

Role Profile & Person Specification



Job Title:	Teaching Assistant - Autism SRB
Responsible to:	Headteacher via SRB Lead Teacher
Terms and Conditions:	Grade D

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

To work under the direction of the Autism Base Lead Teacher to support the delivery of Alderman Peel High Schools' Autism Base (Cullum Centre), part of Norfolk's Specialist Resource Base (SRB) programme, in accordance with all relevant policies, procedures and in line with the Academy's Service Level Agreements with Norfolk County Council and The National Autistic Society (NAS) Cullum Centre.

The Teaching Assistant role provides consistent, autism-informed support so autistic pupils can access learning, develop communication and independence, manage sensory and emotional regulation needs, and participate meaningfully within the Cullum Centre and mainstream settings.

The Teaching Assistant will help create a predictable, inclusive and supportive learning environment, contribute to pupils' wellbeing and progress, promote safeguarding, and work collaboratively with colleagues and professionals to maintain high-quality provision.

Cullum Centres are permanent school places in the setting where they are arranged. The children/young people who would benefit from a placement at a Centre can access a mainstream curriculum but have barriers to their learning such as social communication difficulties, rigid thinking, sensory sensitivities, difficulty in managing a busy environment, anxiety and need support to regulate their emotions. They may have a diagnosis of autism.

The Cullum Centre is an additionally resourced provision which provides differentiated learning, tailored environments and additional resources to support children and young people to flourish in a mainstream school.

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The Cullum Centre forms part of a county wide programme of SRB provision as part of Norfolk's Local Offer to children, young people with special educational needs and their families.

The Cullum Centre is a beacon of excellence in inclusive education, underpinned by our child centred approach and informed by evidence-based practice.

Key Areas of Responsibility

1. Supporting the Student

- Support autistic pupils to access learning and participate meaningfully within the Cullum Centre and, where appropriate, mainstream classes.
- Use autism-informed approaches, including visual supports, structured teaching, communication systems and low-arousal strategies.
- Provide regulation and pastoral support, helping pupils manage sensory needs, transitions, routines and emotional wellbeing.
- Build positive, trusting relationships with pupils and model calm, consistent responses that support engagement and wellbeing.
- Promote safeguarding, pupil wellbeing and an inclusive learning environment that supports predictability, engagement and progress.

2. Support for the Curriculum

- Support targeted interventions linked to communication, social understanding, literacy, numeracy and emotional regulation.
- Record observations and relevant information to support planning, review meetings and ongoing assessment of pupil progress.

3. Support for the School

- Work collaboratively with the Cullum Centre team, mainstream staff, families where appropriate, and external professionals to ensure consistent support.
- Promote safeguarding, pupil wellbeing and an inclusive learning environment that supports predictability, engagement and progress.

Safeguarding

- Content Undergoing regular refresher training to ensure your safeguarding knowledge is as up to date as possible and in line with new guidance.
- Uphold statutory and school safeguarding measures at all times. Maintain a professionally curious attitude of 'it could happen here' in every aspect of the role.
- To support the development and monitoring of student awareness of safeguarding

Health and Safety

- Be aware of the responsibility for your personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.

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Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

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Person Specification

	Essential	Desirable
Personal Attributes	● Relational ● Self-aware ● Curious ● Accepting ● Empathetic ● Reflective	
Qualifications	● GCSE (or equivalent) English and Maths at Grade C/4 or above.	● Level 2 Supporting Teaching and Learning ● Level 3 Teaching Assistant / Supporting Teaching and Learning
Experience	● Awareness of the SEND Code of Practice and the Equality Act 2010, and how these guide inclusive practice, reasonable adjustments and support that enables children to access learning, participate fully and achieve positive outcomes. ● Understanding of additional needs and the barriers pupils may experience in accessing learning and participating in education. ● Awareness of inclusive practice, safeguarding and approaches that support children's wellbeing, participation and engagement.	● Experience of supporting autistic pupils in a school or educational setting. ● Experience of using visual supports, structured routines or communication systems to support pupils' participation and independence. ● Recent training or professional development relating to autism or special educational needs.
Skills/Knowledge	● Experience and knowledge of basic literacy and numeracy skills and how to develop them in students using known and successful strategies and interventions.	● Knowledge of Norfolk's Autism Specialist Resource Base provision, including its purpose, inclusive approach and role within the wider SEND Local Offer.
Other	● Maintains a calm, patient and consistent approach, including when pupils' needs or circumstances are changing. ● Responds flexibly to pupils' changing needs and routines while maintaining consistent support. ● Works collaboratively with colleagues and professionals, follows agreed	

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	guidance and communicates relevant information clearly. ● Uses initiative appropriately, seeks guidance when needed and is willing to learn and develop practice. ● Demonstrates professional integrity, reliability and accountability, consistently upholding the school's ethos, policies and expected standards of conduct. ● Places pupils' safety and wellbeing at the centre of practice, follows safeguarding procedures and reports concerns promptly and appropriately.	
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