

## Higher Level Teaching Assistant (HLTA): Autism ARP

Specialist Autism Higher Level Teaching Assistant for Caterham High School's ARP

---

### LBR 6 SCP 18

**Hours: 35 hours per week/44.40 weeks per year**

Required for: September 2025

Age range: 11 to 18

### **The Caterham Way: Believe, Connect, Innovate, Persevere, Excel**

If you have a passion for working with young people with additional needs to help shape a young person's world, and a commitment to work with all ages and abilities, we would like to meet you.

This is an excellent opportunity for a bright and innovative individual to join our Autism Resource at Caterham High (ARCH) team, where we strive to achieve aspirational outcomes and provision for our children and young people, set within a culture of inclusion and high expectations.

We are a highly inclusive, community focused school where children are at the forefront of everything that we do. This is an exciting opportunity to be a member of our specialist provision which opened in September 2023. The provision, which sits within our mainstream secondary setting, will be at capacity from this September.

An exciting part of this role is the development of provision at all key stages including KS5. We have an inclusive sixth form as well as provision for KS3 and KS4 students. You will be responsible for supporting the teaching of specific programmes for the children and young people, delivering a bespoke and individualised curriculum. This will cover National Curriculum subjects (for KS3/4 students) and Study Programmes (Post-16) as well as specific interventions and approaches that are mentioned on pupils' EHCP.

You will be calm, engaging, resilient, enjoy working as part of a team, and be genuinely motivated by helping every child to reach their potential. You will be good at forging good professional relationships with all members of the community that you work with at Caterham High.

**"Pupils at Caterham High School belong to a caring community. Staff encourage pupils to believe in themselves and persevere in pursuit of their ambitions." Ofsted "Good" June 2022** We are a community school that serves a richly diverse area of East London, with many ethnic groups and languages represented. We have good facilities, including sports facilities, and opportunities to support students across the age ranges. Our students are well behaved, polite and friendly. We enjoy excellent relationships between students and staff.

We are committed to staff development including leadership opportunities. There are lots of opportunities at the school to develop your professional profile and experiences. We close early to students every second Friday to support professional learning. We take pride in supporting colleagues' well-being. There are staff activities, and free access to our fitness suite, swimming pool and free parking. Our staff are well known to be friendly and welcoming.

The Access and Inclusion Department boast a successful Deaf provision, where resourcing is shared across Access and Inclusion. We have rooms dedicated to small group learning and a dedicated 'Zen Den' specifically focusing on the social emotional and mental health needs of our children.

We warmly welcome an informal telephone conversation prior to application. You are encouraged to read our most recent Ofsted report and visit the website to find out information about Caterham High School, Ilford.

Are you interested? If so, please see complete an application through the TES or use the application pack and form which are on our website.

Completed application forms should be e-mailed to [recruitment@ecaterham.net](mailto:recruitment@ecaterham.net) by 10.00 am Friday 18<sup>th</sup> July 2025. Please note, the school will assess applications on receipt and may arrange to interview successful applicants before the deadline.

The school has an excellent culture or safeguarding and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Clearance. We endeavour to reply to all applicants but if you have not received a response within two weeks of the closing date, please assume you have not been shortlisted.

References may be taken up for shortlisted candidates prior to interview unless you indicate on your application form that you do not wish your current employer to be approached prior to interview.

*In accordance with KCSiE, Safer Recruitment Guidelines and Data Protection Guidelines, we reserve the right to use social media as part of our recruitment processes. Further details are available from the [LGA guidance note](#). If you would like to discuss this further, please contact the school.*

## Higher Level Teaching Assistant: Autism ARP

### JOB DESCRIPTION

<b>Job Title:</b>	Higher Level Teaching Assistant: Autism
<b>Grade:</b>	LBR 6 SCP 18
<b>Responsible to:</b>	Class teacher and as directed by the ARP Lead and Assistant Headteacher Inclusion
<b>Hours:</b>	35 hours per week/44.40 weeks per year

#### Main purpose

- To support the class teacher in meeting the academic and social and emotional needs of children on the Autistic Spectrum (AS).
- Use detailed knowledge of autism, coupled with high quality skills, to support students' educational progress and attainment.
- Deliver intervention programmes to individuals and small groups with specific Autism needs by preparing relevant and appropriate learning experiences in conjunction with the department staff.
- Take responsibility of AS students inside and outside of the classroom during structured and/or unstructured time.
- Support students in the ARP, in their mainstream lessons and in any extra-curricular sessions so that they understand and enjoy the learning opportunities given to them.
- Liaise sensitively and effectively with parents and carers with regards to their child's progress and any other day to day matters, ensuring confidentiality is respected.
- Within an agreed system of supervision, prepare a range of teaching resources that meet the diversity of AS students' needs.
- Liaise with the AS Lead and/or HLTA to identify areas of need and assist in the development of strategies to support students with AS and all areas of student's learning and development.
- Take an active role in the development and implementation of student profiles, EHC plans and PSPs, and other reporting formats focusing in particular on students with AS by using specialist knowledge and skills.
- Develop and use specialist skills and experience to support students with specific needs (particularly those with AS).
- Support students (focusing on those with AS) consistently whilst recognising and responding to their individual needs.
- Assist students with mobility, eating, dressing and personal hygiene, as required, whilst encouraging independence.

*(Note: All staff in the Access & Inclusion Department (including the ARPs) will support the inclusive ethos of the school and will work positively with all students that the A&I Department supports or as need arises to support good teaching and learning across the school.)*

### **Supporting students**

- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students both within and outside the classroom.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.
- Liaise with parents and relevant external agencies to ensure best practice for targeted students.
- Support students in class or groups to ensure progress and achievement.

