



Barrow Hedges Primary School

EARLY YEARS FOUNDATION STAGE SENIOR TEACHING ASSISTANT JOB DESCRIPTION

Purpose of Job and Role Designation

As **Foundation Stage Senior TA** you will work with children in Reception under the professional guidance of the teaching and senior staff. Your role is to work with teachers as part of a professional team to support child development and the children's health and well-being, to build positive relationships, to enable access to learning for all pupils and to assist in the management of pupils and the learning environment.

STAs at Barrow Hedges Primary School will be designated to a range of roles within Early Years that can include:

- Whole class support and PPA cover for whole classes
- Small group support, including the delivery of interventions as directed by either the class teacher or member of the middle/senior leadership team.
- 1:1 learning support, including working as a key adult to a pupil with special educational needs and/or disabilities.
- Playground supervision

Your role as Senior TA - Specific Duties

Support for Children

- Identify child safeguarding concerns by being vigilant for signs of abuse or neglect.
- Take appropriate action and report concerns to the Designated Person for safeguarding and follow the school's child protection and safeguarding policies.
- Maintain an attitude of 'it could happen here' when it comes to safeguarding.
- Supervise and provide particular support for children, and their access to learning and play based activities as appropriate.
- Establish constructive relationships with children and interact with them according to individual needs.
- Be aware of and embrace difference and ensure all children have equal access to opportunities to learn and develop.

- Assist with the development and implementation of personalised plans and interventions.
- Attend and participate in relevant meetings as required; this may include supporting the preparation of information to present at a pupil's annual review, if they have an Education Health and Care Plan (EHCP).
- Encourage children to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to children in relation to progress and achievement under the guidance of the teacher.
- Administer intimate care in accordance with school policies.
- Administer first aid in accordance with training.
- Administer prescribed medicines to children as required.
- Have a general duty of care and supervision towards all children in the school.
- Interact with children according to their individual needs and interests through child initiated play and adult led activities whilst monitoring and evaluating children's responses to learning activities through observation against the stages of development.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback meetings with parents, or as directed.

Creating an Enabling Environment

- Help to create a challenging, rich and varied environment that supports children's learning and development and that gives them the confidence to explore and learn in a secure and safe indoor and outdoor space.
- Support the children to actively engage in learning activities and resources safely.
- Support pupils by ensuring their health and safety within the environment.

Supporting Learning and Development

- Provide specialised support to follow the Early Years Foundation Stage statutory guidance, to support the delivery of the curriculum giving each area of the curriculum equal importance.
- Extend and develop children's language and communication through sensitive observation and appropriate intervention.
- Progress children's learning through the contribution to observations of the children. To find out about their needs, what they are interested in, what they can do and to plan for their next steps in their learning in collaboration with the teacher.

- Be responsible for keeping and updating the record system through the collating of observations, photographic evidence and work samples. Providing accurate feedback to teachers on achievement progress and other matters.
- To deliver adult led activities adjusting the activity according to children's responses taking lead and direction from what the children are saying/ doing; to extend children's thinking and understanding through questioning.
- To use detailed knowledge and specialist skills to support children to develop and learn.
- Prepare, maintain and use equipment and resources required to meet the curriculum.

Support for the School and Professional Development

- When covering classes, ensure that the relevant assessments are made and pertinent information is passed on to the teacher.
- Under the direction of senior and middle leaders, support the work of other colleagues.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, inclusion, and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Communicate effectively with parents and carers under the direction of the class teacher or senior or middle leader.
- Accompany teaching staff and children on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Attend 2 INSET days per academic year as directed by Headteacher.
- Attend all TA meetings and, under the support of senior and middle leaders, take a leading role in these meetings, sharing good practice, as directed.
- Carry out lunchtime duty as directed.
- Engage with the performance management process in accordance with the academy policy.
- Take personal responsibility for familiarising themselves with any relevant pedagogy that relates to their designated role (e.g. understanding the curriculum content being taught; understanding the individual special educational needs profile of any pupil they are working with).

The above responsibilities are not exclusive and a STA may sometimes be required to carry out other reasonable duties.

Name:

Signed:

Date:



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EARLY YEARS FOUNDATION STAGE SENIOR TEACHING ASSISTANT PERSON SPECIFICATION

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications/Training

- NVQ 3 for Teaching Assistant or equivalent qualification or experience.

Experience

- Experience of working with children of relevant age in a learning environment.

Abilities/Skills/Knowledge

- Good numeracy/literacy skills.
- Ability to use ICT effectively to support learning.
- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing national curriculum/ early years foundation stage statutory guidelines and other relevant learning programmes.
- Good understanding of child development and learning processes including children's needs and interests.
- Understanding of statutory frameworks relating to teaching.
- Ability to improve own practice/knowledge through self-evaluation and learning from others.
- Ability to relate well to children, to build positive relationships and establish a safe, secure environment.
- An understanding of classroom roles and responsibilities and your own position within these.

- Ability to apply positive behaviour strategies, which contribute to a purposeful learning environment.
- Ability to relate well to adults, and to work effectively as part of a team, for example when planning for children's interests, next steps and to contribute to group thinking.
- Ability to use own initiative and work independently.
- Excellent communication skills with adults and children, to be able to interact with children at their level, verbally and in writing.
- Motivate, inspire and have high expectations of pupils.
- To have a positive and creative approach to problem solving.
- Ability to adapt quickly and effectively to changing circumstances/situations.
- Ability to work calmly under pressure.
- An awareness of, and commitment to, equalities issues.
- Ability to record and assess pupil progress/performance etc and contribute to ongoing record keeping through observations, use of photographs etc.
- Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities.