

<b>Post:</b>	EYFS Practitioner/ TA
<b>Grade:</b>	Grade 4
<b>Responsible to:</b>	EYFS Lead
<b>Working Time:</b>	37 hours per week, TTO

### **Job Purpose**

To work under the guidance of the EYFS Lead, teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve working alongside teachers in the whole planning cycle and the management/preparation of resources. The primary focus will be to maintain good order and to keep pupils on task.

### **Key Responsibilities**

1. Using specialist (curricular/learning) skills/training/experience to support pupils
2. Assisting with the development and implementation of Individual Education/Behaviour Plans
3. Have extensive knowledge of the EYFS framework and assessment expectations
4. Assist in the development of age appropriate play based approaches to learning across EYFS/KS1
5. Establishing productive working relationships with pupils
6. Promoting the inclusion and acceptance of all pupils
7. Supporting pupils consistently whilst recognising and responding to their individual needs
8. Encouraging pupils to interact and work cooperatively with others and engage all pupils in activities
9. Promoting independence and employ strategies to recognise and reward achievement of self reliance
10. Teach and resource daily phonics 'keep up' interventions
11. Providing feedback to pupils in relation to progress and achievement
12. Setting challenging and demanding expectations and promote self-esteem and independence
13. Attending to pupils' personal needs and provide advice to assist in their social, health and hygiene development
14. Supporting provision for pupils with special needs including specialist support
15. Working with the EYFS Lead to establish an appropriate learning, stimulating and safe environment
16. Working with the EYFS Lead in lesson planning, evaluating and adjusting lessons/work plans as appropriate
17. Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
18. Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
19. Being responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems/records as requested
20. Undertaking marking of pupils' work and accurately record achievement/progress
21. Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
22. Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings
23. Administering and assessing routine tests and invigilate exams/tests
24. Undertaking home visits as required

25. Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
26. Assisting in the development and implementation of appropriate behaviour management strategies
27. Facilitating smooth transition between educational phases
28. Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities and lesson plans for individual children and small groups etc
29. Supporting pupils in their learning in all areas of the curriculum.
30. Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses
31. Implementing local and national learning strategies e.g. literacy, numeracy, early years and making effective use of opportunities provided by other learning activities to support the development of relevant skills
32. Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use
33. Helping pupils to access learning activities through specialist support
34. Determining the need for, preparing and maintaining general and specialist equipment and resources
35. Providing appropriate guidance and support in the training and development of staff as appropriate
36. Delivering and/or contributing to out of school learning activities within guidelines established by the school and within established working hours.
37. Providing cover for the provision of PPA time for EYFS lead and teaching staff, plus short term cover for absence for other staff
38. Supervising pupils on visits, trips and out of school activities as required
39. Supporting Teaching Assistant students in school settings
40. Leading a subject area in school
41. Undertaking quality assurance activities to monitor the quality of education across the school

### **General Responsibilities**

42. Be aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
43. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
44. Contribute to the overall ethos/work/aims of the school
45. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
46. Attend and participate in regular meetings and INSET days
47. Participate in training and other learning activities as required
48. Be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
49. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions

Signed to indicate agreement..... [Post-holder]

Date.....

Signed ..... [Manager]

Date .....

## Person Specification:

	Essential	Desirable
<b>Experience</b>	<p><b>Evidence of:</b></p> <ul style="list-style-type: none"> <li>Level 4 NVQ (or equivalent) relevant to SEND/Primary and/or Early Years Education</li> <li>Proven success in improving pupil outcomes within a school</li> <li>Working closely with parents in home-school partnerships that support pupils' needs.</li> <li>Experience in supporting and holding others accountable</li> <li>Experience of covering classes successfully in primary or secondary provision</li> <li>Ability to use/analyse assessment data to inform provision and raise standards</li> </ul>	<p><b>Evidence of:</b></p> <ul style="list-style-type: none"> <li>Using basic diagnostic tests for identifying specific needs</li> <li>Leading a subject area/holding area of responsibility</li> <li>Dyslexia Screening experience</li> <li>Paediatric First Aid</li> </ul>
<b>Organisation</b>	<p><b>Evidence of ability to:</b></p> <ul style="list-style-type: none"> <li>manage time and prioritise workload effectively</li> <li>identify (potential) problems and address these</li> <li>balance the demands of many responsibilities effectively</li> <li>record and pass on information accurately</li> </ul>	
<b>Specialist Skills and Knowledge</b>	<p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>excellent working knowledge of the EYFS and current statutory guidance</li> <li>Secure understanding of child development from birth to 7</li> <li>high levels of numeracy, articulation and literacy</li> <li>ability to assess and records the progress of pupils' learning</li> <li>inclusive practice</li> <li>excellent knowledge and understanding of how pupils learn, including potential learning differences how to overcome these</li> <li>child-centred vision for education</li> <li>effective and positive approach to behaviour management</li> <li>ambition for children's outcomes and achievement</li> <li>ability to deliver effective learning opportunities, including remotely</li> <li>positive impact on pupil outcomes and wellbeing</li> </ul>	<p><b>Evidence of:</b></p> <ul style="list-style-type: none"> <li>Further professional development relating to SEND</li> <li>Understanding of the 'SEND Code of Practice'</li> </ul>

<p style="text-align: center;"><b>Disposition and attitudes</b></p>	<p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• dedication and drive to provide the best possible educational provision</li> <li>• excellence at all levels and a determination to succeed</li> <li>• respect for and values <b>all</b> children</li> <li>• altruistic approach to supporting children, families and colleagues</li> <li>• advocacy of the school's Christian ethos</li> <li>• high levels of integrity, resilience and emotional stability</li> <li>• initiative and flexibility when faced with challenging situations</li> <li>• calm, patient approach</li> <li>• reliability and loyalty</li> <li>• ability to motivate others and adopt a positive approach</li> </ul>	
<p style="text-align: center;"><b>Specific Requirements</b></p>	<ul style="list-style-type: none"> <li>• Excellent communication skills, including oral, written and use of IT</li> <li>• Commitment to safeguarding and promoting the welfare of children</li> <li>• Uphold a high level of professional standards at all times</li> <li>• Maintain confidentiality in all school matters</li> </ul>	