

JOB DESCRIPTION

POST:	EYFS Teaching Assistant L2
GRADE:	
RESPONSIBLE TO:	Head Teacher
STAFF MANAGED:	None
JOB PURPOSE:	To work under the instruction and guidance of senior staff to undertake and prepare for teaching, care and delivery of 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 in the outdoor area.
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Support for Pupils	<ul style="list-style-type: none"> • To work with children in EYFS • Monitor pupil's responses to learning activities and accurately record achievement/progress as directed. • Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc. • Be aware of, and provide accessible resources for SEND pupils • Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities both in class and outdoors • Assist with the development and implementation of Individual Education, Behaviour Plans and Personal Care programmes • Implement appropriate learning and / or self-help tasks to meet the child's specific needs • Establish constructive relationships with pupils and interact with them according to individual needs • Promote the inclusion and acceptance of all pupils • Encourage pupil to interact with others and engage in activities led by the teacher • Set challenging and demanding expectations and promote self-esteem and independence • Provide feedback to pupils in relation to learning, progress and achievement under guidance of the teacher • Liaise closely with teacher, SENDCo, parent / carers and other professionals to provide support for target child
Support for Teachers	<ul style="list-style-type: none"> • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work • Use strategies, in liaison with the teacher, to support target and all pupils to achieve learning goals • Monitor pupils' responses to learning activities and accurately record achievement/progress as directed • Provide detailed and regular feedback to teachers on pupil achievement, progress, problems etc.

	<ul style="list-style-type: none"> • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Establish constructive relationships with parents/carers, communicating regularly in a range of ways • Devise and implement routines and undertake verbal feedback and marking of pupils' work • Provide clerical / admin support to the teacher e.g. photocopying, resource making, filing as appropriate, communication • Provide contact link between school – home – and other services for key children, if appropriate
Support for Curriculum	<ul style="list-style-type: none"> • Ensure that classroom resources and the environment are as accessible as possible for pupils • Devise resources to support target child in engaging with, and accessing learning, building friendships and managing feelings • Work with key educators to prepare for and undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use • Encourage target child to engage with learning and class activities and his / her peers with increasing readiness
Support for School	<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to safeguarding, behaviour, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos, work and aims of the School • Appreciate and support the role of other professionals • Attend and participate in all relevant training, development and meetings as required to fulfil the role • Accompany teaching staff and pupils on visits and out of school activities as required and take responsibility for a group under the supervision of the teacher
Experience	<ul style="list-style-type: none"> • Working with or caring for children in Early Years • Work with children with specific medical, emotional and / or behavioural difficulties • Working with children with additional needs / moderate learning difficulties
Qualifications	<ul style="list-style-type: none"> • GCSE Grade C or above (or equivalent) in Maths and English • NVQ in Childcare, BTEC in Nursery Nursing, or a Level 3 Early Years Educator Diploma or Level 2 or 3 certificates in Supporting Teaching and Learning, or a Diploma in Childcare and Education • Paediatric First Aid training / training as appropriate
Skills and Knowledge	<ul style="list-style-type: none"> • Knowledge of working with young children with children with SEND • Knowledge of effective strategies to support SEND children • Knowledge of effective behaviour management strategies • Effective use of I.T. to support learning • Use of other technological and / or specialist equipment • Understanding of relevant policies, legislation and SEND code of practice

	<ul style="list-style-type: none"> • General understanding of EY and National Curriculum and other basic learning programmes/strategies • Good understanding of child development and learning • Ability to self-evaluate individual learning needs and actively seek learning opportunities • Ability to relate well to children and adults and build secure relationships • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
<p>Lingfield Education Trust</p>	<ul style="list-style-type: none"> • To comply with wider Trust policies and procedures as well as Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others. <p><i>These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Trust Board may determine.</i></p> <p>PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY.</p> <p>The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.</p>

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DBS CHECK BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.

The post will be based in West Park Academy however; the Trust reserves the right to require you to work at other schools in the Trust depending on the needs of the business. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career progression.

PERSON SPECIFICATION | EYFS Teaching Assistant

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Experience and Knowledge</p> <ul style="list-style-type: none"> • Experience of working in Early Years, primary school and / or specialist setting. (AF, I, R) • Experience and competence working within, the EY / KS1 Curriculum (AF, I, R) • Experience of supporting teaching & learning with additional needs (AF, I, R) 	<ul style="list-style-type: none"> • Experience of implementing and monitoring specific intervention Programmes (AF, I, R) • Experience of Phonics scheme / teaching (AF, I, R)
<p>Skills</p> <ul style="list-style-type: none"> • Creativity in developing resources to support learners access the curriculum as required (AF, I, R) • High standards of Communication, English and Maths (AF, I, R) • Ability to create interactive and exciting displays within school. (AF, I, R) • Excellent behaviour management skills (AF, I, R) • Effective ability to liaise with all members of the school community. (AF, I, R) • Ability to work confidently as part of a team (AF, I, R) 	<ul style="list-style-type: none"> • Ability to use iPads / I.T. to support teaching and learning. (AF, I) • Ability to contribute to planning and assessment for individuals / groups (AF, I, R) • Team Teach Qualification (AF, I)
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Excellent attendance, punctuality and health record. (I, R) • Enthusiasm and confidence (I) • Build and sustain effective relationships with children, staff and Parents (AF, I, R) • Patience and understanding (I, R) • Sensitivity and confidence to manage continence needs (AF,I, R) • Willingness to be flexible (AF, I) 	
<p>Qualifications</p> <ul style="list-style-type: none"> • Grade C English and maths at GCSE or equivalent (AF,C) • Level 2 TA qualification (NVQ or equivalent) (AF,C) 	<ul style="list-style-type: none"> • First aid qualification (AF,C) • Additional, relevant CPD / Training (AF,C)

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
	<ul style="list-style-type: none"> • SEND Qualifications(AF,C) • Safeguarding Training (AF,C)

Key – Stage identified	
AF	Application Form
C	Certificates
O	Observation
I	Interview
T	Task
R	References
D	DBS Disclosure

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references

