

Job Description

Job Title	General Teaching Assistant EYFS
Grade	C
Responsible To	Headteacher
Staff Managed	None
Job Family	Teaching Assistants
Job Purpose	To work with teachers to support teaching and learning in Reception and Nursery. Being responsible for some learning activities within the overall teaching plan with access to support and guidance as required. Including support for those who have special educational needs and/or disabilities and meeting intimate care needs as necessary.
Job Context	Works within the classroom and supports outdoor learning to complement the professional work of teachers by taking responsibility for individuals or small groups under an agreed system of supervision.
Main Responsibilities	
Key strategic elements of the job	<ul style="list-style-type: none"> • Have an understanding of how to enable young children to learn, including those who have special educational needs and/or disabilities • Be able to work as a member of a team to support children and their families • Have an excitement and proactive, positive approach to supporting children's learning and development • Have a commitment to providing the right support to the most vulnerable children by contributing to support plans • Support pre planned learning/behaviour activities as directed by the teacher both in a classroom and outdoor learning environment. • Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning • Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies • Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs • Assist in escorting and supervising pupils on educational visits and out of school activities • Undertake break supervision as required
Communications	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals • Communicate effectively with all pupils, families, carers and other agencies / professionals
Partnership or Corporate Working	<ul style="list-style-type: none"> • Share information confidentially about pupils with teachers and other professional as required • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings
Safeguarding	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate

Planning and Organising	<ul style="list-style-type: none"> • Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations • Participate in appraisal, training and other learning activities
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst every effort has been made to explain the main duties and responsibilities of the post, this does not constitute a jobs list and the successful candidate will be expected to undertake duties commensurate with the role. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Job Title	General Teaching Assistant EYFS	
Grade	C	
Responsible To	Headteacher	
Job Family	Teaching Assistants	
Essential		Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> Have an understanding of how to enable young children to learn, including those who have special educational needs and/or disabilities 		<ul style="list-style-type: none"> Experience and knowledge of outdoor learning Knowledge of Behaviour management techniques Knowledge of Child Protection and Health & Safety policies and procedures
Experience		
<ul style="list-style-type: none"> Experience appropriate to working with individuals and groups within a classroom setting Be able to work with individuals and groups of children within a classroom setting Have experience of working in EYFS and have a good understanding of child development 		
Occupational Skills		
<ul style="list-style-type: none"> Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers Good reading, writing and numeracy Skills Demonstrable strong interpersonal skills and a positive outlook. Be able to work as a member of a team to support children and their families Have an excitement and proactive, positive approach to supporting children's learning and development Have a commitment to providing the right support to the most vulnerable children by contributing to support plans Have high aspirations both for themselves and our children Have a passion for learning – particularly outside! Be proactive and dependable 		<ul style="list-style-type: none"> Basic ICT Skills
Qualifications		
<ul style="list-style-type: none"> Relevant NVQ Level 2 qualification or equivalent 		<ul style="list-style-type: none"> Relevant NVQ level 3 Appropriate first aid training
Other Requirements		
<ul style="list-style-type: none"> Enhanced DBS Clearance Ability to work successfully in a team. Confidentiality Flexibility To be committed to the school's policies and ethos 		<ul style="list-style-type: none"> Creativity

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| <ul style="list-style-type: none">• To be committed to Continuing Professional Development with a willingness to undergo further training as required• Motivation to work with children and young people• Ability to form and maintain appropriate relationships and personal boundaries with children and young people• Emotional resilience in working with challenging behaviours and attitudes• Ability to use authority and maintaining discipline• An empathy for equality & diversity | |
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