



Job Title:	Higher Level Teaching Assistant
Team/Service Area:	School Improvement
Salary/Grade:	Grade 5
Line Manager:	Early Years Advisory Teacher
Direct Reports:	None
Location:	Bunnyhill / Schools/Agile

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

Work alongside other members of the early years team to support individual children and settings, while continuing to build and develop the professional relationships that already exist between the team and individual settings. Support the team to build, grow and develop the package available to schools.

This role is exempt from the Rehabilitation of Offenders Act 1974 and therefore requires a satisfactory Enhanced Disclosure and Barring Service (DBS) Check.

Key Responsibilities

- Support the delivery of high-quality learning activities for children in early years settings, working with individuals and small groups under the direction of the teacher or Early Years Practitioner.
- Prepare, organise and adapt resources to support play-based learning, communication, language development and wider early years provision.
- Contribute to the development of learning activities and resources so they meet the needs, interests and stages of development of individual children.

- Use knowledge of early years development to engage, communicate with and support children with a range of needs and abilities.
- Evaluate how effectively activities support children's engagement, learning and development, adapting approaches where needed to ensure activities are accessible and appropriate for different ages, stages and abilities.
- Review and refine existing activities and resources to ensure they remain purposeful, engaging and suitable for children in early years settings.
- Provide timely feedback to teachers, Early Years Practitioners and other staff about children's engagement, progress, needs and responses to activities.
- Support observation and assessment processes by recording children's responses, achievements and next steps in line with setting procedures.
- Maintain accurate records of activities, support provided and children's progress, using agreed systems and professional judgement to inform future support.
- Contribute to training, modelling and shared learning opportunities where appropriate, supporting practitioners to develop effective early years approaches.
- Assist colleagues in reviewing the level and duration of support children may need within early years provision.
- Provide practical advice and support to teachers and practitioners to help children access learning, routines and wider provision within the setting.
- Support teachers and practitioners in developing positive approaches to children's behaviour, emotional regulation, communication and engagement.
- Support teachers and practitioners to gather information that contributes to accurate assessment, planning and review for children in early years settings.
- Maintain effective communication with professionals across early years settings, supporting the completion of agreed records, plans and documentation where required.

Additional Information/Other Requirements

- Attend and participate in training as is required.
- Participate in regular professional development and review meetings.
- Follow protocols as agreed by the team.
- Be an effective role model to the children who engage with the different parts of the service.
- Contribute to the team's self-evaluation process.
- Establish constructive relationships and communicate with other practitioners to support achievement and progress of pupils.

The post holder will:

- Have high expectations of all students, respecting their social, cultural, linguistic, religious and ethnic backgrounds.
- Commit to supporting all children to make progress and attain at greater levels.
- 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 regularly upon and constantly seek to improve personal practice.
- Follow schools' policies and procedures whilst working in settings.
- Build and maintain positive relationships with pupils, parents/carers, school staff and other practitioners.
- Have the skills to communicate with a wide range of audiences.
- Undertake any other duties commensurate with the post.
- 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.

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: July 2026

Person Specification – Higher Level Teaching Assistant

The essential requirements for this post and how candidates will be assessed are set out below. Where 'application form' is the method of assessment, candidates should evidence that they meet these criteria, to be successful at the shortlisting stage.

Essential Requirements	Method of Assessment
Qualifications Teaching Assistants' Award or Qualified Teacher Status (HLTA status or QTS)	Application Form
Knowledge and Experience - Teaching early years children from across the Primary age range. This may exist in multiple forms: such forms may include within the context of a whole class, small group sessions, 1:1 format, online lessons. - Teaching approaches, strategies and resources which can be used to support children with early years. - Using specific early years strategies and resources to communicate with children on a regular basis. - Using specific early years strategies and resources to support the learning of early years children. - Delivering short presentations to a range of different people. - Safeguarding processes and the ability to proactively implement safeguarding protocols when in different settings.	Application Form
Skills and Abilities - Assist in the planning, assessment, and teaching of children with early years. - Adapt specific early years strategies and resources to ensure resources can be accessed by different age and ability groups. - Design, select and adapt appropriate resources to support individual students. - Maintain good working relationships with students, carers, parents, school staff and other relevant practitioners. - Form and maintain positive working relationships with a wide range of people within the organization, with schools and external partners. - Competently use word processing, presentation and spreadsheet packages e.g., MS Teams, Word, Excel, Outlook, and PowerPoint - Listen and respond to feedback to develop the service. - Analyse and interpret qualitative and quantitative information.	Interview / References / Interview tasks

• Demonstrate excellent communication skills, including the ability to effectively communicate different messages to school personnel. • Work flexibly and demonstrate strong time management skills when planning own workload to ensure deadlines are met. • Commitment to securing positive outcomes for children and young people. • Work effectively as part of a wider team.	
Other Requirements • Demonstrates an understanding of, and ability to, promote equality of opportunity, diversity and inclusion • Ability to meet the travel requirements of the post	Interview / References

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