### **Supporting teachers**

- Work positively and proactively with the teacher to establish an appropriate learning environment using specialist knowledge and strategies relating to targeted students.
- Work with the teacher in lesson planning, evaluating and differentiating lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Undertake marking of students' work and accurately record achievement/progress and in line with schools marking policy.
- Assist with the recording of achievement/progress in lessons/activities and take responsibility for keeping and updating records as agreed with the teacher.
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- Promote positive values, attitudes, and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents and carers as agreed with the teacher and participate in feedback sessions and meetings with parents with, or as directed.
- Provide general clerical and administration support e.g., administer coursework, produce worksheets for agreed activities etc.

### **Supporting Curriculum and School**

- Implement agreed learning activities and teaching programmes, adjusting activities according to student responses and/or needs.

- Implement learning strategies, programmes, and interventions (e.g., literacy, numeracy), and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of IT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support and by running small group interventions before, during or after school.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility and showing care and attention generally to inclusion resources.
- Proactively support the implementation of school policies and procedures relating to safeguarding, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop to be the best they can be.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of students.
- Attend and participate in relevant meetings, training and performance appraisal processes as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in training and development of staff as appropriate.
- Undertake planned supervision of students during school and out of school hours learning activities.
- Assist with the delivery of and supervise students on visits, trips and out of school activities as required.

#### **Other Duties**

- To attend relevant training/CPD sessions, inset days and twilights sessions and continue professional development as required and directed by AHT Inclusion.
- To take an active role in Department reviews with external agencies, including Ofsted, the Local Authority.
- To carry out all duties and responsibilities with due regard to the organisation's existing policies, such as child protection, health and safety, equal opportunities, and data protection.
- To play a full part in the life of the school community, to support its ethos and values, and to encourage staff and students to follow this example.
- To actively and positively engage in the performance management process.
- To maintain confidentiality at all times.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

- To be welcoming and courteous to all visitors to the school, and when representing the school in the wider community or within the scope of the role contributing to the promotion of the school
- To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.
- To undertake First Aid training to be part of the First Aid team and be part of the Fire Marshall team.

## **Special Conditions of Employment**

### **Training and Development**

The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

### **Health and Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances.

### **Equality and Diversity**

Caterham High School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect, and are entitled to expect this in return.

### **Safeguarding**

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. They will uphold, support and act upon the school Safeguarding Policies and practice ensuring they have an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. Every teacher is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy. They will attend Safeguarding meetings and events as appropriate and work with the Safeguarding Lead to promote strong, secure systems and development of ethos across the school.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a teacher will carry out. Employees will be expected to

comply with any reasonable request from a manager or be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

*This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.*

*I have read, understood, and accept the above job description.*

Last review date: July 2025

Next review date: July 2026

Headteacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Postholder's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Caterham High School    Person Specification: HLTA: Autism ARP    Department: Access and Inclusion**

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understand of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Experience & Qualification	Essential	Desirable
Experience of supporting the academic and social education of children on the Autistic Spectrum		X
Proven impact of improving the life chances of children or young people with AS		X

Led training to other staff in strategies to support AS / SEMH		X
Knowledge of the complex issues and co-morbidities associated with AS such as ADHD, Attachment Disorder etc.	X	
Ability to use positive handling with knowledge and experience		x
Have achieved a qualification in English/Literacy and Mathematics/Numeracy, equivalent to at least level 2 (e.g. Grade C or 4 in Maths and English GCSE)	X	Science - X
Experience of working in an Alternative Resourced Provision or a similar setting for students with AS		X
Evidence of experience supporting students with SEND to progress in all aspects of the curriculum	X	
Experience of working with the Hearing Impaired in all aspects of the curriculum		X
Experience of working with children with English as an Additional Language, in all aspects of the curriculum		X
Experience in using sign to BSL level 1 or level 2		X
Successful experience of teaching students across a broad range of the attainment spectrum	X	
Willingness and ability to obtain and/or enhance qualifications and training for development in the post (e.g. qualifications for Autism, SEN or EAL)	X	
<b>Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>
Demonstrates a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise student attainment	X	
Demonstrates an understanding of the effective planning and delivery of a balanced curriculum	x	
Demonstrate ability to plan, assess and monitor progress	x	
Has the ability and strong commitment to working in partnership with staff and parents	X	
Can set, maintain and actively promote high standards of student behaviour and be able to respond appropriately to challenging behaviour and de-escalate behaviours for positive outcomes	X	
Able to set, implement and report on targets according to the students EHCP	X	
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Ability to deal with sensitive issues in a confidential manner	X	
Enthusiasm, commitment, hardworking and a desire to make a difference	X	



Belief in the responsibility of a school to include students with a diverse range of educational needs	X	
Ability to establish positive relationships and good rapport with adults and Sixth Form students	X	
A willingness and desire to undertake relevant training	X	
An understanding of and commitment to Equal Opportunities and diversity, and the issues affecting social, cultural, linguistic, religious and ethnic backgrounds Commitment to equal opportunities and upholding all school policies	X	
Excellent communication and listening skills and a commitment to teamwork	X	
Confidence in working with standard computer packages (word processing, email and spreadsheets) and supporting students in the use of ICT	X	
Efficient and effective organisational skills and an ability to prioritise and manage own workload to meet appropriate deadlines.	X	
A commitment to young people, their life chances, and being empathetic and responsive to differing needs	X	
<b>ADDITIONAL FACTORS</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Display a knowledge of relevant legislation and guidance in relation to working with children and commitment to the protection and safeguarding of children and young people	X	
Has an understanding of Health and Safety particularly in relation to the welfare of young people	X	