



Regulation Team

Job Description

1. Job title: Student Support Assistant
2. Grade: HLTA
3. Supervised by: Assistant Principal-Student Support

We are seeking to expand our capacity to support students across the school by employing a skilled and enthusiastic HLTA to join our Student Support Team, with a focus on supporting students with Autism Spectrum Disorder (ASD). The successful candidate will work closely with students and class teams to promote positive engagement, regulation, and learning.

This role will involve responding to support calls, modelling and guiding the use of effective ASD strategies such as the use of visuals, structured routines, and social stories. You will play a key part in supporting the wellbeing of students across the school and the development of restorative practices, as well as providing advice and guidance to staff on proactive and responsive approaches to LIDS (learning interruptions and dysregulations).

We are looking for someone with strong communication and interpersonal skills, who can build positive relationships with students, staff, and families. A solid understanding of ASD and behaviour support approaches are essential, along with the confidence to coach, advise, and model best practice across a range of settings. The candidate must be resilient, patient and understanding, working towards a positive outcome when supporting with the challenging barriers to learning that individuals may present.

Duties and Responsibilities

1. To assess the LIDS data (Learning Interruptions and Dysregulations), liaising with class teams to identify behaviours of concern and advise accordingly.
2. To work across education and therapy teams to build an effective pupil profile for all students.
3. To challenge practice & attitudes which do not align with ASD best practice and the values of the school as well as model best practice within your own profession.
4. To promote positive and proactive strategies so that individuals are enabled to live active and rewarding lives that are not limited by a restrictive risk prevention approach.
5. To model best practice in de-escalation, Autism strategies, and communication approaches, and provide coaching and guidance to less experienced staff.
6. To advise and support teachers and support staff in using restorative approaches, fostering positive relationships, and promoting independence and self-regulation in students.
7. To work closely with class teams to implement regulation strategies, including ASD teaching principles, visual structures, and routine embedding, ensuring a consistent approach across settings.
8. To provide guidance and advice to staff on Autism practice, including the creation and use of pupil profiles, social stories, sensory strategies, and communication supports.
9. To promote and maintain student regulation and emotional wellbeing by implementing individualised strategies for sensory, emotional, and behavioural needs.
10. To monitor, record, and analyse behaviour incidents, supporting class teams with reflection and planning to reduce recurrence and improve student outcomes.

11. To model best practice when recording incidents, and give guidance to staff if necessary, ensuring the account is detailed, accurate and factual whilst maintaining GDPR guidelines.
12. To answer support calls during the school day providing a quick response to class teams with advice and guidance.
13. To create and adapt resources such as social stories, visual timetables, and communication aids to address specific student needs and support engagement.
14. To support the development of pupil independence, wellbeing, and communication through structured interventions and daily classroom routines.
15. Establish positive compassionate relationships with students that are non-punitive, interacting with them according to their individual needs.
16. Challenge and motivate students to promote and reinforce high levels of self-esteem.
17. Work directly with identified students designing intervention strategies to improve displayed behaviour and engagement through reflection.
18. Observe identified students in lessons to identify barriers to learning, or triggers for LIDS occurrences.
19. Share insights or additional advice regarding student behaviour with the Student Support team, recording any interactions with students on school systems.
20. Assist in the delivery of CPD to enhance staff confidence in managing challenging behaviours.

21. Demonstrate a team approach to meeting outcomes amongst colleagues.
22. To provide a duty of care for the health & safety of yourself and other persons who you support when managing challenging behaviours, reporting any concerns to the Senior Leadership Team.
23. To adhere to all policies and procedures at Addington Valley Academy.
24. Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

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Person Specification

This person specification will be used for recruitment to the Skills Coach role.

It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

QUALIFICATIONS (list)	ESSENTIAL	DESIRABLE	TESTING METHOD
Educated to GCSE standard level 4 and above in English and Maths	√		Checked certificates/ Interview process
Training or courses completed in relation to Autism, supporting with behaviour or therapeutic approaches.		√	Checked certificates/CV
HLTA or Teaching Assistant qualifications.		√	Checked certificates/CV

STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL	DESIRABLE	TESTING METHOD
Safeguarding training	√		Pre-application question
EXPERIENCE (describe)	ESSENTIAL	DESIRABLE	TESTING METHOD
Extensive experience working across education / adult services for Autistic individuals and within the SEND sector.	√		Interview
Experience of working with students with challenging behaviour.	√		Interview / Personal Statement
Able to establish good collaborative relationships and networks with colleagues.	√		Interview
KNOWLEDGE & SKILLS	ESSENTIAL	DESIRABLE	TESTING METHOD
Good people skills to enable you to assist with liaison between student and school or other agencies	√		Interview
Ability to engage constructively with, and relate to, a wide range of young people with different social and cultural backgrounds.	√		
Strong behaviour management skills with an ability to diffuse difficult situations and find constructive ways forward with a focus on removing obstacles to learning.	√		
Excellent communication skills; able to motivate and convey information effectively to students, parents and colleagues	√		Interview
Ability to deal with challenging behaviour firmly but with compassion	√		Interview
Able to find creative solutions for day to day innovation problems, within policy, codes of practice and guidelines	√		Interview
Ability to analyse data and produce detailed reports.		√	Interview
Ability to use basic ICT skills (emailing, printing, resource making, inputting and reading data).		√	Interview
COMPETENCES	ESSENTIAL	DESIRABLE	TESTING METHOD
"Can do" positive attitude Enthusiastic and committed, remains motivated, even when under pressure,	√		Scored application question

to ensure that a high standard is maintained			
Dynamic risk assessment skills Can adapt to ongoing situations, leading, supporting and advising colleagues when needed to de-escalate LIDS.	√		Scored application question
Managing self Resilient and patient when supporting with challenging behaviours.	√		Scored application question
Takes ownership of personal development Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences. Willingness to undertake training related to the post and to the work of the academy	√		Scored application question
Supporting Students Ability to use ASD support tools to aid with communication and maintain regulation.	√		Scored application question

As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.