

SUPPORT STAFF

JOB DESCRIPTION

ROLE TITLE	EYFS Learning Support Assistant
LOCATION	Wells Hall Primary Academy, may be deployed across the Trust
GRADE / SCALE POINT – SALARY	Grade 2
REPORTING TO	EYFS Leader / Class teacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

Under the direction of the teacher, who plans lessons and directs learning, the purpose of the Learning Support assistant is to:

1. Support the learning and development of pupils, both in group situations and individually, in order to have a positive impact on their attainment and progress;
2. Promote pupil independence and positive behaviours for learning through a 'least help first' approach;
3. Provide support for the teacher and, through this, to pupils and to the teaching of the curriculum;
4. Support pupils to develop their social skills and understanding, and to promote pupil wellbeing.

KEY TASKS & RESPONSIBILITIES

Support for Pupils

Under the teacher's direction:

1. Undertake a range of specialised tasks to develop pupil's language, literacy, numeracy and related skills, e.g. delivering targeted individual or group support in English/Phonics & maths sessions;
2. Apply good subject knowledge in order to support pupils to overcome barriers to learning and therefore make good progress;
3. Establish a good knowledge of pupils' backgrounds and abilities, in order to adapt learning to meet the needs of individual pupils and thereby maximise the impact of the support provided;
4. Ensure that high levels of independence are maintained within the EYFS;
5. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities;
6. Work with individual pupils, small groups, or the whole class, some of whom may have special educational needs and/or disabilities, English as an additional language etc.;

7. Maintaining basic records, providing good quality verbal and written feedback to pupils which will enable them to understand their successes and the next steps in their learning;
8. Develop methods of motivating pupils and promoting/reinforcing their wellbeing and self-esteem;
9. Use effective behaviour management strategies consistently in line with the school's policy and procedures;
10. As appropriate, look after sick/upset pupils and attend to physical needs;
11. Support learning and development by accompanying and working with pupils outside the classroom on trips, visits and other activities.

Support for Teachers

1. Maintain good communication with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils;
2. Provide support for the teacher during lessons, e.g. through directed work in EYFS subjects, enabling access to the curriculum;
3. Deliver agreed support or intervention programmes with a high level of autonomy, under the direction of the teacher, SENDCo and/or Senior Leadership Team;
4. Complete administrative and organisational tasks (e.g. preparing lesson resources) which enable the teacher to focus on learning and teaching, and therefore have a positive impact on attainment and progress;
5. Assist the class teacher to maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources (e.g. preparation of displays);
6. Support and assist teaching staff in maintaining a purposeful, orderly and supportive environment for learning in the classroom and around the school, by actively engaging with pupils to positively promote and enforce the school's Behaviour Policy;
7. Observe pupil learning and support this learning in the light of observations;

Continuing Professional Development

1. Keep up-to-date with school policies and procedures;
2. Attend relevant in-service training which is required by the role;
3. 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 (e.g.) as part of the annual appraisal cycle, and identifying relevant professional development to improve personal effectiveness;
4. Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer;

Health, Safety and Wellbeing

1. Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues;
2. Refer pupils to a school first aider or the Headteacher, ensuring that the class teacher is aware;
3. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
4. Keep up-to-date with and follow, safeguarding procedures.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> GCSE English and Maths at Grade C or equivalent Experience of working with pupils Early Years teaching assistants must have a full and relevant level 3 Early Years qualification or other appropriate qualification. 	<ul style="list-style-type: none"> Experience of working with children with Special Educational Needs Experience of supporting pupils in the Primary Phase Good understanding of how ICT can enhance learning First Aid certificate Knowledge of the importance of Outdoor learning.
Skills	<ul style="list-style-type: none"> An understanding of EYFS curriculum and assessment opportunities with the ability to support both class teacher and children Be able to present information effectively, both verbally and in writing Have the ability to acquire new skills Proven ability to prioritise within a busy school environment. 	
Personal Qualities	<ul style="list-style-type: none"> Excellent communication skills The ability to exercise initiative and independent action when required Good interpersonal skills A team player who has the ability to make a positive contribution to the overall life of the school. 	
Manual Skills	<ul style="list-style-type: none"> Routine manual handling skills 	
Level of Autonomy	<ul style="list-style-type: none"> Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time. 	