



## WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

<b>Job Title:</b>	EYFS/KS1 Teaching Assistant
<b>Location:</b>	Austin Farm Academy
<b>Grade/salary:</b>	Grade C - £25,583 - £26,403 FTE –.
<b>Hours:</b>	Permanent position - 26.25 hours per week 38.4 weeks per year (term-time & 2 x INSET days)
<b>Reports to:</b>	Head Teacher
<b>Responsible for:</b>	Providing teaching assistant support
<b>Key relationships:</b>	Class Teacher

### Job Purpose

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and in the management of the classroom. The work may be carried out in the classroom or outside the main teaching are:

### Duties and Responsibilities

Implement agreed range of activities with individual children and groups of children.  
Deliver the school's phonics programme to a small group of EYFS/KS1 pupils.  
Work with the class teacher and team members, prepare resources as directed.  
Working as part of a team to create and maintain a purposeful, orderly and supportive learning environment.  
Set up, maintain and update continuous play learning activities both inside and outside the classroom.  
Engage with and support children's learning and generally support children with set activities, independent problem solving and creative play.  
To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in activities.  
To conduct observations, assessments, and provide developmental reports/feedback.  
Support and participate in visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher or senior staff.  
To work on classroom displays following consultation with the class teacher.  
The post holder may be required to support with general administration tasks and maintenance of records as part of duties.  
To promote the inclusion and acceptance of all pupils, ensuring they have equal opportunities to learn and develop.  
Act as a role model and support behaviour management within the learning environment.

To be responsible for promoting and safeguarding the welfare of children and young people within the school. This may include an element of intimate care with some of the younger pupils.

**Skills and Technical Competencies**

- Post holder will be required to use interpretation skills in order to solve straightforward problems
  - Post holder will be advising and guiding the pupils on a daily basis. Effective written and oral communication skills required to liaise with pupils, other staff, parents and outside agencies and professionals.
  - Keyboarding skills required to support the use of ICT in learning activities. Post holder will be required to operate office equipment e.g. photocopier
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1. WeST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to a satisfactory enhanced DBS check. On interview applicants will be asked for photo identification and proof of qualifications.
  2. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
  3. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
  4. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
  5. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

*This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.*

**PERSON SPECIFICATION**

E = Essential, D = Desirable

<b>Method of Assessment</b> The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	<b>Essential or Desirable</b>	<b>Application Form</b>	<b>Interview (or other selection activity)</b>
<b>VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:</b>			
<b>Compassion:</b>			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		X
<b>Aspiration:</b>			
Works to high expectations, modelling the delivery of high-quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
<b>Integrity:</b>			
Acting always in the interests of children and young people,	E		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
<b>Collaboration:</b>			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		X
<b>QUALIFICATIONS:</b>			
Basic numeracy and literacy skills are required (GCSE Grade C or equivalent in English & Maths).	E	X	X
NVQ Level 2 or equivalent qualification or experience.	E	X	X
<b>EXPERIENCE:</b>			
Proven successful experience of working with children in an educational setting	E	X	X
Have knowledge and understanding of the importance of the school's Child Protection, Safeguarding and Health & Safety policies.	E	X	X
Further training in related areas, such as communication and interaction; positive behaviour management.	D	X	X
Knowledge of the Early Year's framework and the KS1 National curriculum.	E	X	X
A working knowledge of the Read, Write Inc phonics programme.	E	X	
<b>KNOWLEDGE, SKILLS AND ABILITIES:</b>			
The ability to deliver consistent, effective and motivating support in the classroom and on the playground	E	X	
Be able to form and maintain appropriate professional relationships and boundaries with children and parents	E	X	
Have the ability to provide objective and accurate feedback to the class teacher	E	X	X

Maintain effective and accurate written records when required	<b>E</b>	<b>X</b>	<b>X</b>
Have an understanding of the importance of learning objectives and ILPs	<b>E</b>	<b>X</b>	<b>X</b>
Adapt lesson plans and resources to meet individual needs	<b>E</b>	<b>X</b>	<b>X</b>
<b>PERSONAL QUALITIES AND ATRIBUTES:</b>			
The ability to work independently as well as in a team	<b>E</b>	<b>X</b>	
Be adaptable and flexible, calm under pressure	<b>E</b>	<b>X</b>	<b>X</b>
The ability to form effective, positive and supportive relationships with children, staff, parents and outside agencies	<b>E</b>	<b>X</b>	
A commitment to improving their own knowledge, skills and practice in relation to the post	<b>E</b>	<b>X</b>	