

Pre-School Teaching Assistant, Level 3

Job Description

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| Start Date: | January 2025 |
| Responsible to: | EYFS Leader |
| Location: | Heathlands Primary Academy & Preschool |
| Grade: | Grade 4 SCP 6-9 |
| Hours of work: | 35 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 Early Years Leader who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the school.
- Assistants 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.

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, Enhanced DBS check and satisfactory references.

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 Early Years educational activities and work programmes whilst promoting independent learning.
- Use existing plans to develop the learning of children under the direction of the EYFS Leader, making adjustments as necessary and given specific planning time to do so.
- 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 within statutory ratios.
- 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 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 EYFS 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.
- Liaising with any area SENCO or other professionals in the best interests of children.

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.

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

- 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.
- Within prescribed school guidelines and under the direction of the Early Years 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.

Contacts and Relationships

- Daily contact with the Level 2 Teaching Assistant, 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.

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.

Pre-School Teaching Assistant, Level 3 Person Specification

| Criteria | Essential | Method of Assessment |
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| Qualifications: | <ul style="list-style-type: none"> • Minimum grade 4/C or above in English and Mathematics, or equivalent qualifications • Level 3 qualification equivalent or above relevant to the statutory EYFS standards | Application form Certificates Interview |
| Experience: | <ul style="list-style-type: none"> • Experience of working with EYFS children • Experience of working with children who have a variety of educational needs | Application form Interview References |
| Aptitudes & abilities | <ul style="list-style-type: none"> • Excellent verbal communication skills • Patience and commitment • Ability to remain calm and make decisions whilst under pressure • Good organisational and planning skills • Excellent evaluation and monitoring skills • Ability to work under own initiative • Ability to respond sensitively and flexibly to competing demands from pupils • Ability to handle confidential information with discretion • Ability to supervise and mentor others • Ability to cope with personal hygiene needs and respond sensitively to pupils' needs • Ability to support children with Special Educational Needs • Ability to lead groups of children, applying a wide range of age-appropriate behaviour and learning strategies • Ability to lead preschool sessions alongside others • Ability to engage children in creative and innovative play | Application form Interview References |
| Knowledge | <ul style="list-style-type: none"> • Understanding of health and safety relating to EYFS • Understanding of basic first aid procedures • Knowledge and understanding of the National Curriculum including literacy and numeracy strategies • Understanding of Individual Learning Plans • Knowledge of age-appropriate behaviour and management • Knowledge of Child Safeguarding • Understanding of basic first aid procedures • Knowledge and understanding of the EYFS curriculum | Application form Interview References |
| Attitude / Motivation | <ul style="list-style-type: none"> • Child focused pedagogy • Ability to work independently and flexibly • Willingness to continue and maintain professional development • Commitment to inclusion • Enhanced DBS check | Application form Interview References |