**HLTA – Early Years Practitioner (Grade E)**

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| **Overall Purpose of the role** | To deliver ‘Ready to Read’ programme and ‘Rhyme Time’ sessions to parents and children across all schools in the Trust.  To organise and facilitate parent drop in support sessions (outreach) utilising support from other professionals/organisations  To create and upload resources; including reading books, recorded stories, songs, rhymes and activities to engage children and parents in home learning.  To work collaboratively with teaching and support staff across all schools in the Trust.  Take a lead role in the planning cycle and the management/preparation of resources.  To provide support for children, parents, staff and members of the community in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when planning, monitoring, assessing and managing activities/sessions. Provide support for children’s welfare, and to support the inclusion of children in all activities |
| **Planning and preparation** | * Plan and prepare session plans with staff, and ensure effective evaluation of sessions and adjusting/adapting plans as required. * Develop and prepare resources for learning activities in accordance with lesson plans and in response to children’s need. * Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with school policies and procedures. |
| **Teaching and Learning** | * Provide detailed verbal and written feedback on session content, children and parent engagement, learning activities to project/school leaders. * Motivate and progress students’ learning by using clearly structured, engaging teaching and learning activities. * Be aware of and support difference and ensure all children and parents have equal access to opportunities to learn and develop. * Promote and support the inclusion of children, including those with specific needs, in all activities. * Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage children to interact and work co-operatively with others. * Organise and safely manage the appropriate learning environment and resources. * Promote and reinforce student’s self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance. * Encourage acceptance and integration of students with special needs, or from different cultures and/or with different first language. * Support the role of parents in students’ learning and provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times. * Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in school |
| **Monitoring and assessment** | * Evaluate students’ progress through a range of assessment activities. * Assess students’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs. * Monitor children’s participation and progress and provide constructive feedback in relation to their progress and achievement. * Assist in maintaining and analysing records of children’s’ progress. * To make clear observation and assessment and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children. * To work closely with the EYFS leads across all schools to regularly evaluate the impact of the project and make any necessary adjustments. |
| **Mentoring, Supervision and Development** | * Assist teachers in offering mentoring support and guidance to other teaching assistants in a supporting role. * Support and guide other less experienced teaching assistants’ work with children and families and lead training for other teaching assistants. * Contribute to the overall ethos, work and aims of the Trust by attending relevant meetings and contributing to the development of policies and procedures within the Trust. Also participate in staff meetings and training days/events as requested. |
| **Behavioural and Pastoral** | * Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school/Trust policies and procedures and making sure the individual/s involved understand it is unacceptable. * Understand and implement school Safeguarding procedures and comply with legal responsibilities. * Provide support and assistance for student’s pastoral needs. * Provide physical support and maintain personal equipment used by the students at the school. * Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links. * Assist teachers by working alongside and acting upon advice from professional or specialist support staff involved in the children’s education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists. |
| **Other** | * Any other duties required by the Headteacher/Project Leader, which is in the scope of the post. * To work within and encourage the Trust’s Equal Opportunity policy and contribute to diversity policies. * To adhere to the requirements set out in policies/documentation such as Staff Code of Conduct, Staff handbook, the teaching assistant standards etc. * At all times carry out duties with due regard to the trust/school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person |
| **Specialist Roles and Responsibilities** | * Early Years Lead Practitioner for ‘Ready to Read’ project * Lead role for parental engagement in EYFS |

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