

Job Description

Job Title:	ARP (Autism Resource Provision) Teaching Assistant
Reporting to:	ARP HLTA
Hours / Weeks:	(36 hours per week) (40 weeks per year)
Contract:	Permanent
Salary:	Scale 4

Main Objectives

- **Promote Independence:** Promote students' independence, self-esteem, and social inclusion by recognizing and valuing neurodiverse identities.
- **Adaptive Access:** Give support to students, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement by using tailored strategies for various neurodiverse needs (e.g., Autism, ADHD, Dyslexia).
- **Key Worker Role:** Undertake the Key Worker role, being responsible for day-to-day implementation of specific provision to support individual students with SEND or an EHCP.
- **Professional Guidance:** Provide day-to-day guidance and feedback to colleagues, working closely with staff and parents of assigned students with SEND and students with EHCPs to raise learning and attainment.
- **Supporting Learning and Progress:** Work with class teachers to raise the learning and attainment of students with SEND.

Main Duties and Responsibilities

Teaching and Learning – Neurodiverse Student Support

- **Informed Approach:** Demonstrate an informed approach to teaching and learning by adopting neuro-affirming strategies to support the work of the teacher and increase achievement.
- **Inclusion & Participation:** Promote, support, and facilitate inclusion by encouraging participation in learning and extracurricular activities, including being on the rota for LINC homework and lunch clubs.
- **Environment Management:** Support class teachers in creating a purposeful, low-arousal learning environment, managing student behaviour constructively and promoting self-control in line with school policy.
- **Observations:** Observe student performance and pass observations on to the class teacher to support progress monitoring.

- **Interventions:** Support and deliver small group interventions as directed by ARP Lead (such as social communication or emotional regulation) or 1:1 support lessons based on academic and neurodiversity expertise.
- **Supervision:** Assist with the supervision of students out of lesson time, including before/after school and at lunchtimes, and accompany staff on educational visits.

Planning and Assessment

- **Effective Planning:** Contribute to assessment and planning by supporting the monitoring, recording, and reporting of student progress.
- **Records:** Use allocated time to maintain records and Learning Logs detailing student learning as per departmental policy.
- **Student Passports:** Contribute to and write "Student Passports" to ensure informed decision-making on intervention and provision.
- **Intervention Support:** Support the planning and preparation of small-group interventions and 1:1 support sessions using appropriate resources and agreed strategies.

Working with Colleagues and Other Relevant Professionals

- **Working with the ARP Team:** Work under the day-to-day direction of the ARP HLTA, contributing to the effective delivery of provision and implementing agreed support strategies for students within the ARP
- **Communication:** Communicate effectively with other staff members, students, parents, and carers.
- **Professional Liaison:** Communicate knowledge and understanding of students to school staff and health/social care professionals.
- **Reporting:** Keep other professionals accurately informed of performance, progress, or concerns regarding the students they work with.
- **Collaboration:** Collaborate and work with colleagues and relevant professionals within and beyond the school to develop effective relationships.
- **Annual Reviews:** As a Key Worker, complete Annual Review documentation and participate in the Annual Review process alongside the SENDCo.

Whole-School Organisation, Strategy, and Development

- **Policy Implementation:** Contribute to the development, implementation, and evaluation of the school's policies, practices, and procedures to support school values.
- **School Ethos:** Make a positive contribution to the wider life and ethos of the school.

Health and Safety (H&S)

- **Safety & Wellbeing:** Promote the safety and wellbeing of students.
- **Safeguarding:** Help safeguard students' wellbeing by following the requirements of *Keeping Children Safe in Education* and the school's child protection policy.

Personal and Professional Conduct

- **Ethics & Behaviour:** Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- **School Regard:** Have proper and professional regard for the ethos, policies, and practices of the school.
- **Attendance:** Maintain high standards of attendance and punctuality.
- **Relationships:** Demonstrate positive attitudes and values to develop and sustain effective relationships with the school community.
- **Diversity:** Respect individual differences and cultural diversity.

Professional Development

- Undertake relevant professional development and training, including SEND-specific, neurodiversity-informed, and ARP-related training.
- Participate in the school's appraisal and performance management procedures.
- Engage in ongoing professional learning to develop expertise in inclusive and specialist provision practice.

Note: This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to perform other duties appropriate to the level of the role as directed by the Headteacher or line manager.

(May 2026)

Signed:.....

Dated: