

JOB DESCRIPTION

Job Title:	EYFS Teaching Assistant Level 3
Grade:	5
Salary:	SCP 16 – SCP 20
Conditions of Service:	Support Staff Contract of Employment
Responsible to:	Principal

Statement of Purpose

Under the direction of a an appropriate EYFS Lead, use specialist knowledge and experience to provide appropriate support to pupils in a nursery setting in relation to their individual abilities.

Support for Pupils

- Support pupils' learning in the Nursery, including working with individuals, groups and whole classes using knowledge, experience, specialist skills and training.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs.
- Contribute to the creation of an appropriate learning environment through display and classroom organisation.
- Contribute to the creation of appropriate learning resources.
- To contribute to the planning for and delivery of the early years curriculum.
- To contribute to the monitoring and evaluation of pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the school's/nursery disciplinary policy, apply behaviour management strategies and techniques to manage behaviour appropriately in order to contribute to a purposeful learning environment.

Support for the Curriculum

- Use ICT effectively to support learning activities.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- To be aware of, and maintain, specific school policies which relate to pupils in the classroom, i.e.; behaviour, equal opportunities and marking where applicable.

Support for Parents

- To support the maintenance of positive links between home and school by making parents feel welcome, and develop links with other agencies.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP//ASS
	Experience <ul style="list-style-type: none"> • Three years' experience of working to support children's learning, gained in a relevant environment. 	APP/I
	Qualifications / Training <ul style="list-style-type: none"> • Very good numeracy/literacy skills at least equivalent to NVQ2 Level 2 in English and Maths. • NVQ 3 Early Years (or recognised equivalent qualification). 	APP/I
	Knowledge / Skills <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • A full understanding of the early year's foundation stage curriculum from birth to three. • In depth understanding of areas of learning, e.g. Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk who are at risk of underachieving. • Effective use of ICT to support learning. • Use of other equipment technology – e.g. video, photocopier. IT • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Excellent communication skills. 	APP//ASS
	Behavioural Attributes <ul style="list-style-type: none"> • Child focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. 	APP / I

	<ul style="list-style-type: none"> • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 23/09/2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.