

MERE GREEN PRIMARY SCHOOL

Teaching Assistant (EYFS) Job Description Grade 3

This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities

*Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the best interests of the child.*

PURPOSE OF JOB

To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate in line with the vision and ethos of the school and the Arthur Terry Learning Partnership (ATLP).

DUTIES AND RESPONSIBILITIES

Support for Pupils either individually or in groups

1. Support the learning of individuals or groups
2. Establish and maintain relationships with pupils
3. Contribute to Individual Education Plans as appropriate.
4. Support pupils during learning activities.
5. Promote pupils' social and emotional development.
6. Contribute to the health and well being of pupils.
7. Provide support for bilingual/multilingual pupils (where appropriate to the focus of the role).
8. Support children with specific needs (where appropriate to the focus of learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.
9. Support pupils with literacy and numeracy skills.
10. Support pupils to access the curriculum.

Support to the Teacher(s)

1. Observe and report on pupil performance.
2. Contribute to the planning and evaluation of learning activities.
3. Assist in preparing and maintaining the learning environment.
4. Contribute to the management of pupils' behaviour.
5. Contribute to the maintenance of pupils' records.
6. Support the maintenance of pupils' safety and security.

7. Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson.
8. provide general administrative support, for example, administer coursework, produce worksheets etc.
9. Undertake more complex marking of pupils' work in line with school policy.
10. Undertake joint home visits as appropriate and in line with the school policy

Support for the School

1. Support the development and effectiveness of team work within the school environment.
2. Develop and maintain working relationships with other professionals.
3. Liaise with parents as appropriate.
4. Review and develop own professional practice.

Support for the Curriculum

1. Support the use of information and communication technology in the classroom.

JOB FOCUS

1. To attend a weekly staff meeting
2. To support the class teacher in the delivery of the Curriculum.
3. To be responsible for the administration of First Aid to pupils with minor injuries and to ensure referral to a named First Aider qualified to deal with cases of major injuries.
4. To support pupils with barriers to learning and raise their self – esteem through targeted intervention

QUALIFICATION REQUIRED – Essential - NVQ Level 3 or equivalent

REPORTS TO – Phase Leader/ Head Teacher

PRINCIPAL CONTACTS – Phase Leader/ Head Teacher

SPECIAL CONDITIONS – See The Education (Specified Work and Registration (England) Regulations 2003 and Guidance for Schools on Cover Supervision.

PERSON SPECIFICATION - Teaching Assistant (Level 3)

		ESSENTIAL	Measured by:
1.	Qualifications/ Training Competences	Excellent numeracy and literacy skills equivalent to GCSE grade C or above Relevant NVQ3 or recognised equivalent qualification Relevant IT qualification (including Apple Teacher) or willingness to complete within the first term	AF / I
2.	Relevant Experience	Extensive experience of working to support children's learning gained within an Early Years environment within a school setting Previous relevant experience working with small groups of children with additional social, emotional and behavioural needs.	AF / I
3.	Knowledge	Full working knowledge of relevant policies/codes of practice. An understanding of curriculum matters to be able to contribute effectively to curriculum development, planning, evaluation and implementation. In depth understanding of areas of learning for the Early Years Understanding of principles of child development and learning processes.	AF / I
4.	Skills/Ability	Ability to use ICT and other relevant equipment/technology to support learning. Ability to plan effective actions for pupils at risk of underachieving. Well-developed interpersonal skills to be able to relate well to a wide range of people. Ability to work constructively as part of a team whilst being able to demonstrate initiative, responsibility and accountability. Good communication skills. Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Adaptable to change/embraces and welcomes change and is committed to development and improvement. Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	AF / I
5.	Personal Skills	Motivation to work with children and young people. Ability to form and maintain appropriate relationships and personal boundaries with children and young people. Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	AF / I