

Role Profile & Person Specification



Job Title:	Higher Level Teaching Assistant – Autism SRB
Responsible to:	Headteacher via Autism Base Lead Teacher
Terms and Conditions:	Grade F

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 support high-quality teaching and learning within Alderman Peel High Schools' Autism Base (Cullum Centre), part of Norfolk's Specialist Resource Base (SRB) programme by leading learning activities, delivering targeted interventions, and providing consistent, autism-informed support to autistic pupils.

The HLTA works under the direction of the Autism Base Lead Teacher and contributes to planning, assessment, and the development of an inclusive, structured environment that promotes pupil regulation, communication, independence, and academic progress. The role includes providing guidance to other support staff and supporting continuity of provision when the Autism Base Lead Teacher is unavailable.

To support in the delivery of the Alderman Peel High Schools' Autism Base, 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.

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

Supporting the planning and delivery of learning

- Lead planned learning activities for individuals, groups and classes within the Cullum Centre, adapting approaches to meet the needs of autistic learners and the outcomes in their EHCPs.
- Deliver autism-informed support and targeted interventions that develop pupils' communication, regulation, independence, engagement and access to learning.
- Prepare and adapt resources, visual supports and structured teaching materials to support effective teaching, learning and inclusion within the Cullum Centre and mainstream settings.
- Monitor, record and feedback on pupil progress, contributing to planning, reviews, target-setting and consistent support across the school day.
- Work collaboratively with the Autism Base Lead Teacher, school staff, parents, carers and external professionals to implement agreed strategies and promote positive outcomes for pupils.
- Support the smooth day-to-day running of the Cullum Centre, including maintaining a safe, structured learning environment, modelling effective practice to support staff and supporting continuity of provision when the Lead Teacher is unavailable.

Safeguarding

- 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.

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.

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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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	Essential	Desirable
Personal Attributes	● Relational ● Self-aware ● Curious ● Accepting ● Empathetic ● Reflective	
Qualifications	● HLTA Status (or willingness to work toward HLTA accreditation within an agreed timeframe). ● GCSE (or equivalent) English and Maths at Grade C/4 or above.	● Forest School Leader Qualification or similar.
Experience	● Experience of supporting autistic pupils in a school or educational setting. ● Ability to lead and adapt learning activities, resources and environments to meet pupils' individual needs. ● Knowledge and practical application of evidence-based strategies, including support for communication, sensory needs and emotional regulation. ● Understanding of the SEND Code of Practice, Education, Health and Care Plans and the Equality Act 2010, and their application to inclusive practice and reasonable adjustments. ● Experience of supporting autistic pupils' inclusion and access to learning in mainstream settings. ● Experience of using structured teaching, visual supports or communication systems and delivering targeted interventions.	● Experience of monitoring progress and contributing to Education, Health and Care Plan outcomes, reviews and records.
Skills/Knowledge		● Knowledge of Norfolk's Autism Specialist Resource Base provision, including its purpose, inclusive approach and role within the wider SEND Local Offer.

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		● Evidence of recent professional development in autism or special educational needs.
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 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.	