

CHILDREN AND LIFELONG LEARNING – HR SERVICES

Post Title	Grade
EYFS Teaching Assistant	Grade 4

Statement of Purpose

Under the direction of a teacher, use specialist knowledge and experience to provide appropriate support to pupils in a EYFS/KS1 setting in relation to their individual abilities.

Support for Pupils

- Support pupils' learning in the EYFS/KS1, including working with individuals, groups and whole classes using knowledge, experience, specialist skills and training.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs.
- Contribute to the creation of an appropriate learning environment through display and classroom organisation.
- Contribute to the creation of appropriate learning resources.
- To contribute to the planning for and delivery of the early years/KS1 curriculum.
- To contribute to the monitoring and evaluation of pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the school's disciplinary policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.

Support for the Curriculum

- Use ICT effectively to support learning activities.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- To be aware of, and maintain, specific school policies which relate to pupils in the classroom, i.e.; behaviour, equal opportunities and marking where applicable.

Support for Parents

- To support the maintenance of positive links between home and school by making parents feel welcome, and develop links with other agencies.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.¹
- Participate in training and other learning activities and performance development as required.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

¹ Every effort should be made to ensure support is within contractual hours

CHILDREN AND LIFELONG LEARNING – HR SERVICES

**Person Specification
EYFS Teaching
Assistant
Level 3**

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> <input type="checkbox"/> At Least Two to Three years experience of working to support children's learning, gained in a relevant environment. 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Very good numeracy/literacy skills at least equivalent to NVQ2 Level 2 in English and Maths. <input type="checkbox"/> NVQ 3 Early Years (or recognised equivalent qualification). 	AF/I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • An understanding of the foundation stage curriculum and birth to three. • In depth understanding of areas of learning, e.g. Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Effective use of ICT to support learning. <input type="checkbox"/> Use of other equipment technology – video, photocopier. • Well developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Excellent communication skills. 	AF//PE

CHILDREN AND LIFELONG LEARNING – HR SERVICES

<p>Behavioural Attributes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Customer focused. <input type="checkbox"/> Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. <input type="checkbox"/> Open, honest and an active listener. <input type="checkbox"/> Takes responsibility and accountability. <input type="checkbox"/> Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. <input type="checkbox"/> Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. <input type="checkbox"/> Is committed to the provision and improvement of quality service provision. <input type="checkbox"/> Is adaptable to change/embraces and welcomes change. <input type="checkbox"/> Acts with pace and urgency being energetic, enthusiastic and decisive. <input type="checkbox"/> Communicates effectively. <input type="checkbox"/> Has the ability to learn from experiences and challenges. <input type="checkbox"/> 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
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AF Application form

I Interview

PE Practical Exercise

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- 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.***