

Teaching and Learning Assistant



**Ambitious
about Autism**
Schools Trust

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jobs@ambitiousaboutautism.org.uk.

Welcome from Head of School

Thank you for your interest in becoming our new Whole School Mentor and Autism Specialist at the Spring school.

This is an exciting time to join our new team at Spring School, which opened in Kingston in September 2023 and will serve autistic pupils aged 4 to 19 years.

Spring School will be a part of the Ambitious about Autism Schools Trust, which was established as a multi-academy trust to develop new free schools.

In 2020, the Trust was chosen to develop a new special free school for autistic children and young people in Kingston. Spring School will be a place where autistic children can learn, thrive, achieve, and belong.

Pupils will be supported by a trans-disciplinary team to access a personalised curriculum that improves their quality of life and helps them achieve success. Pupils' progress will be robustly evaluated and scrutinised by the Governing Body, and we will work in partnership with academic bodies and partners to develop and share our model and practice.

Spring School will be driven by our Ambitious Approach which you can read more about later in this pack. It focuses on quality of life and underpinning it is the belief that:

- Every pupil has worth and value. Nothing they do or say changes this;
- Every pupil has their own preferences, beliefs, thoughts and feelings and they have a right to have these recognised and supported.

The expectation is that pupils attending Spring School will be able to access age-expected curriculum and learning, however barriers to learning associated with their autism may prevent this from occurring regularly and successfully. Spring School will be a state-of-the-art building to account for this and the curriculum must reflect the need for explicit teaching and development of social communication, emotional regulation skills and self-advocacy alongside a broad and ambitious academic offer.

Joining Spring School is a unique opportunity to build something new, grounded in excellent autism practice, to meet the needs of an under-served community.

We hope you will join us in taking on this exciting role at a key stage of the school's foundation.

Best wishes,

Laura Greenshields
Head of Spring School

About Spring School

Spring School opened in September 2023 as the second school in Ambitious About Autism Schools Trust.

Spring School will support autistic pupils aged 4-19 years with an EHCP.

Spring School will be a place where autistic children can learn, thrive, achieve, and belong. As part of Ambitious about Autism, the school will share our ethos and mission, and align with our aspirations for all autistic children.

As with all Ambitious about Autism settings and services, the outcomes delivered will help to establish models of best practice which will improve outcomes for all autistic children and young people through our work influencing policy and practice.

The school will share expertise, resources, and learnings with the other Ambitious about

Autism settings, while building a strong local reputation of excellence and quality. The school will be a fully integrated part of the community, embedded in the work across the borough and the region to improve outcomes for autistic children.

Through the Ambitious Approach the school will focus on a blend of academic achievement and personal development to achieve positive outcomes and destinations for its pupils.

Partnership working is at the core of the school's vision. The school will work in partnership with parents and carers, recognising the importance of co-production in supporting children's learning and development. The school will build on the relationships we already have within Ambitious about Autism and the Trust, while forging new links with local schools, services, and communities.

Architects design for



Spring School (Moor Lane)

Our story

Ambitious about Autism is the national charity standing with autistic children and young people. We believe every autistic child and young person has the right to be themselves and realise their ambitions. We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

We are proud of our pioneering approach, which started in 1997 when a group of parents set up the TreeHouse Trust to enable autistic children and young people to access the education they need and deserve. In 2012 we established the Ambitious about Autism Schools Trust and opened The Rise School in Feltham. Since then, we have increased our reach and impact across the UK.

Despite our many successes, the sad fact is that autistic children and young people still face a lack of understanding of their needs and the right support. Their worlds have been turned upside down by the coronavirus pandemic, and they need our support now more than ever.

We want to help even more autistic children and young people to improve their quality of life and secure a fulfilling and rewarding future.

About autism

Autism is a lifelong developmental disability that affects 1 person in 57 in the UK. Autism affects the way a person communicates and how they experience the world around them.

It is described as a spectrum condition because while autistic people share certain characteristics, they have individual interests, needs and preferences.

Autistic children and young people face enormous challenges due to a lack of understanding of their needs.

