

Job Description **EYFS Teaching Assistant (Level 2)**

Start Date:	November 2024
Responsible to:	Headteacher
Location:	Queen's Park Infant Academy
Grade:	Grade 3 SCP 4-6 (FTE £23,114 - £23,893 FTE)
Hours of work:	8:30am-15.15pm, Monday-Friday
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Job Purpose & Objectives

- To provide support for the teacher by preparing an effective learning environment establishing good relations with the pupil giving appropriate comfort and care as directed and linking this support through our Teaching and Learning and Behaviour Management Policy expectations.
- To assist the pupil to reach their full potential by maintaining a safe working environment.
- To provide care and support for the pupil by supporting learning through planned and differentiated activities, this may include intimate care.
- Supporting and supervising the children during lunchtime.

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, online searches, Enhanced DBS check and satisfactory references.

Main Duties & Responsibilities

- Supporting children within an EYFS class setting, this may be in small groups or on a 1:1 basis.
- Select and prepare learning resources and materials and to carry out the learning activities under the guidance of the teacher. Prepare and adapt resources to meet individual needs. Check on availability and ensure supplies are available as agreed with the teacher.
- To clarify with the teacher, the objectives for literacy and numeracy development and the type of support to be given. Agree with the teacher on when support is needed by the pupil. Then agree and provide support to the pupil for follow up tasks.
- Select suitable ICT and practical resources and encourage their use by the pupil in learning activities.
- Seek assistance from teacher where there are difficulties in supporting the learning activities and provide feedback/information to the teacher on how the activity went. Offer constructive and timely suggestions as to the support you can provide to a planned activity and give constructive suggestions about possible difficulties for some pupils.
- Monitor and record pupil response to activities and give regular oral and written feedback to the teacher.
- Check the availability and location of safety equipment and ensure safety in the learning environment.
- Work closely with the teacher to maintain accurate, legible, updated and secure records. Provide relevant information for records and reports, being aware of the targets set for the pupil through their IEP, offering input at the time of review if appropriate.

- Carry out administrative duties as required by the teacher in collecting and collating information, which has to be passed on.
- To support the pupil(s) through the development of good, productive working relationships with pupils which encourages independence and responsibility for his/her own behaviour.
- Monitor behaviour attentively in order to defuse possible conflict situations by encouraging and re-enforcing positive behaviour and interaction between pupils. Seek assistance in conflict situations that are outside your role and authority to resolve.
- Observe behaviour patterns in the pupil and report concerns to relevant persons. Support individuals and groups in complying with behaviour targets the teacher has set. Demonstrate respect for others in interactions with pupils and other adults.
- Respond to pupils appropriately, encouraging them and keeping them on task. To manage own behaviour in response to pupil actions, to provide a good model for pupils.
- Give encouragement and feedback to pupils using the language and vocabulary related to the learning objectives of the literacy and numeracy curriculum/strategies.
- Provide comfort and immediate care for minor accident, upsets and ailments; provide personal care as required.
- Bridging the communication barrier between pupil and peers/adults, to ensure inclusion and access to the curriculum.
- Support individual children in working towards their Education, Health and Care Plan targets.
- Adapt activities, resources and materials to ensure inclusion of the pupil.
- To provide intimate care where necessary.
- Work closely with the teacher to maintain accurate, legible, updated and secure records. Provide relevant information for records and reports, being aware of the targets set for the pupil through their IEP, offering input at the time of review if appropriate.
- To support the pupil(s) through the development of good, productive working relationships with pupils which encourages independence and responsibility for his/her own behaviour.
- Organise, escort and supervise the pupil with out of school activities.
- Undertake playground supervision of the children to maintain safety and monitor security of the grounds, if required.
- Undertake photocopying and printing as directed by the teacher.

Supervisory / Managerial Responsibility

- Non applicable

Communication / Contacts

- Be a contact and support to parents, with the class teacher, and relay any problems to the relevant school contact.
- The Deputy Head/SENCO will arrange meetings, as needed, or as requested by the TAs, on an individual or group basis, to ensure feedback on school matters and so that any problems can be addressed.

Career / Salary Progression

- Professional development of the role is encouraged by the trust and the Headteacher will undertake to arrange this, where possible, on request.

Safeguarding Responsibilities

- Be aware of who is the school's Designated Safeguarding Lead.
- To strictly follow the school's policy and procedure for safeguarding children.

NB: The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Headteacher (in consultation with the post holder) to reflect the changing work composition of the school.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher

Person Specification **EYFS Teaching Assistant (Level 2)**

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> Child care qualification (CACHE level 2, NVQ level 2) or working towards this. Educated to GCSE level in Maths & English. 	<ul style="list-style-type: none"> Appropriate knowledge of first aid or willingness to train
Experience	<ul style="list-style-type: none"> Experience of working with children in primary schools. Experience of working in a team. 	<ul style="list-style-type: none"> Experience working in KS1. Experience of using Picture Exchange Communication System (PECS). Experience of supporting pupils with Autism Spectrum Disorder or Downes Syndrome.
Knowledge	<ul style="list-style-type: none"> Knowledge of Key Stage 1 practices. Key understanding of phonics and early reading. 	<ul style="list-style-type: none"> Knowledge of PEIC-D therapy approach and Signalong. Familiarity with phonics programmes particularly "Bug Club".
Skills & Abilities	<ul style="list-style-type: none"> Ability to work with individuals and small groups of children. Ability to work with children on a 1:1 basis. Ability to be confidential. 	<ul style="list-style-type: none"> Practical Skills ICT and administrative skills
Qualities & Attitudes	<ul style="list-style-type: none"> Ability to work with and control children showing care and understanding. Willing to undertake training as required. 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.

Whilst originally based at Queen's Park Infant Academy, the post holder will be required to travel to other local sites, including other CLP schools.