

Twiss Green Community Primary School



POST TITLE: EYFS Teaching Assistant

GRADE: Grade 4 (Level 2)

REPORTS TO: The Headteacher

MAIN PURPOSE

To work with an individual child/small groups of children under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning and/or SEND needs, enabling access to learning for all pupils, and assistance and support in classroom management and behaviour techniques.

JOB PROFILE

SUPPORT FOR THE PUPIL

- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Support children with additional learning needs and/or an Education, Health and Care Plan (EHCP) to facilitate good progress and access to the curriculum.
- Provide consistent support to all pupils where necessary, responding appropriately to individual pupil needs.
- Assist with the development and implementation of individual Learning Plans and EHCPs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
- Use specialist EYFS and SEND skills/training/experience to support pupils.

SUPPORT FOR THE TEACHER/CLASS LEAD

- Provide minimal clerical/administration support (eg photocopying, typing, collecting money etc)
- Assist with the display of children's work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- In liaison with the class and EYFS Lead, utilise strategies to support pupils in achieving learning goals
- Report pupil achievements, progress and issues as appropriate in agreed format.
- Undertake pupil record keeping as requested
- Administer routine assessments.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Establish constructive relationships with parents/carers.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/learning programmes, taking into consideration pupil learning styles.

- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to the EYFS, child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

SKILLS

- Ability to model and promote high standards of literacy, articulacy and correct use of spoken and written standard English
- Ability to work effectively within a team environment, understanding classroom roles and responsibilities
- Ability to build effective working relationships with all pupils and colleagues
- Ability to promote a positive ethos and role model positive attributes
- Ability to work with children at all levels regardless of specific individual need
- Good personal numeracy and literacy skills
- Ability to support with the teaching and learning of phonics
- Ability to use or learn Makaton

KNOWLEDGE & UNDERSTANDING

- General understanding of the EYFS Framework, the National Curriculum and other basic learning Programmes/techniques (within specified age range/subject area)
- General awareness of inclusion, especially within a school setting
- Knowledge and understanding of children with a range of SEND needs
- Experience of resources preparation to support learning programmes
- Effective use of ICT to support learning
- Understanding of other basic technology

QUALIFICATIONS AND EXPERIENCE

- Minimum 2 years' experience of working with children within an EYFS setting.
- Hold a full and relevant Early Years qualification. The qualification must be listed on the DfE's Early Years qualifications list: <https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england>

- Paediatric first aid qualification, or willingness to undertake training.
- Willingness to participate in relevant training and development opportunities
- Recent evidence of training specific to the EYFS.

PROFESSIONAL VALUES AND PRACTICE

Must be able to demonstrate all of the following

- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.
- Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work.
- Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice
- Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning.
- Able to improve their own practice through observations, evaluation and discussion with colleagues.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time (including staff meetings, EHCP reviews etc).

I have read and agreed the above Job Description:

TA's signature _____ Dated _____

Headteacher's signature _____ Dated _____