> <li>• Commissioning Authorities</li> </ul>	
	<b>Environment</b>	Work (office, school ...) Travel: Will require travel Hours: 35, may be required to work more at times	
	<b>Scope</b>	Financial (impact/budget) People (direct/indirectly manage) Resources (equipment/facilities)	
	<b>Safeguarding responsibilities</b>	The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment.	
<b>Position</b>	Salary Band:	Range: Negotiable (dependant on experience)	
		Date Reviewed:	

## Terms and conditions of Employment

Subject	Criteria
<b>Data protection</b>	<p>We will process the information or data you give on this form and hold it on computer and on your personal records if you are appointed.</p> <p>We may process the information or data for the purposes of monitoring, statistical analysis and to keep accurate employment records.</p> <p>By returning this form, you will be giving your explicit consent to the processing of the data in it, including anything that may be considered to be sensitive personal data by The National Autistic Society – who is your employer.</p>
<b>Salary</b>	Payment is made by bank credit transfer. Salary is paid monthly in arrears on or around the 28 <sup>th</sup> of each month.
<b>Safeguarding</b>	<p>The post holder must be committed to safeguarding the welfare of children.</p> <p><b>This post is subject to satisfactory enhanced disclosure and barring service check.</b></p>
<b>Medical Clearance</b>	The successful candidate will be required to complete a Function Based Health Assessment Questionnaire; this is for the purposes of assessing whether any reasonable adjustment can be made to enable you to undertake your role.
<b>References</b>	<p>Professional/Employment – please provide the names of TWO referees who are known to you in an employment/professional relationship. <b><u>You should include your Manager from your last employment.</u></b></p> <p>In addition references will be sought from all previous education or healthcare sector employers.</p>
<b>Notice</b>	After successful completion of the probationary period, the prior written notice required from you or the NAS to terminate your employment shall be 12 weeks written notice.
<b>Working Arrangements</b>	<p>35 hours per week.</p> <p>Note: Normal hours may be varied to meet the changing needs of the school. There may be occasions when additional hours are necessary to meet specific or special requirements.</p>
<b>Pension Scheme</b>	<p>You will be auto-enrolled into the National Autistic Society's Workplace Pension Scheme (Scottish Widows Auto).</p> <p>If you choose to contribute 4% (or more), our charity will contribute 6% and you will be given life insurance cover.</p>
<b>Probation</b>	All employees have a standard probationary period of six months.

<b>Sick Pay</b>	First six months of service (or until completion of satisfactory probation period) - Statutory Sick Pay (SSP) After 6 months service: 3 months full pay and 3 months half pay.
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