# Specialist Teaching Assistant

Job description, 20 November 2026



Ambitious about Autism

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# Job description

| | | | |
|---|---|---|---|
| **Job title** | Specialist Teaching Assistant | **Team** | TreeHouse School |
| **Job band** | Band 3 | **Reporting to** | Higher Level Teaching Assistant |
| **Hours** | 36.08 hours per week | **Line manages** | N/A |

## Role purpose

## Key accountabilities and dimensions

### Specialist Teaching Assistant

The primary role of our Specialist Teaching Assistants (STA) is to work collaboratively with each other and other professionals in the school (teacher, non-class based specialist, Allied Health Professionals and Positive Behaviours Support (PBS) colleagues) to ensure pupils experience positive learning opportunities that result in great outcomes/attainment across the school. Utilising training, knowledge, understanding, skills and competencies, with effective deployment and teacher led planning, our Specialist Teaching Assistants (STAs) will provide support to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement whilst also promoting their independence, self-esteem and social inclusion.

The skills, knowledge and understanding set out in the person specification have been underpinned by the national professional standards or this role.

## Personal and Professional Conduct

- Have proper and professional regard for the ethos, policies and practices of the school / Charity.
- Uphold public trust as professional members of staff and approach the role with positivity, creativity, problem solving and a communicative and collaborative mindset which first and foremost supports quality learning.
- Be responsible for safeguarding pupils at all times.
- Be responsible for keeping up to date with safeguarding / health & safety policies.

- Know, implement and actively contribute to the development of risk assessments and plans (can be related to learning, medical care, positive behaviour support) and report concerns when necessary.
- Contribute and support to the overall vision, values and continual improvement of the school / college.
- Use the Ambitious Approach to underpin the focus on improving the quality of life of autistic young people through learning support.
- Value and use differences and diversities in learning support.
- Be self-reflective and professionally curious at all times.

## Knowledge and Understanding

- Actively seek to extend knowledge and skills relevant to supporting autistic pupils with a range of barriers to learning and associated complexities (education, health, therapy and care).
- Know that every pupil is unique and how autism can impact their learning / access to it.
- Know pupils have likes, preferences, motivators and how to engage positively and actively communicate with them.
- Have an ability to adapt your support style to meet a range of pupils needs operating and across a variety of ages.
- Be ambitious and committed to acquiring knowledge, skills and competencies required to support autistic pupils. Commit to CPD to better yourself and your practise to better support learning and engagement of pupils.
- Know the curriculum / subject offers of the school / college and the intended individual learning objectives for sessions.
- Understand and apply pupils preferred learning styles, motivators and engagement tools to effectively support learning.
- Support teaching and learning with a view to reducing direct support and maximise pupil independence wherever possible.
- Be able to apply skills, knowledge and competencies to a range of pupils (within class, across school).

## Teaching and Learning

- Seek to understand and apply knowledge about pedagogy (the art and science of teaching and learning) around autism and child development to supporting pupils learning.
- Ensure personalised approaches to overcoming barriers to learning.
- Support reducing / removing barriers to participation in all learning and extracurricular activities and value social and community access / participation.
- Know that behaviours are a communication and seek to understanding these.
- Encourage self-regulation to support access to learning and be willing to alter your own behavioural styles to best support pupil engagement.
- Train in and consistently apply Positive Behaviour Support strategies / handling techniques (as a last resort.).
- Ensure high-quality assessment takes place by:

    1. Ensuring pupils know what they are meant to be learning.
    2. Finding out what the pupils have learnt.
    3. Providing feedback that improves pupils' learning.
    4. Having pupils help each other learn.
    5. Developing pupils' ability to monitor and assess their learning.

- Train in and consistently use assessment / evidence systems e.g. Earwig, Evidence for Learning.
- Train in and consistently use / ensure that pupils have access to their relevant communication modes at all times. Actively engage in a Total Communication Approach across pupils (Verbal, visual, signing, digital augmentative, Picture exchange methods, objects of reference etc).
- Know the learning objectives for pupils and be proactive with colleagues in ensuring that the resources and environments support learning.
- Actively consider using a range of appropriate, motivating, age respectfulness resources.
- Provide personal care e.g. toileting, dressing, feeding and medication.

## Working with Others

- Recognise and respect the contribution of all stakeholders in effective learning.
- Understand the roles of colleagues and be an active member in creating and maintaining good working relations which put learning at the centre.
- Actively support and promote interventions with a clear understanding of the learning intentions.
- Actively share and celebrate progress and what is working well as well as concerns.
- Be active in agreeing / implementing strategies to address any impacts to learning and to address potential for under achievement.

# Person specification

## Role and band competencies

| Specific knowledge, experience and technical skills | Essential |
|---|---|
| **1.** Maths and English GCSEs or equivalent at Level 4 or above (Grade C or above). | X |
| **2.** Demonstrable understanding of Autism and the ability to adapt communication, teaching strategies, and learning environments to meet the individual needs of autistic learners, promoting inclusion, engagement, emotional regulation, and positive learning outcome. | X |
| **3.** Understanding of how to manage behaviours of distress. | X |
| **4.** Willing to undertake direct intimate personal care tasks as required. | X |
| **5.** Good appreciation of, and a basic knowledge of, health and safety, data protection principles and equal opportunities. | X |
| **6.** Proven ability to solve problems quickly and remain calm. | X |
| **7.** Basic level of IT literacy in using Microsoft software e.g. outlook, Word, Excel. | X |
| **8.** Excellent communication skills both written and verbal (in English). | X |
| **9.** Willingness to support and participate in community-based activities such as swimming and gardening etc. | X |
| **10.** Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. | X |

## Personal attributes

| | |
|---|---|
| **11.** Willing to learn about and commit to the Ambitious Approach. | X |
| **12.** Willing to work with autistic children or young adults with learning disabilities. | X |
| **13.** Willing to lone work as and when required. | X |
| **14.** To have the physical and emotional resilience to work with autistic children/YP who may have behaviours that challenge. | X |

| | |
|---|---|
| **15.** Punctual and reliable. | X |
| **16.** Good appreciation of health and safety in the workplace, data protection principles and equal opportunities. | X |

# How to apply

| Stage | Timescale |
|---|---|
| Closing dates for applications | |
| Candidates informed of outcome of application | |
| Interviews (these will be conducted online via Teams) | |

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact <insert recruiter contact details>.

## Equal opportunities monitoring

Ambitious about Autism is fully committed to equality of opportunity and diversity and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS check. As part of our Safer Recruitment checks, an online search maybe carried out in line with Keeping Children Safe in Education.

The Safeguarding responsibilities of the post as per the job description and personal specification.

Whether the post is exempt from the rehabilitation of Offenders Act 1974 and the amendment to the Exceptions Order 1975, 2013 and 2021. This means that when applying for certain jobs and activities certain spent convictions and cautions are ‘protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS Filter Guidance.

# We are Ambitious about Autism

Our vision is acceptance and opportunity for every autistic child and young person.

We are the national charity helping autistic children and young people to learn, thrive and achieve in a world where they belong.

We work with autistic children and young people and those who support them to build the evidence of what works, deliver services and solutions, and influence change.

## Contact us

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Ambitious about Autism is a registered charity in England and Wales: 1063184 and a registered company: 03375255.

Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.