



OLD CLEE PRIMARY ACADEMY

Inspired to Believe, Learning to Succeed

Job Title:	EYFS Teaching Assistant
Grade:	Scale 2 - SCP3 £24,796 FTE
Hours:	34.75 hours per week
Contract:	Permanent – Term Time + 2 training days
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate
Responsible to:	Senior Leadership Team

Job Purpose

To implement specific work/programmes/intervention/teaching under the guidance of teaching/senior staff. Using detailed and specialist knowledge and assisting the teacher in all stages of the planning and teaching and assessment cycle. May also supervise whole classes on occasion during short-term absence of teachers, CPD & planning sessions - maintaining order throughout, setting work up, assisting pupils, responding to questions and ensuring they continue with their tasks, packing away, getting class ready for home time, ensuring pupils are handed over to parents safely at the end of the day. Supervise/teach class/large groups and take teacher's PPA and other release time independently when called on to do so. Be responsible for effective phonic delivery and assessment of large/small groups where applicable. Be responsible for effective intervention delivery and assessment of large/small groups where applicable, adapting plans according to children's need in order to make an impact.

Designation of post and position within departmental structure

Responsible to Class Teacher and senior staff and will be deployed to meet pupil needs within the designated phase. However, the Academy reserves the right to deploy staff to wherever the need arises, and at short notice, this may include supporting pupils with SEND on a one-to-one basis. Post holder will need to be flexible and adaptable in order to fulfil the wider work of the Academy.

Main Duties and Responsibilities

Under the guidance and direction of teaching/senior staff:- (this does not always mean in the same location as the teacher and can mean working alone in a separate work space/part of the school)

- Supervise and provide support and access for pupils across a range of learning activities, recognise and respond to individual needs using specialist skills/training/ experience and assist with the development and implementation of work programmes/teaching sessions – with responsibility for key groups where relevant - with the aim of supporting pupils to make good or better progress.
- Promote inclusion, establish constructive working relationships with pupils, act as a role model, set high expectations and provide feedback on progress and achievement.
- Act as a cover supervisor.
- Monitor, evaluate and record pupil's progress and report as required.
- Deliver learning sessions structured to agreed plans and take the initiative to adapt learning to suit needs of pupils- using ongoing assessment strategies to inform adaptations.
- Report progress and next steps to teacher.
- Carry out observations, annotate pupils work and record progress against relevant areas of learning/curriculum POS.

- Organise and maintain the appropriate learning environment, take responsibility for aspects of class organisation and display and prepare and maintain a range of resources and specialist equipment.
- Add to learning walls and contribute to a positive learning culture.
- Have the highest of standards with regard to pupil's learning, learning behaviours and standards for pupils to achieve and aspire to. Promote and maintain behaviour standards across the Academy – not just in classes but across high mobility areas such as corridors.
- Remove barriers to learning for all pupils and be a role model in promoting a 'can-do' growth mind-set approach.
- Assist with lesson planning and evaluating and amending those plans as required.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents effectively and according to established policy and encourage pupils to take responsibility for their own behaviour.
- Be a good team player; effectively support and work well with the teaching team, making relevant and meaningful contributions - ensuring pupils experience a coherent and consistent approach across the team.
- Be happy in your role ensuring pupils experience a warmth and enthusiasm from you at all times.
- Provide clerical / administrative support e.g. production of resources, administering paperwork, collecting money, etc.
- Implement learning activities and strategies across the EYFS areas of learning.
- Use ICT in learning activities and develop pupils' competence in its use.
- Comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person.
- Actively support the school and equal opportunity policies and ensure that all pupils have equal access to opportunities to learn and develop.
- Contribute positively to the overall aims and targets of the school, establish constructive relationships with other agencies, in liaison with the teacher, to support the progress of pupils and participate in regular meetings as required.
- Be aware of and take part in the school's performance management framework, recognise own contribution and expertise to support and advise others and assist and participate in the training and development of staff and oneself as required.
- Supervise pupils out of lesson times, during break/lunch times and organise and supervise pupils on school trips and other off site activities as required.
- Undertake lunch time duty, break time duty and playground duty as required.
- Provide for the pupils' welfare/personal care both individually and in groups and ensure their safety. This could include the administration of medicines to pupils and the administration of more complex procedures following training. It will mean the routine daily administration of first aid as directed, across the Academy.
- Be flexible and undertake any other similar duties as required, across the Academy, and at short notice.
- Insist on the highest of standards and expectations at all times.
- To undertake general medical and first aid duties and implement aspects contained in MHCP (medical plans)

Scope of Job

Working with teachers and other support staff to provide appropriate, meaningful and impacting support to pupils.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post and flexibility is therefore required.



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Person Specification – EYFS Teaching Assistant

Selection Criteria	Method of Assessment	Essential
All the shortlisting stage, the criteria as stated below will be applied.		
1. Experience		
1.1 Experience of working with children of primary school age in a school setting (minimum of 1 year)	Application Form/Interview	√
1.2 Experience in Early Years Foundation Stage (EYFS)		
2. Qualifications/Training		
The successful candidate will:		
2.1 5 GCSE's with minimum Grade C or above in English and Maths or equivalent qualifications	Application Form/Interview	√
2.2 NVQ Level 2 or higher for Teaching Assistants or equivalent qualification		
3. Knowledge & Skills		
3.1 Ability to relate well to children and adults	Application Form/Interview	√
3.2 Excellent Literacy and mathematical skills	Application Form/Interview	
3.3 Ability to work as a part of a team	Application Form/Interview	√
3.4 An understanding of the role of Teaching Assistant and other professionals working in the classroom	Application Form/Interview	√
3.5 Ability to use relevant ICT	Application Form/Interview	√
3.6 General understanding of national/foundation stage curriculum	Application Form/Interview	√
3.7 Understanding of child development and learning	Application Form/Interview	√
3.8 Willingness to undertake minor first aid training as appropriate	Application Form/Interview	√
3.9 Promote good pupil behaviour and deal promptly with conflict and incidents.	Application Form/Interview	√
3.10 Have high expectations of progress and behaviour	Application Form/Interview	√
3.11 Ability to use a range of teaching approaches and strategies that enthuse, motivate and actively engage learners.	Application Form/Interview	√
3.12 Knowledge of safeguarding procedures	Application Form/Interview	√
4. Personal Style & Behaviour		
The successful candidate will have:		
4.1 Tact and diplomacy in all interpersonal relationships with the parents, pupils and colleagues at work	Interview	√
4.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards	Application Form/Interview	√
4.3 The flexibility to adapt to changing workloads, demands and new school challenges	Application Form/Interview	√
4.4 Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of pupils	Application Form/Interview	√

4.5 Personal commitment to continuous self-development	Application Form/Interview	√
4.6 Personal commitment to the school's professional standards, including dress code as appropriate	Application Form/Interview	√
4.7 Be a positive role model	Application Form/Interview	√
5. References		
5.1 Positive recommendation(s) in 2 professional references		√
5.2 DBS clearance/no adverse outcomes from the DBS check		√