**LADY BOSWELL’S EARLY YEARS FOUNDATION STAGE TEACHING ASSISTANT**

**JOB DESCRIPTION**

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

**Key functions :**

**SUPPORT FOR PUPILS**

To support the Christian ethos of the school

Develop a positive and supportive relationship with pupils

Be aware of the differing needs of pupils

Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities

Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes

Set challenging and demanding expectations and promote self-esteem and independence

Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

**SUPPORT FOR THE TEACHER**

Have a sound knowledge and/or experience of the EYFS

Use strategies, in liaison with the teacher, to support pupils to achieve Early Years Foundation Stage objectives - The Early Learning Goals

Assist with the planning of learning activities – more specifically to be able to assist with planning to enhance outdoor learning

Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed

Establish constructive relationships with parents/carers

Carry out long and short observations

Assist and take responsibility for a group of children’s, ‘Learning Journals’

Support groups within the class – e.g. phonics, circle times and focussed activity learning

**SUPPORT FOR THE CURRICULUM**

Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses

Undertake programmes of intervention, recording achievement and progress and feeding back to the teacher

Support the use of ICT in learning activities and develop pupils’ competence and independence in its use

Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Assist in the display and presentation of learning cues and pupils work inside and outside of the classroom environment as required

**SUPPORT FOR THE SCHOOL**

Undertake training and CPD as required

Appreciate and support the role of other professionals

Attend and participate in relevant meetings as required

Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time as required

Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a

group under the supervision of the teacher

Be a role model for pupils and colleagues in terms of behaviour and attitude

Be punctual and professional at all times

Maintain confidentiality

**PERSON SPECIFICATION**

**JOB TITLE: EYFS TEACHING ASSISTANT**

1. EDUCATIONAL ACHIEVEMENTS, QUALIFICATIONS AND TRAINING

**Essential**

•5 GCSE’s or equivalent including Maths and English

• Ability to effectively use ICT to support learning

**Desirable**

NVQ Level 2 or equivalent in Early Years or Teaching Assistance

A first aid qualification

**2. EXPERIENCE**

Essential

Some experience working with children

Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.

Good understanding of the Foundation Stage Curriculum and the related assessments

Good understanding of child development and learning.

**Desirable**

Current experience in an Early Years setting

Experience using Letters and Sounds

**3. JOB RELATED KNOWLEDGE, APTITUDES AND SKILLS**

**Essential**

Knowledge of child development from 0-5 years

The ability to communicate effectively both orally and in writing

Good personal organisation e.g. time management

Ability to work independently and as part of a team

Ability to show initiative in a range of situations

Ability to work with tact and diplomacy

Ability to interact positively with pupils, parents and colleagues

Some experience of planning as part of a team

**Desirable**

Good I.C.T. skills

**4. PERSONAL QUALITIES**

**Essential**

Commitment to support the Christian ethos of the school.

Confidence, warmth, sensitivity, reliability, and enthusiasm

Ability to communicate effectively with children and young people

Good interpersonal skills

**5. EQUAL OPPORTUNITIES**

Essential

Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin