



Nursery Teaching Assistant – Teaching and Learning

Scale Point: 5 - 6 (Grade 4) fte £23,500-£23,893

Statement of Purpose

To work collaboratively with colleagues and the Governing Body, to fulfil the school vision, values and mission statement. To inspire high expectations for learning, behaviour and care across the school to support all children to achieve.

Under the direction of the Nursery Manager, use specialist knowledge and experience to provide appropriate support to pupils in the Foundation Stage setting in relation to their individual abilities empowering them to reach for the stars in their learning.

Support for Pupils

- Support and facilitate pupils' learning in the Foundation Stage, including working with individuals, groups and whole classes using knowledge, experience, specialist skills and training.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs.
- To be responsible for delivering intervention support to targeted individuals and/or groups of pupils.
- Provide pastoral support to pupils within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters, including sympathetically supporting pupils through development milestones e.g. toileting and personal hygiene
- Assist children in the management of specific medical needs (for which specialist training will be provided) and maintain associated health records.
- To contribute to raising standards by ensuring high expectations are promoted for pupils.
- To actively contribute to providing a stimulating and inclusive learning environment for all pupils.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Provide general support to pupils, ensuring their safety, by complying with good Health & Safety & safeguarding practice.
- Encourage pupils to interact with others and engage in activities using appropriate strategies and resources

- To communicate effectively and professionally with all members of the school community and other agencies, acting in the best interests of the pupil.

Support for Nursery Manager and Foundation Stage Leader

- To contribute to the planning for and delivery of the early years curriculum.
- To contribute to the assessment, monitoring and evaluation of pupil responses to learning activities through formal and informal observations during independent play and learning, as well as adult-led activities, against pre-determined learning objectives.
- To maintain accurate pupil records of achievement/progress as directed using the relevant platform/software/system.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, and challenges including participation in pupil data tracking meetings.
- Support the teacher/ Nursery manager to organise and implement enrichment activities.
- Support the Nursery Manager in planning learning opportunities that excite, engage, motivate and challenge all pupils, including the creation of appropriate learning resources.
- Contribute to the creation of an appropriate learning environment through display and classroom organisation.
- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.
- Provide support to pupils to achieve learning goals, e.g. guided reading.

Support for the Curriculum

- To be aware of, and maintain, specific school policies which relate to pupils in the classroom, i.e.; behaviour, equal opportunities and marking where applicable.
- To provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.
- Attend training sessions as required for CPD purposes and to ensure appropriate skill level is obtained to undertake role, e.g. behaviour management strategies.

Support for Parents

- To support the maintenance of positive links between home and school by making parents feel welcome, communicating with them regularly and sharing their child’s learning throughout their learning journey using the relevant platform/software/system.
- Use appropriate one-to-one communication with parents on general and pupil specific matter understanding when to escalate a matter within the school structure.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote the school vision, values and mission statement in all aspects of school life.
- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be involved in and contribute to whole school policy development.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Be a proactive member of our learning team.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School’s performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Signed:..... Date:

Person Specification
Nursery Teaching Assistant – Teaching and Learning

	Desirable / Essential Criteria	Measured by (A – App Form T – Task I – Interview)
Experience		
Recent experience of working within the Foundation Stage with an excellent knowledge of the EYFS curriculum	Essential	A/T/I
Recent experience of assessing children’s development and making use of this assessment to further facilitate learning and development.	Essential	A/T/I
Understanding of health and hygiene procedures in nursery setting	Desirable	A
Qualifications and training		
NNB NVQ Level 3 with Early Years emphasis	Essential	A
Good level of numeracy/literacy skills at GCSE Level C/Grade 4 or above or functional skills equivalent	Essential	A/T
Safeguarding Level 1 Training	Desirable	A
Emergency First Aid at Work Training	Desirable	A
Paediatric First Aid Training	Desirable	A
Knowledge/Skills		
Job Application Form completed accurately and fully with attention to grammar, punctuation, spelling and overall presentation	Essential	A
Good ICT skills	Essential	A/T
Ability to work constructively and collaboratively as part of a team	Essential	A/T/I
Ability to relate well to children and to adults	Essential	T/I
Good organisational skills with the ability to prioritise	Essential	T/I
Ability and discipline to maintain accurate records and documentation	Essential	A/T
Ability to communicate effectively using various methods	Essential	A/T/I
Actively contribute to a happy, safe and supportive play environment	Essential	T/I
Communicate positively and effectively to children and listen to them	Essential	T/I
Ability to reassure parents and respond in a professional manner	Essential	T/I
Creativity with ability to apply this to enhance the learning experience and environment for every child	Essential	T/I
Behavioural Attributes		
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect	Essential	T/I
Is self-motivated and takes responsibility for the full remit of the role and being accountable for actions and outcomes of the highest standards	Essential	A/I

Is a committed to doing their best every day with a positive work ethic being proactive and contributing to team performance	Essential	A/I
Open, honest and an active listener	Essential	T/I
Demonstrates an enthusiasm for early years and an understanding of the importance of this foundation stage	Essential	I
Is able to work well with others and on own initiative	Essential	A/T/I
Demonstrates a “can do” and flexible attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations	Essential	T/I
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills	Essential	A/I
Embraces and adapts to changes, having the ability to learn from experiences and challenges	Essential	A/I
Demonstrates a commitment to the needs of the pupils and the school	Essential	T/I

School Values

Values form our foundation and provide the justification of our behaviours. All staff are required to demonstrate these values in their professional practice and as members of our school community. These will be assessed throughout the selection process and as part of performance management during employment.

Core Values	Associated Behaviour
‘Reaching for the Stars’	Demonstrate and promote our overarching school motto of ‘Reaching for the Stars’.
The Roots of the ‘Oakridge Way’:	Demonstrate and promote the roots of The Oakridge Way at all times by being: <ul style="list-style-type: none"> • Kind • Well Mannered • Trustworthy • Respectful
Promoting Metacognition through the canopy of ‘The Oakridge Way’	Demonstrate and promote the learning behaviours of being: <ul style="list-style-type: none"> • <i>Resilient</i> and say ‘I can’ even when learning becomes challenging; • <i>Reflective</i> by welcoming feedback, reviewing learning against success criteria and learning that mistakes can be learning opportunities; • <i>Resourceful</i> by making links within learning, encouraging curiosity and questions • <i>Reciprocal</i> by learning with and from others, understanding the best ways to learn together.