

Job Description **Pre-School Teaching Assistant Level 3**

Start Date:	September 2024
Responsible to:	EYFS Leader
Location:	Heathlands Primary Academy & Preschool
Grade:	Grade 4 SCP 6-9
Hours of work:	30.5 hours
Disclosure Level:	Enhanced Disclosure & Barring Service Check

Main Purpose

- Work within the school as part of a team, under the general direction of the Headteacher who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the school.
- Teaching Assistants at this level may work with whole classes, smaller groups, or be assigned to work with particular pupils who may have particular requirements or Statements of their Special Needs.
- The post holder may be required to undertake appropriate cover supervision in the absence of the room leader alongside another member of staff if ratios require it.

Safeguarding

- Provide a safe environment in which children can learn and recognise that the safeguarding of children and the health and safety of all members of the school community is the responsibility of every employee;
- Provide pastoral care and support to children, including providing them with a secure environment in which to learn;
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed.
- Be familiar with and strictly follow the School's Child Protection procedures and policies.

Duties and responsibilities

Support children by:

- Undertaking activities with either individuals or groups of children and, from time to time, the whole class; ensuring their safety; and facilitating their physical, emotional and educational development.
- Carrying out pre-determined educational activities and work programmes whilst promoting independent learning, which may include working without a room leader being present.

- Working to establish a supportive relationship with the children and parents concerned.
- Encouraging acceptance and inclusion of children with special needs.
- Promoting and reinforcing the children's self-esteem.
- Supervise pupils in designated areas of the school throughout sessions and across the lunch time as required.
- Ensure children's safety, welfare and general conduct through appropriate application of the school's behaviour, EYFS welfare requirements, health and safety and other relevant policies and procedures.
- Establish safe and appropriate behaviour by effective intervention, or by referring to a senior member of staff in line with the school's behaviour policy.
- When supervising play activities, encourage positive and purposeful play and fitness activities, teaching play skills and personal skills as required.
- Supervise the movement of pupils around the school and play areas, including any personal hygiene requirements, as necessary.

Support the room leader by:

- Monitoring individual children's needs and reporting these as appropriate.
- Keeping such records of the children's development as are required by the school.
- Assisting staff in the planning of the work programmes for individuals and groups of children.
- Assisting staff in the smooth transition between educational phases.
- Providing cover supervision for the whole class in the absence, but under the general direction, of a room leader or the EYFS leader in accordance with school policy.

Support the school by:

- Being aware of and working in accordance with the school's policies and procedures.
- Respecting confidential issues linked to home, other pupils, teachers, work or school, keeping confidences as appropriate, and acting on these matters as directed by the room leader.
- Supporting the work of the EYFS team including adult students or work experience students.
- Undertaking any other curriculum duties which may be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions.

Support personal development by:

- Participating in the school's appraisal and employee development procedures.
- Attending relevant training and development opportunities as required by the Headteacher.

Generally:

- Support the school's fire and emergency procedures by being familiar with the instructions for staff and children, located in all of the teaching areas, and take appropriate action should the need arise.

- Support the school's first aid procedures by taking any immediate action to attend to sickness or accidents, summoning relevant assistance when needed and reporting accidents/injuries witnessed to the identified First Aider.
- Retain the confidentiality of all aspects of school life.
- Comply with all decisions, policies and standing orders of the school and Coastal Learning Partnership; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure.

Supervision and Management of People

- Some supervisory responsibility for temporarily assigned or shared employees, undertaking on-the-job training or the allocation and checking of work for quality and quantity.

Knowledge and Skills

- An education standard equating to GCSE grade C in English, Mathematics and Science.
- NVQ Level 3 is desirable, together with a qualification relevant to supporting the learning process in the EYFS that meets the standards of the EYFS statutory requirements.
- Experience of working with children in an EYFS setting is essential.
- The post holder will require discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication.
- An ability to support pupils in achieving their individual targets and, where appropriate, more specialised knowledge in specific curriculum areas.
- An ability to undertake work concerning more involved tasks confined to one function or area of activity, which requires a good standard of practical knowledge and skills in that area of activity.

Creativity and Innovation

- Within prescribed school guidelines and under the direction of the room leader, implement a range of strategies to engage individuals and groups of pupils, often with differing requirements, in learning and play activities.
- Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- Creativity is a feature of the job, but is exercised within the general framework of recognised procedures.
- Guidance is normally readily available from the room leader and more complex or controversial decisions will be referred to the EYFS Leader or other senior staff.

Contacts and Relationships

- Daily contact with the Room Leader, EYFS Leader Special Educational Needs Co-ordinator (SENCO) in determining the deployment of support in the classroom and in determining group and individual learning strategies and support.

- Contact with parents and staff regarding pupils' needs, progress and development. This will include contact with outside agencies (e.g. Social Services) in the overall support of individual pupils' development and care and in the development of the inclusive learning agenda for schools.

Decisions

- Assist in the development and review of the school's strategies, policies, guidelines and rules, and in consultation with the EYFS Leader, Headteacher, Special Educational Needs Co-ordinator (SENCO).
- Decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- Guidance is normally readily available from the room leader, EYFS Leader, Special Educational Needs Co-ordinator (SENCO) and/or Headteacher, and more complex or controversial decisions will be referred to them.
- There will often be a need to make immediate decisions, without initial referral to the room leader or other leaders, in relation to immediate care, control and safety of pupils with special educational needs.

Resources

- Little or no responsibility for physical or financial resources.

Work Environment

- The post holder may be required to deal with routine issues which arise but which will not involve a change to the programme.
- The post holder will be required to exert moderate physical effort, for example periods of sitting/crouching/bending to engage pupils in learning activities, and engaging pupils in play activities and specific games as necessary. Many of these activities will be at floor level.
- There may be an occasional need to move some play equipment, and physically lift pupils for safety or care needs.
- The post holder will be expected to challenge and modify behaviour of pupils.
- There will be a requirement to attend to a pupil with soiled clothing due to sickness or toileting problems.
- There will be a requirement to assist with toilet training young children and carry out intimate care.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teaching Assistant will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Person Specification

Pre-School Teaching Assistant, Level 3

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> Level 3 Qualification in Early Years practice or Teaching Assistant (e.g. NVQ) 5 GCSE's with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience 	
Experience	<ul style="list-style-type: none"> Experience in working with children who have additional needs Working with or caring for children of a relevant age in an educational setting 	<ul style="list-style-type: none"> Supporting pupils in achieving individual targets and where appropriate, more specialised knowledge in specific curriculum areas Appropriate knowledge of first aid or willingness to train
Professional Knowledge	<ul style="list-style-type: none"> Good numeracy and literacy skills Good IT skills Excellent evaluation and monitoring skills Understanding of the principles of Safeguarding and how this may apply to the role Working with or caring for children with special educational needs 	<ul style="list-style-type: none"> Delivering individual support plans To know how to support children using a variety of learning styles which suit their needs. To confidently use a total communication approach or be willing to access training.
Professional skills & abilities	<ul style="list-style-type: none"> Able to work constructively as part of a team Able to relate well to children and adults Able to respond sensitively and flexibly to competing demands from pupils Satisfactory DBS clearance (will be confirmed as part of pre-employment checks) 	<ul style="list-style-type: none"> Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers
Physical skills & abilities	<ul style="list-style-type: none"> Able to cope with personal hygiene needs and respond appropriately to pupils 	<ul style="list-style-type: none"> Able to exert moderate physical effort; crouching or bending when working with pupils To be confident in supporting a child with significant physical needs.