

Person Specification

Job Title: ARP (Autism Resource Provision) Teaching Assistant

Grade / Salary: Scale 4

Hours: Term Time (40 weeks per annum) (36 hours per week)

It is recognised that candidates may not meet all of the essential criteria; however, we are seeking individuals who are committed to inclusive education, neurodiversity-affirming practice, and achieving the best outcomes for students with SEND.

<i>Essential</i>		Evident in Application	Evident at Interview
1.	A Level 3 qualification, degree, or equivalent experience relevant to education, child development, or SEND support	✓	
2.	GCSEs at grades 9 to 4 (A* to C) including English and maths or international equivalents	✓	
3.	Willingness to undertake SEND-specific, autism, ADHD, emotional regulation, safeguarding, and ARP-related training	✓	
<i>Desirable</i>			
4.	Previous experience working in an Autism Resource Provision, SEND department, specialist school, or inclusive mainstream setting	✓	
5.	Training or qualifications related to Autism, ADHD, SEND, SEMH, speech and language, or behaviour support	✓	

EXPERIENCE

<i>Essential</i>			
6.	Experience of working with children and young people, particularly students with SEND, Autism, ADHD, Dyslexia, or SEMH needs	✓	✓
7.	Experience supporting teaching and learning activities in a classroom, small-group, or 1:1 setting, or willingness to undertake training	✓	✓
8.	Experience promoting positive behaviour, emotional regulation, and student wellbeing using inclusive and supportive approaches		✓
9.	Experience working collaboratively with teachers, parents/carers, and external professionals to support student progress	✓	✓
10.	Experience maintaining records, monitoring progress, or contributing to student reviews, support plans, or EHCP documentation		✓
11.	Experience supporting students to develop independence, confidence, communication, and social skills	✓	✓

Desirable			
12.	Awareness of EHCP processes, Annual Reviews, and SEND documentation	✓	✓
13.	Experience delivering interventions focused on social communication, emotional regulation, literacy, or executive functioning		✓
14.	Experience supporting students with sensory needs and implementing sensory regulation strategies		✓
15.	First Aid or Team Teach/de-escalation training	✓	

SKILLS AND KNOWLEDGE

<i>Essential</i>			
16.	Good literacy, numeracy, and ICT skills, including the use of technology to support learning		✓
17.	Excellent organisational and time-management skills, with the ability to prioritise tasks effectively		✓
18.	Ability to build effective and positive working relationships with students, staff, parents, and external professionals	✓	
19.	Understanding of neurodiversity and the ability to apply neuro-affirming strategies to support students with SEND	✓	
20.	Knowledge of how to adapt learning and support strategies to meet individual student needs and learning profiles		✓
21.	Ability to support students in accessing the curriculum in accordance with the SEND Code of Practice and EHCP outcomes	✓	
22.	Understanding of inclusive classroom practice and strategies for creating calm, purposeful, low-arousal learning environments		✓
23.	Ability to support and, where appropriate, deliver targeted interventions under the guidance of teaching staff or the ARP Lead		✓
24.	Ability to observe, monitor, and accurately report on student progress, wellbeing, and behaviour	✓	
25.	Strong verbal communication and active listening skills		✓
26.	Ability to remain calm, patient, and resilient in challenging or stressful situations	✓	
27.	Knowledge and understanding of safeguarding, child protection procedures, and Keeping Children Safe in Education guidance	✓	
28.	Understanding of professional boundaries, confidentiality, and the importance of maintaining accurate records		✓
29.	Understanding of the roles and responsibilities within the classroom, ARP provision, and wider school community	✓	✓
30.	Ability to work flexibly as part of a wider school and professional support team	✓	✓

PERSONAL

<i>Essential</i>			
31.	Enjoyment of working with children and young people with diverse learning needs		✓
32.	Sensitivity, empathy, and emotional intelligence to build trusting relationships with students		✓
33.	Commitment to inclusion, equality, diversity, and promoting student wellbeing		✓
34.	Commitment to achieving the best possible outcomes for all students and supporting student independence	✓	
35.	Enthusiasm for working within a specialist ARP environment and willingness to learn and develop professionally	✓	
36.	Professionalism, reliability, resilience, and a positive attitude		✓
37.	Commitment to safeguarding, confidentiality, and maintaining high professional standards at all times		✓
38.	Collegiality and the ability to contribute positively to the ethos and values of the school community		✓
39.	Respect for individual differences, cultural diversity, and neuro-diverse identities		✓

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check and satisfactory references.

Signed

Dated.....

(May 2026)