Some autistic people can live independent lives, but others may have additional needs, including learning disabilities. Early intervention, education and support are critical if autistic children and young people are to learn, thrive, achieve and lead fulfilling lives.

Autistic children and young people face enormous challenges in all areas of their lives.



Two thirds

of autistic people and their families didn't receive any support during lockdown.



63%

of autistic young people say their mental health is worse following the pandemic.



70%

of under-18s are waiting longer than the NHS 13-week deadline for an autism diagnosis.



80%

of parents have lost sleep worrying about their child's school placement.



Fewer than

half

of autistic children and young people say they are happy at school.



Just
29%

of autistic people are in full or part-time employment, the lowest rate of all disabled groups.



79%

autistic people say they are socially isolated because of a lack of understanding.



Our mission, vision and values



Our purpose

We help autistic children and young people to be themselves.



Our vision

Our vision is for a future where every autistic child and young person can be themselves and realise their ambitions.



Our mission

We stand with autistic children and young people, champion their rights and create opportunities.



Our values

Children and young people are at the heart of everything that we do.

**Autistic children and young people are
at the heart of everything that we do.**



More than 160,000 schoolchildren in England are autistic, and this number is growing. Yet autistic pupils are still missing out on education because of a lack of provision and support.

Exclusions of autistic pupils have more than doubled in the last ten years. One-fifth of parents of children with autism have had to give up their job due to school exclusions; they regularly have to miss days from work too and reduce their working hours. Meanwhile, 80% of parents said the stress of getting their child the right support at school caused them to lose sleep.¹

Time for Ambition

The next two years of our three-year strategy, will be critical in our work with autistic children, young people and their families to overcome the enormous challenges they face as a result of the lack of understanding of their needs.

We will take a person-centred approach, focused on individuals' quality of life, which we call the Ambitious Approach.

Over the next two years, we will continue to build on our core expertise in education and



employability while engaging more than ever before in the other areas that are essential for autistic children and young people to lead fulfilling lives, such as having supportive families and relationships, good health and wellbeing and being active citizens in their communities.

Our schools and college

Through TreeHouse School, The Rise School, Spring School and Ambitious College we offer specialist education and support to enable more children and young people to access the high-quality education that they deserve.

Quality is at the top of the agenda in everything we do, with a focus on meeting the individual needs of autistic children and young people to ensure they can succeed in education and prepare for adulthood. Through our Ambitious Approach, we embed quality of life across all aspects of our settings to enable us to provide high-quality education whilst affording dignity, respect and compassion.

¹ Ambitious about Autism We Need an education survey conducted between September and November 2019-20

Our Ambitious Approach

The Ambitious Approach is our model of education practice, which focuses on improving the quality of life of autistic young people while they are in education and ensuring that this quality of life continues into adulthood. We want to prepare children and young people for happy and fulfilling lives and, while doing so, afford them dignity, respect and compassion.

Our Ambitious Approach is utilised across all our educational settings. When pupils and learners leave our settings, we want them to find employment, go on to further education or training, and live fully as part of the communities of their choice.

The Ambitious Approach is based on School-Wide Positive Behaviour Support (SW-PBS) and incorporates what is known about supportive practice for children and young people with autism. The approach is designed to address all aspects of an education setting's offer, not just behaviours of distress. Embedding quality of life across all aspects of a setting's functions is vital to the successful implementation of the Ambitious Approach. This ranges from reviewing the curriculum to ensure it prepares students for quality of life, to auditing policy and practice to ensure it affords dignity, respect, and compassion.

Job description

Job title	Teaching and Learning Assistant	Team	Spring School
Job band	Actual Salary- £23,060-£24,245 Term Time only	Reporting to	Class Teacher
Hours	37.5	Line manages	N/A

Approved by:

Updated: May 2025

Role purpose

To support the education of pupils who need specialist support to overcome specific barriers to learning.

