

Job Title:	Higher Level Teaching Assistant
Team/Service Area:	Education / SEND Specialist Support Services
Salary/Grade:	Grade 5 SCP 17 - 22
Line Manager:	SEND Specialist Support Team Manager
Direct Reports	0
Location:	Bunnyhill Centre/Agile. The role will require you to visit a range of education and community settings across Sunderland to deliver educational support.

About Us

Established in 2017, Together for Children Sunderland is on a mission to improve services in social care, early help and education and engage the whole community in giving children and young people in Sunderland the best possible opportunity to thrive.

Our dedicated workforce strives to make a difference, irrespective of our work vocation or specialism.

We value diversity and actively seek candidates from all backgrounds, including various ages, disabilities, neurodiverse individuals, gender identities, sexual orientations, religions, beliefs, races, and cultural backgrounds. Our inclusive workplace culture fosters collaboration and excellence.

Find out more: [Find out more - Together for Children](#)

About the Role

Initiate and model specific teaching strategies appropriate for Children and Young People (CYP) with complex SEND, including Autism, SEMH, difficulties with attachment and trauma, to teachers / support staff. This will relate to individual pupils within specific learning environments, including those accessing Alternative Provision and bespoke programmes of Education Other Than at School (EOTAS)

Make a significant contribution towards the assessment of the individual learning needs of children and young people with a range of complex SEND.

Support interventions to engage / re-engage children at risk of non-attendance due to anxiety

Provide support and interventions for CYP with complex needs who are at risk of permanent exclusion or subject to repeated fixed term exclusions

Key Responsibilities

- Work with schools, Alternative Providers, parents, key practitioners, and children / young people (CYP) with complex needs in promoting and supporting the effective inclusion of CYP attending mainstream schools, specialist settings or Alternative Provision.

- Make a significant contribution in the assessment of the individual needs of CYP with complex SEND.
- Implement a wide range of specific strategies across a variety of settings to meet the needs of CYP with complex Autism, SEMH difficulties and / or difficulties resulting from attachment and trauma
- In conjunction with Specialist teacher, contribute to training for teachers and the whole school / in relation to complex SEND.
- Liaise with a range of practitioners and teaching staff to identify the needs and appropriate support of CYP.
- Raise awareness to all staff of the strengths and difficulties of individual pupils with complex Autism or SEMH difficulties.
- Assist all staff to monitor, record and evaluate students' needs, identify appropriate strategies and provide feedback on observations undertaken.
- Prepare and review student targets as identified by Specialist Teacher or other key practitioners.
- Model resources and equipment required to address students' needs and support their participation in learning tasks and activities.
- Provide support to teachers in developing effective approaches to manage complex Autistic behaviours and behaviours linked to SEMH needs, including attachment and trauma difficulties.
- Manage the planning and programming of specific transition activities and working with individual students and groups to set up and manage interventions.
- Support the transition of students between provisions.
- Support students in their understanding of Preparation for Adulthood, life skills and mental well-being.
- Provide relevant support to parents/ carers as required.
- To safeguard and promote the welfare of children and young people.
- Champion equity, diversity and inclusion in all aspects of your work and the communities you assist.

Additional Information/Other Requirements

- Attending and participating in training and development activities as required.
- Participating in professional development and review.
- Follow protocols as agreed by the team.
- Attending meetings, liaising, and communicating with colleagues in schools, outside agencies and other relevant bodies.
- Being an effective role model for the standards of behaviour expected of students.
- Contributing to the team's self-evaluation process.
- Establish constructive relationships and communicate with the other agencies / practitioners to support achievement and progress of pupils
- Have high expectations of all students; respecting their social, cultural, linguistic, religious, and ethnic backgrounds; and be committed to raising their educational achievements.

The post holder will:

- Treat all CYP consistently with respect and consideration and be concerned with their development as learners.
- In line with the team's policy and procedures, use behaviour management strategies which contribute to a purposeful learning environment.
- Work collaboratively with colleagues as part of a professional team; and carry out roles effectively, knowing when to seek help and advice from colleagues.
- Reflect upon and seek to improve personal practice.
- Work within the team's policies and procedures and be aware of legislation relevant to personal role and responsibility in the service.
- Recognise equal opportunities issues as they arise in the schools and respond effectively, following schools' policies and procedures whilst working in settings.
- Build and maintain positive relationships with pupils, parents/carers, school staff and other practitioners.



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- Have the skills to communicate with a wide range of audiences.
- Undertake any other duties commensurate with the post.

Our Expectations

You must undertake this role in accordance with the requirements set out below:

- Comply with Together for Children's Code of Conduct, People policies and procedures, Health and Safety Policy and EDI Statement.
- Uphold all relevant professional policies, standards and legislative requirements
- Adhere to the Data Protection Act 2018 and GDPR principles in relation to the management and handling of personal and/or sensitive information and respect the privacy of personal information managed by Together for Children Sunderland.
- Comply with the Freedom of Information Act 2000.

This job description is a guide to the duties you will be expected to perform. It is not an exhaustive list, and you may be required to undertake other tasks and duties not listed that are reasonably commensurate with the job role and grade of the post. Where a fundamental change to the job description is needed this will be discussed with the postholder prior to any changes being made

Date: May 2025



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Person Specification – Higher Level Teaching Assistant

The requirements for this post and how candidates will be assessed are set out below.

Essential Requirements	Method of Assessment
Qualifications Higher Level Teaching Assistants' Award (HTLA status)	Application Form
Experience - Min 3 years' experience, evidence - substantial work with SEN in mainstream or specialist setting. - Meeting needs of children with Autism and / or SEMH difficulties within a mainstream or specialist setting. - Commitment to CPD within the last two years.	Application Form
Knowledge and Understanding - Teaching approaches to support children with Autism and / or SEMH difficulties and the ability to supporting teaching staff in relation to these. - Strong understanding of safeguarding processes and the ability to proactively implement safeguarding protocols. - Good understanding of SEN Code of Practice	Application Form
Skills and Abilities - Assist in the planning, assessment, and teaching of children with Autism and / or SEMH. - Adapt strategies to a variety of settings and different age and ability groups. - Design, select and adapt appropriate resources to support individual students. - Deliver training on Autism and / or SEMH approaches to a wide range of audiences. - Monitor children's progress and write detailed reports to support teachers and other practitioners. - Maintain good working relationships with students, carers, parents, school staff and other relevant practitioners. - Demonstrate strong organisational skills including the ability to organise meetings, record notes and write accurate reports with clear recommendations. - Set and monitor appropriate targets for children. - Demonstrate excellent communication skills, including the ability to demonstrate an empathetic approach when there are different points of view. - Effectively use a PC to prepare documents, reports, record information or input data. - Work flexibly and demonstrate strong time management skills when planning own workload.	Interview
Other Requirements Commitment to Equal Opportunities	Interview



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