



Brunswick House Primary School
Teaching Assistant – Person Specification
Foundation Stage

Relevant Experience:

- At least 2 years experience of supporting children in a Foundation Stage classroom environment.
- Knowledge and understanding of the EYFS curriculum, pupil profiles and observations.

Qualifications / Training / Education:

- Hold recognised literacy and numeracy skills to enable the effective support of our pupils and clear communication with staff and families.
- Evidence of training/experience in the support of children with Special Educational Needs/English as an additional language
- Evidence of training/experience in the use of strategies to support children with social communication difficulties/Speech and Language

Desirable Skills and Abilities:

- Ability to establish positive relationships with pupils and empathise with their needs.
- Ability to work effectively and supportively as a member of the school team
- Ability to respond and make appropriate resources for individual needs
- Ability to provide levels of individual attention, reassurance and help with learning through developmentally appropriate tasks.
- Ability to consistently and effectively respond calmly and constructively to the needs of the individual, in line with school policies and practice.
- Ability to work within and apply all school policies e.g. behaviour, SEN, Safeguarding, health & Safety, Equal Opportunities etc

Personal Attributes:

- Willingness to participate in further training opportunities to develop the strategies required to support children with additional needs.
- Ability to maintain confidentiality on all school matters.
- Skills to support children with personal care needs, responding to individual Healthcare Plans.

General and Specific Knowledge:

- Knowledge of the legal and organisational requirements for maintaining health, safety and security of yourself and others in the learning environment.
- Knowledge of SEN Code of Practice and Keeping Children Safe in Education 2016
- Knowledge of strategies to reinforce positive praise and reward efforts and achievements.
- Knowledge of how to encourage self-reliance and independence appropriate to the age and development stage of the pupils.

Commitment:

- An understanding of and commitment to equality of opportunity and safeguarding of children in all day to day working practices.

Responsible for: Individual and group support, assisting with planning and delivery of the national curriculum, as well as targets identified on Provision Maps.

Main Purpose:

- To support the teacher in the smooth and effective running of the class
- To consistently promote the school's values, ethos and positive behaviour approach
- To support pupils in their learning and development, in groups or with individual pupils as directed, treating them with respect and consideration To encourage the social and emotional development of pupils
- To help raise standards of achievement for all pupils
- To encourage all pupils to participate in all aspects of school life
- To help pupils to become more independent
- To promote the inclusion and acceptance of all pupils

Main Activities: Planning & Expectations

Working within schools policies and procedures to:

- Promote equal opportunities for all pupils
- Contribute to discussions, with the teacher on the development of work programmes, work activities and support programmes for pupils
- Contribute to the preparation of teaching resources/materials
- Provide feedback to pupils and the teacher
- *Use questioning effectively to deepen children's understanding
- Attend and participate in relevant meetings as required including after school meetings and INSET.

Monitoring & Assessment

- Monitor pupils responses to learning and provide feedback

Teaching & Learning Activities

- Prepare classroom as directed for lessons and clear afterwards
- Create attractive and stimulating displays of pupils work
- Communicate effectively and sensitively with pupils to support their learning
- Promote and support the inclusion of all pupils in the learning activities in which they are involved
- Encourage good behaviour in line with the school's policy and procedures
- Respond to equal opportunities issues as they arise by challenging bullying and harassment and reporting to the teacher as necessary
- To assist with the supervision of, and encourage good behaviour amongst, pupils
- Safely manage the learning activities, the teaching space and resources in the school
- To work with individuals or small groups under the supervision of the teacher which may be carried out in the classroom or outside teaching space.

Professional Values & Practice

- Have high expectations of all pupils and assist the promotion/reinforcement of pupils self esteem
- Respect pupils' social, cultural, linguistic, religious and ethnic backgrounds
- Be committed to raising the educational achievement of pupils
- Build and maintain successful relationships with pupils, treating them consistently, with respect and consideration and to be concerned for their development as learners
- Demonstrate and promote the same positive values, attitudes and behaviour that are expected from pupils
- Work collaboratively with colleagues to meet the needs of all pupils
- Carry out all aspects of the role effectively and to seek help, advice or guidance when necessary

- To work with individuals or groups under the supervision of the teacher

General

- Maintain a safe environment for pupils, staff and visitors to the school
- Supervise pupils off site on school trips and other external visits
- Provide welfare support for pupils

Additional Duties

Any other duties which reasonably fall within the purpose of the post, and which may be allocated by the Teacher. This may include:

- Record keeping and filing
- Produce classroom displays
- Stock taking
- Support to incoming pupils on work experience placements at the school
- Responding to IT malfunctions by carrying out basic checks and where necessary requesting appropriate technical assistance
- Collate pupil reports
- Any other duties as directed by the teacher that are commensurate with the responsibilities of the role. This might include assisting children with personal cleanliness, dressing and undressing as appropriate

Experience: Essential to have previous experience working in a Primary School setting.

Qualifications or Training: Level 2 or above TA qualification
Minimum grade 'C' or equivalent in English and maths

Personal Qualities & Attributes: Willingness to work flexibly as part of the team and be able to use your own initiative.