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| **Hillcrest Primary School**  **EYFS Classroom Assistant Job Description** | | |
| **Name:** | **Post: Classroom** Assistant (EYFS) | **Salary Point:** C4 |
| **Responsible to:** The Headteacher and EYFS Lead | | |
| **Personal Areas of Responsibility: EYFS** | | |
| 1. **Teaching Assistant Professional Standards** | | |
| These Professional Standards for Classroom Assistants are non-mandatory and non-statutory, but they sit alongside the statutory standards for teachers and headteachers and help to define the role and purpose of teaching assistants.  **Personal and professional conduct**  Classroom assistants should uphold public trust in the education profession by:   * 1. **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.   2. **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.   3. **Having regard for the need to safeguard pupils’ well-being** by following relevant statutory guidance along with school policies and practice.   4. **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.   5. **Committing to improve their own practice** through self-evaluation and awareness.   **Knowledge and understanding**  Classroom assistants are expected to:   * 1. **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.   2. **Take opportunities to acquire the appropriate skills, qualifications, and/or experience** required for the teaching assistant role, with support from the school/employer.   3. **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.   4. **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.   5. **Understand their roles and responsibilities within the classroom and whole school context recognising** that these may extend beyond a direct support role.   **Teaching and learning**  Classroom assistants are expected to:   * 1. **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.   2. **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.   3. **Use effective behaviour management strategies consistently** in line with the school’s policy and procedures.   4. **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.   5. **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.   6. **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.   **Working with others**  Classroom assistants are expected to:   * 1. **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.   2. **With the class teacher, keep other professionals accurately informed** of performance and progress or concerns they may have about the pupils they work with.   3. **Understand their responsibility to share knowledge** to inform planning and decision making.   4. **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.   5. **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. | | |
| 1. **Specific TA Responsibilities (Scale C)** | | |
| **Support for Pupils**   * 1. To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil’s special needs and, wherever possible, making these part of the learning experience.   2. Under agreed school procedures and in line with statutory guidance on supporting pupils at school with medical conditions, to give first aid/medicine where necessary; accompany sick children home, or to a health centre or hospital; or assist with programmes of special care such as physiotherapy, hydrotherapy or speech therapy, under the direction of the appropriate specialist.   3. Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.   4. Assist with the development and implementation of SEN Support/Behaviour Plans and Personal Care programmes.   5. Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents.   6. Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.   **Support for the Teacher**   * 1. Assist with the planning of learning activities.   2. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work.   3. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.   4. Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils’ achievement, progress, problems, etc.   5. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour.   6. Administer routine tests and undertake routine marking of pupils’ work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework.   **Support for the Curriculum**   * 1. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including undertaking English and Maths programmes, recording achievement and progress and feeding back to the teacher.   2. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT in learning activities and developing pupils’ competence in its use.   **Support for the School**   * 1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.   2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.   3. Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.   4. Assist with the supervision of pupils out of lesson times, including before and after school and 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.   5. Undertake other similar duties and activities that fall within the grade and scope of the post, as directed by the Headteacher.   **Safeguarding**  Hillcrest Primary School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. | | |
| Signed: Date: | | |
| Signed Headteacher: Date: | | |