

## Teaching Assistant Level 3 – Early Years Foundation Stage

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

### How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

### About the role...

#### Main purpose of the post

Supporting pupils to become independent learners, ensuring the pupils feel safe, secure and happy within the Early Years Foundation Stage and Key Stage 1 phases.

To be a proactive member of the team providing a safe, stimulating and inclusive environment in which young children are supported and encouraged to achieve their full potential

#### Specific duties and responsibilities

- To provide early years education within the specifications of Desirable Outcomes and the National Curriculum
- To assist in the mental, physical and social development of early years children
- Prepare play and other educational activities in which all children can interact and develop mentally, physically and socially
- Guide and assist using developmental knowledge
- Guide and assist each child's language development, giving special help to children with difficulties and follows programmes set by outside agencies
- Guide and assist using knowledge of different physical development
- Adapt to varying working environments, e.g. playground, classroom, hall
- Observe and record each child's progress and discuss progress with teaching staff and parents
- Identify possible child abuse or neglect
- Cares for the sick and those suffering minor injury
- Able to take responsibility for a group of children
- Suggests and implements appropriate programmes/targets for each individual child and groups of children.
- Contributes towards planning, assessment of progress and record keeping
- Plays a full part in planning provision in the Early Years Unit and Key Stage 1
- Prepares and manages resources and puts up displays to create an appropriate learning environment
- To undertake regular fire-drills and associated procedures with the children
- Ability to recognise normal behaviour and behavioural problems which are causes for concern
- To be responsible for creating an effective environment for children's learning, e.g. displaying children's work, Changing Life Skills Area
- To support the teacher, children and parents
- Ability to contribute to the review of policies
- Contribute towards planning and learning programmes
- To be aware of different learning strategies e.g. High Scope
- Contribute to the setting of high expectations of children's work and support the school's Behaviour Policy, using appropriate strategies to promote positive behaviour
- Maintain confidentiality about all issues related to pupils and their families
- To deal regularly with regard to both children and parents in a variety of unforeseen problems and situations. This includes dealing with aggressive and disruptive behaviour of children and emotional difficulties
- Dealing with sensitive situations involving both parents and children, e.g. separation of parents; death of a relative
- To structure the activity appropriately and change targets at short notice to challenge all abilities.
- Attend staff meetings, professional development training and any other events as requested
- Accompanying children on educational visits

The following generic responsibilities are consistent for all Higher-Level Teaching Assistants (HLTA). All HLTAs will be expected to meet the appropriate Standards as a minimum requirement (relevant to experience).

Signed		Date	
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**As a member of the Trust**

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Contribute to systems of evaluation and performance of the organisation positively

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

**About you...****Qualifications and Training**

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

**Essential**

NVQ Level 3 for Teaching assistants, equivalent qualifications

Excellent literacy and numeracy skills (5 GCSEs or equivalent, including Maths and English)

Commitment to continue own personal development

**Desirable**

Degree level qualification

Paediatric First Aid (or willingness to undertake training)

Have undergone training in child protection awareness

Competent in use of Microsoft Office including Excel and Word

**Experience, Knowledge and Skills****Essential**

Experience of supporting learning in Early Years

Knowledge and understanding of the needs and development of children

Understanding of how to support children in literacy and numeracy

Basic understanding of child development and learning

General understanding of the Primary National Curriculum

Understanding of assessing and tracking progress

Awareness of legislation relating to child protection

Training in a range of literacy strategies and approaches i.e. teaching of Reading, Spelling, Phonics following a suitably recognised scheme

Contributing to the development, monitoring and review of Education Health and Care Plans

Ability to work on own initiative within departmental protocols/procedures

**Desirable**

Experience of working in an educational setting

Supporting children with special educational needs and/or Disabilities (SEND)

Supporting children with English as an additional language (EAL)

Experience in working within statutory/voluntary agencies dealing with children and families

Ability to display an understanding of social/welfare issues as they affect children, families and schools

Knowledge of strategies to support students with specific SEND e.g. physical disabilities, visual and/or hearing impairment, dyslexia

Good understanding of Safeguarding procedures

CPOMS Safeguarding and Child Protection Software for Schools

Understanding of procedures and legislation relating to confidentiality

**Values and Personal Competencies**

Committed to the values and vision of the Trust

Excellent interpersonal skills; energy and enthusiasm

Self-motivation

Organisational and time management skills

Ability to question

Flexibility and adaptability

Ability to effectively evaluate own performance

Team focused with the ability to work independently and take initiative

Committed to equality, diversity and inclusion

Strong morals, ethics and sound judgement.