

EYFS Teaching Assistant Level 3

Job Description

Grade: GR3

1. Job Purpose

- 1.1. This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.
- 1.2. To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.
- 1.3. To demonstrate excellent classroom practice and support the ongoing training and development of TAs on allocated sites.

2. Key Responsibilities

Support for pupils (either individually or in groups)

Support the activities of individuals or groups

Establish and maintain relationships with individual pupils and groups

- i. Contribute to annual reviews and pupil support passports as appropriate.
 - ii. Support pupils during lesson activities
 - iii. Promote Pupils' social and emotional development
 - iv. Contribute to the health and well-being of pupils.
 - v. Provide support for bilingual/multilingual pupils (where appropriate to the focus of the role)
 - vi. Support children with specific needs (where appropriate to the focus of the role), for example. Autism, sensory and/or physical impairment, cognitive or learning difficulties, social, emotional and mental health needs, speech, language and communication needs.
 - vii. Support pupils with literacy and numeracy skills
 - viii. Support pupils to access the curriculum
 - ix. Supporting with the medical and personal care needs of children where appropriate in line with the guidance of the local authority
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3. Support for the teacher(s)

- 1.1 Observe and report on pupil performance
- 1.2 Contribute to the planning and evaluation of learning activities.

- 1.3 Assist in preparing and maintaining the learning environment
- 1.4 Contribute to the management of pupils' behaviour.
- 1.5 Contribute to maintaining pupils' records
- 1.6 Support the maintenance of pupils' safety and security.
- 1.7 Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson
- 1.8 Undertake routine marking in line with school policy
- 1.9 Provide general administrative support, for example, administer coursework, produce worksheets etc.
- 1.10 Undertake joint home visits as appropriate and in line with LEA policy

4. Support for the school

- 1.11 Support the development and effectiveness of team work within the school environment
- 1.12 Develop and maintain working relationships with other professionals
- 1.13 Liaise with parents as appropriate
- 1.14 Review and develop own professional practice
- 1.15 Work as required across the curriculum and in all Key Stages within the school in accordance with the job

5. Support

- 1.16 Support the use of information and communication technology in the classroom

General

- 1.17 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
 - 1.18 To ensure their tasks are carried out with due regard to Health and Safety
 - 1.19 To participate in appropriate professional development including adhering to the principle of performance management.
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1.20 To adhere to the ethos of the school

1.20.1 To promote the agreed vision and aims of the school

1.20.2 To set an example of personal integrity and professionalism

1.20.3 Attendance at appropriate staff meetings and parents evenings

1.21 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

2. Supervision Received

2.1 Supervising Officer's Job Title: _____

2.2 Level of supervision:

~~1. Regularly supervised with work checked by supervisor~~

2. Left to work within establishment guidelines subject to scrutiny by supervisor

~~3. Plan own work to ensure the meeting of defined objectives~~

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. Special Conditions

5.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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	• Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task • Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes • Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills • Ability to assist in the recording of lessons and assessment as required by the teacher • Ability to offer constructive feedback to pupils to reinforce self-esteem • Ability to work effectively and supportively as a member of the school team • Ability to work within and apply all school policies • e.g. behaviour management, child protection, Health and Safety, Equal Opportunities	AF/I AF/I AF/I AF/I AF/I AF/I
Training	• Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge • Existing training in any of the following and experience of implementing the skills learned in a special school setting in Makaton, Attention Autism, on body signing, PECS, communicate in print/widget, manual handling, Team Teach (desirable)	AF/I
Other	• Minimum of two years experience of working with children and young people in an EYFS setting. • Knowledge of the EYFS statutory framework	AF/I AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

Date:
