



## Job Description: Early Years/KS1 Teaching Assistant

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Post: Early Years/KS1 Teaching Assistant

Working hours: 32.5 hrs

Weeks: Term time plus 5 development days

Grade: KR3

Responsible to: Inclusion Manager

Based at: Lady Joanna Thornhill (Endowed) Primary School

This is a temporary position in the first instance (subject to a 6-month probationary period) although contracts are often extended subject to establishment requirements.

### **Purpose of the job**

- To work with class teachers to raise the learning and attainment of pupils in the Early Years.
- Promote pupils' independence and love of learning in line with our whole school vision for inclusion and the curriculum.

The primary focus of the role is to collaborate with the class teacher in the planning, delivery and evaluation of high quality teaching and learning within the classroom as well as targeted interventions for children on a 1 to 1 or small group basis. Beyond this you will undertake the wider classroom responsibilities of a teaching assistant, including high quality recreational play and supervision.

### **Key duties and responsibilities:**

#### **Teaching and learning**

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Understand the Early Years curriculum and how to promote learning
- Use effective questioning to ensure learning moves on for different groups of pupils.
- Provide pastoral care and support for pupils to learn and develop curiosity.
- Support the development of children's basic skills, including physical coordination, speech and communication
- Work under the direction of the Class Teachers and the Early Years Leader to lead learning both indoors and outdoors

#### **Planning and Preparation**

- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role

- Read and understand lesson plans shared prior to lessons

### **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

### **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

### **Professional development**

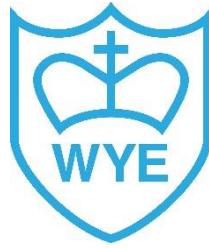
- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

### **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

### **Footnote:-**

*This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out in the foregoing. The Headteacher reserves the right to amend the job description in consultation with the employee to reflect changes in the duties of the post.*



## Person Specification: Early Years/KS1 Teaching Assistant

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The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

**Applicants should describe in their application how they meet these criteria.**

	<b><u>CRITERIA</u></b>
<b>QUALIFICATIONS</b> <i>Essential</i>	A high standard of general education including GCSE level Maths and English at a Grade-C or above or equivalent qualifications.
<b>EXPERIENCE</b> <i>Essential</i>	You will be able to demonstrate successful relevant experience of working with primary aged children within a learning environment.
<b>SKILLS AND ABILITIES</b> <i>Essential</i>	<p>Have a good understanding of child development and the ability to apply behaviour management policies and strategies in a flexible and adaptive manner as required by the children you are working with.</p> <p>A mature and sensitive manner and excellent inter-personal skills.</p> <p>Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.</p> <p>An ability to work confidentially, efficiently and use your own initiative.</p> <p>Be able to work as part of a team and to be flexible in your approach to daily routine.</p> <p>Be able to demonstrate resilience in the role and take the initiative in finding solutions to the challenges you may encounter.</p> <p>Be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.</p>

<b>SKILLS AND ABILITIES</b> <i>Essential (Cont.)</i>	Be able to maintain effective records of the work you carry out and use these to feedback to staff and parents as part of the evaluation and impact of the support you provide.
<b>EXPERIENCE</b> <i>Desirable</i>	Some experience of supporting or working with children with SEND would be an advantage as we aim to support the inclusion of all pupils within the classroom as much as possible.
<b>KNOWLEDGE</b>	<p>Requires knowledge and understanding of National Curriculum requirements in relation to specialist area (e.g. additional needs, curriculum area), including planning, preparing and delivering programmes of learning activities to groups and classes.; also detailed understanding of how pupils of relevant age group(s) and ability learn; relevant learning strategies and methods.</p> <p>Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</p> <p>Hold a Learning Support qualification at NVQ Level 2 or above (or equivalent) plus knowledge acquired through training and experience to level of professional standards specified.</p>