Teaching Assistant Level 2 EYFS, Grade 3

Job Description & Person Specification

The post holder will report to the Teacher / Phase Leader. Apart from other colleagues in the school, the main contacts of the job are: Headteacher(s), teaching staff, other support staff and pupils.

Job Description

Under the guidance of a teacher, take a lead role in addressing the needs of pupils who require help to overcome barriers to learning.

Deliver learning programmes and support individual pupils and small groups.

Support for pupils

1. To work with groups of children under the supervision of the teacher including the implementation the delivery of programmes of work and implementation of PSPs
2. Use specialist (curricular learning) skills/training/experience to support pupils
3. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
4. Promote the inclusion and acceptance of all pupils
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
6. Promote independence and employ strategies to recognise and reward achievement of self-reliance
7. Provide feedback to pupils in relation to progress and achievement
8. Attend to children's personal needs, including intimate care, minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters.

Support for Teachers

9. Under the direction of the teacher prepare the classroom for lessons, including display work and clear afterwards as appropriate.

10. 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

11. Undertaking marking of pupils' work

12. Administer and assess routine tests

13. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils

14. Contribute to the development and implementation of appropriate behaviour management strategies

15. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives

Support for the Curriculum

16. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs

17. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies

18. Support the use of ICT in learning activities and develop pupils' competence and independence in its use

19. Assist pupils to access learning activities through specialist support

20. Determine the need for, prepare and maintain general and specialist equipment and resources

Support in Intervention

Deliver learning programmes and support individual pupils and small groups

21. You will work with the Phase Leader/ SENDCo/ Assistant Head to take responsibility for:
    - Individuals/groups of children who are under-performing
    - Interventions as appropriate to meet the needs of the school
    - Specific reading and writing support to raise the attainment of under-performing children and groups
    - Working independently to deliver, monitor and evaluate the success of interventions

Support for the School

22. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies

23. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff

24. Accompany teachers and pupils on educational visits

25. Assist in maintaining high standards of health and safety at all times.

26. Maintain good relationships with colleagues and work together as a team.

27. Assist in the supervision of classroom and outdoor activities.

28. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

29. Contribute to the overall ethos/work/aims of the school.

30. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

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The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and CLIC.

The school takes the safety of children seriously. All staff are expected to follow the school's Child Protection and safeguarding procedures.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Person Specification

For this job we are looking for:

Experience of working with or caring for children of a relevant age

Experience of working with pupils with additional needs

Early Years qualification or experience working in EYFS

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

NVQ Level 2 for Teaching Assistants or equivalent qualification or experience

Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities

Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Effective use of ICT to support learning

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning

Knowledge of strategic processes and barriers to learning, including eg behaviour management strategies

Ability to self-evaluate learning needs and actively seek learning opportunities

Willingness to undertake first aid training as appropriate

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self-motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to continuous service improvement.

Be willing to consent to and apply for an enhanced disclosure to a DBS Check, Self-Declaration and references to include those working with children.