



EYFS LEVEL 3 TEACHING ASSISTANT JOB DESCRIPTION BG8

Purpose of the job

To provide support for learning activities and the social/emotional development of children on an individual or group basis, under the general direction of the line manager to ensure high quality education, which will improve the quality of learning and the standards of achievement.

Key tasks

1. To support children's learning:

- following teachers plans to work as directed in the classroom provide direct support for the learning of individual children or groups of children, including those with special needs, to achieve defined progression targets in a child's individual education plan and in class plans;
- use high-quality interactions to support and scaffold children's learning through routines and play;
- providing guided group work/ play as directed by the class teacher;
- at times, carrying out duties independently, working on own initiative including recognition of when to refer problems;
- contributing effectively to the workload, planning, supervision and responsibilities of a team (for example, modelling and monitoring the delivery of interventions);
- planning, preparing, delivering and monitoring of interventions;
- using recent monitoring to discuss and feedback progress to class teacher, SENCO, other professionals or parents.

2. To supervise, encourage, model and promote safe and positive behaviour for all pupils.

- confidently managing behaviour with a positive and calm approach.

3. To support the learning environment:

- preparing, storing, retrieving, sorting materials and equipment;
- support in preparing and displaying finished examples of learning, to a high-standard.

4. To provide care and support:

- attending to the day-to-day needs of the child's well-being (personal, social, hygiene, emotional), including nappy changing;
- reporting any concerns to the relevant member of staff;
- carrying out specified medical care procedures following direct specific training by a qualified practitioner.

5. To cover the class as directed and support coaches/teachers in the delivery of PPA.

Knowledge and Understanding

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1. To be familiar with the Code of Practice on the identification and assessment of special educational needs and implement and keep records on individual education plans;
2. Personally reflect, attend training and seek advice to ensure the development of good quality teaching and support;
3. Be familiar with health and safety issues, including subject specific, child protection procedures and positive behaviour management plans.

Planning Teaching and Class Management

1. Provide clear structure and use a range of teaching strategies for intervention sessions, maintaining pace, challenge and motivation ;
2. Make effective use of monitoring to plan next steps;
3. Set high expectations for positive pupil behaviour.
4. Establish a safe, supportive and stimulating learning environment.

Monitoring, Assessment, Recording, Reporting and Accountability

1. Assess how well learning and development is progressing and use this assessment to monitor progress and identify next steps.
2. Assess and record each pupil's progress systematically and use records to ensure that pupils make demonstrable progress.

Other Professional Requirements

1. To ensure 'Every Child Matters' and provide effective care, guidance and support.
2. Establish effective working relationships with professional colleagues.
3. Set a good example to the pupils through your presentation, personal and professional conduct.
4. Take responsibility for your own professional development, including knowledge of school policies and procedures.
5. Liaise effectively with parents and carers and other agencies.
6. Are aware of the role and purpose of the school governing body.

To undertake duties as the headteacher and line manager may reasonably direct.