Key accountabilities and dimensions

- Contribute and support to the overall vision and values of the school.
- Use specialist knowledge and experience to support pupils' learning.
- Work as part of a team and assist the class teacher to ensure quality education for the children.
- Assist with the planning and delivery of individual support plans (or other pupil-specific plans).
- Provide clerical/administrative support to the assigned teacher, eg. Photocopying, typing, filing and record-keeping.
- Monitor and evaluate pupils' progress and maintain pupil records where appropriate.
- Be aware of and support school policies and procedures.
- Liaise with parents, carers and professional staff (such as OT/SALT) in order to promote the holistic learning objectives of each pupil.
- Assist with the reception and departure of children at the beginning and end of school sessions.
- Develop and implement actions that will promote the integration of the pupil with his/her peers.
- Supervise whole classes during the occasional short-term absence of a teacher as times such as PPA and Golden time.
- Attend to pupils' personal needs, including social, health, hygiene, first-aid and welfare matters.
- Attend appropriate staff meetings and training days/events as requested.
- Have the highest expectations of our pupils learning and behaviour.
- Be aspirational for our pupils' future after school.
- Ensure the highest degree of confidentiality and data protection of all materials.
- Demonstrate a continual commitment to Safeguarding and promoting the welfare of children and young people.
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autisms Equality, Diversity and Inclusion policy and procedures. Equalities
- Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop

- Health & Safety
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person. Training & Professional Development
- The jobholder is required to contribute to and support the overall aims and ethos of the school.
- All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.
- The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.
- meaningful and reflective way. right information to the right people at the right time

Additional duties

- Demonstrate the vision and values of Spring School and AAA in everyday work and practice; upholding the school ethos of challenge and support where all pupils' can reach their full potential by maximising their engagement in and access to learning.
- Actively contribute to the shared culture of excellence and capacity building that promotes inclusion and maximises learning and achievement of pupils and colleagues.
- Treat all members of the school and charity community fairly, with dignity and respect, contributing to the positive ethos and culture.
- Ensure that your own practice is consistent with Spring School and AAA organisation policies and procedures; keep up to date of any changes to these policies through reading, CPD and staff training.
- Take responsibility for your own effective professional communication; orally, in writing, to the right people at the right time.
- Actively engage in personal and corporate CPD regularly reflecting on own practice, working towards personal targets and contributing to school development as set out in the School Development Plan.
- Ensure that your own responsibilities and accountabilities are clearly defined and understood; manage your work and communicate proactively with your manager to this end.
- Uphold Spring School and AAA policies to protect and safeguard pupils' and vulnerable adults in order to secure their health, safety and wellbeing.
- Ensure that your personal use of resources is efficient and effective. Actively uphold THS and AAA Health and Safety, along with Expenditure policies.
- Assume personal responsibility for implementing the organisation's policy on Equal Opportunities and Inclusion for all staff and pupils.
- Carry out such duties, as may reasonably be required, by the Head teacher

This job description is not exhaustive and reflects the type and range of tasks responsibilities and outcomes associated with the role. The post holder will be expected to also complete any tasks, as requested by the Head of School.

Person specification

Role and band competencies		Essential
Specific knowledge, experience and technical skills		
1. Educated to at least GCSE Grade C standard or equivalent in English and Mathematics		X
2. Experience of working with children and young people with autism		x
3. Experience of managing behaviours of distress		x
4. Commitment to the principles of positive behaviour approaches		x
5. Ability to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people		x
6. Commitment to Spring School aims and objectives –able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people		x
7. Knowledge of typically developing children		x
8. 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		
9. Good communication both verbal and written		x
10. Ability to communicate effectively with a range of stakeholders		x
11. Ability to work effectively as a member of a multi-disciplinary team		x
12. Good data collection and analysis skills		x
13. Good training and coaching skills		x
14. Good organisation, planning and prioritisation skills		x
15. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities.		X

How to apply

Stage	Timescale
Closing date for applications	Sunday 6th July 2025
Candidates informed of outcome of application	Tuesday 8th July 2025
Interviews will be held face-face	Monday 14th July 2025

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 Ben Lowe **Recruitment Manager - Education.** - 07510315186 blowe@ambitiousaboutautism.org.uk

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.



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Contact us

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