

JOB DESCRIPTION

Post: Teaching Assistant (Level 3) Initially in Early Years.

Responsible to: Headteacher

JOB PURPOSE

To work with and supervise individuals and groups of children under the direction/instruction of initially Early Years teaching staff and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques and providing specialist EYFS support. Assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes during the short-term absence of teachers.

MAIN DUTIES

Support for the Pupil

- Establish good working relationships with pupils, acting as a role model and setting high expectations as part of a key worker role.
- Provide consistent support to all pupils, responding appropriately to individual pupil needs
- Assist with the development and implementation of SEN Support Plans
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
- To observe and assess children in accordance initially with the new updated early years curriculum
- Use specialist (Curricular/mental health and wellbeing) skills /training /experience to support pupils

Support for the Teacher

- Assist with the display of children's work
- Establish and maintain an appropriate learning environment under the supervision of the teacher
- Contribute to lesson planning, evaluating and adjusting plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested
- Assess routinely using observation and accurately record achievement/progress
- Promote positive values attitudes and good pupil behaviour, deal promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's supervision
- Provide clerical/administration support

Support for the Curriculum

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs
- Support the delivery of an effective curriculum, utilising all alternative learning opportunities to support extended development
- Support the use of IT in learning activities and develop pupils' competence and independence in its use
- Assist pupils to access learning activities through specialist support, e.g. Small Intervention groups and working 1:1 with children
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required
- Establish own best practice and use to support others
- Assist in the training and development of classroom support staff
- Assist with the planning and delivery of opportunities for pupils to learn out-of-school hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- Hold, or be willing to hold, a paediatric first aid certificate.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

PERSON SPECIFICATION

| | Essential (E) or Desirable (D) |
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| <u>Skills</u> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build and maintain effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate • Ability to adapt own approach in accordance with pupil needs • Excellent personal numeracy and literacy skills | E E E E E E |
| <u>Knowledge and Understanding</u> <ul style="list-style-type: none"> • Excellent understanding of curriculum for the specified age range • Understanding of principles of child development, learning styles and independent learning • Working knowledge of relevant policies/codes of practice/legislation • Understanding of inclusion, especially within a school setting • Experience of resources preparation to support learning programmes • Effective use of IT to support learning • Understanding of other basic technology – photocopier, computers etc. | E E E E E E D |
| <u>Qualifications, Training and Experience</u> <ul style="list-style-type: none"> • Minimum 2 years experience of working with children in an educational setting (within Early Years) • NVQ Level 3 for Teaching Assistants or equivalent qualification or experience • GCSEs / O Levels Grades 4 or above or A-C in English and mathematics • Willingness to participate in relevant training and development opportunities • ELSA (Emotional Literacy Support Assistant) / other mental health and wellbeing training • Training and experience in special educational needs and intervention strategies | E E E E D E |

Professional Values and Practice

Must be able to demonstrate the following:

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| • A commitment to supporting the school's vision, ethos and values | E |
| • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | E |
| • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners | E |
| • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work | E |
| • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice | E |
| • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning | E |
| • Able to improve their own practice through observations, evaluation and discussion with colleagues | E |

