

Irchester Community Primary School



HIGHER LEVEL TEACHING ASSISTANT WITH AUTISM SUPPORT

Job Description 2026

Irchester Community Primary School – Emperor House

Job Description

Job Title	Higher Level Teaching Assistant (Autism Support)
Hours	27.5 hours per week, 38 weeks per year 9.00 am – 3.00 pm (including 30 mins lunch)
Salary	Support Staff Pay Grade - G, points 8 – 12 Actual Salary - £29,114 to £32,208
Reports to	SENCO – Emperor House unit leader
DBS Disclosure Level	Enhanced

Role Summary:

- To provide support for pupil with an Education, Health and Care Plan (EHCP) and a place within the school's specialist provision, and across the main school supporting pupils with difficulties associated with autism, for the duration of their time at Irchester Community Primary School.
- To support pupils educational learning, emotional, social and behavioural difficulties, either on an individual basis or in small groups.
- To deliver small group sessions to pupils to support meeting the targets on their EHCP.

Key Responsibilities:

- To run specific programmes and activities to assist pupils' individual learning and social needs.
- To be involved in the creation of differentiated resource materials, and to aid teachers in the identification and production of appropriate differentiated materials.
- Develop knowledge of the particular needs of the pupil and seek advice from the SENDCo, Provision Lead, class teacher and outside agencies as required.
- To carry out general administrative tasks: including photocopying, filing, display work, as well as organising and maintaining resources within the Additional Needs team.
- Under the supervision of the SENCO, to assist in the identification and assessment of pupils individual Learning Plan (LP). To maintain up-to-date support records.
- To establish and maintain positive, constructive and professional working relationships with staff, pupils and other education professionals, in order to maximise pupils' development and achievement.
- To be involved in the 'Keyworker' system in school and to act, under the guidance of the SENCO, as an identified adult to whom pupils or staff can come to discuss pastoral issues.
- To acknowledge the need to maintain confidentiality regarding information in relation to pupils, staff or school issues, passing on information of personal nature regarding pupils to an appropriate member of staff.
- To assist with the supervision of pupils during break and at lunchtime.
- To support whole school training and where appropriate lead training of support staff to develop colleagues teaching and learning of pupils with communication and interaction difficulties.

Generic Responsibilities

- To be aware of the school's duty of care in relation to staff, students and visitors and to always comply with the health and safety policies.
- To be aware of and comply with the codes of conduct, regulations and policies of the school and its commitment to equal opportunities. Act in a courteous way at all times in communications with both colleagues and other school stakeholders.
- To support and contribute to the school's commitment to 'Every Child Matters,' enabling children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- To carry out any other reasonable duties or request of your Line Manager, that are in keeping with this post or as may be determined from time to time by the Leadership Team.

Review arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the jobs may change. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

PERSON SPECIFICATION

	Essential	Desirable
SKILLS, KNOWLEDGE & EXPERIENCE		
Demonstrable ability to or proven experience of working with or caring for children of the relevant ages	√	
Demonstrable first-class administration, organisation and time management skills	√	
Ability to use IT/Microsoft Office packages as required, particularly Word and Microsoft Outlook [email]	√	
Ability to adhere to working procedures and policies within the school environment	√	
Experience of working within a school environment and/or in similar role	√	
General understanding of the national curriculum and other basic learning programmes (including literacy and numeracy) relevant to the primary school environment – training and support will be provided		√
Experience of mentoring skills at a level relevant to the role		√
Knowledge of ASD/ADHD, social /emotional and mental health difficulties	√	
QUALIFICATIONS		
A good level of general education, including English & Maths GCSE at Grade C or above (or equivalent)	√	
HLTA qualification or equivalent		√
PERSONAL QUALITIES		
Good interpersonal and communication skills, with an ability to build and maintain effective working relationships with all stakeholders of the school	√	
A demonstrable ability to work with pupils as a professional in a constructive manner: demonstrating open-mindedness, flexibility, and with the ability to convey and instill a desire amongst pupils to learn and develop	√	
Good organisational skills, with the ability to manage time effectively and demonstrate initiative when required	√	
Ability to operate effectively as part of a team or individually as required	√	