

Teaching Assistant Level 3 (Nursery)

Job Description

PURPOSE OF THE POST

- To work under the guidance of teaching / senior staff and within an agreed system of supervision to implement agreed work programs with individuals / groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management / preparation of resources.

SUPPORT FOR THE PUPIL

- Create a safe, nurturing environment to support young children's language, cognitive, physical, social and emotional development.
- **With the direction of the nursery teacher, plan, supervise, and implement exciting play experiences tailored to young children and the Early Years Foundation Stage (EYFS)**
- As a key worker, build strong, trusting attachments with the children in your care and their families.
- Support children with daily routines, including feeding, nappy changing, toilet training, and promoting personal hygiene.
- Observe children's progress, track their development, and provide feedback to the nursery teacher.
- Use specialist skills/training/experience to support pupils including SEND. Assist with the development and implementation of provision maps.
- Promote inclusion and acceptance of all pupils within the setting.
- Encourage pupils to interact with others and work cooperatively with others and engage all pupils in activities.
- **Ensure indoor and outdoor areas are clean and secure. Adhere strictly to safeguarding policies and report any concerns regarding child welfare to the safeguarding lead.**

SUPPORT FOR THE TEACHER

- Establish and maintain an appropriate and stimulating learning environment
- Respond positively and effectively to Teacher/Senior Staff directives and requirements.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined early learning goals and steps
- Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as necessary.
- Liaise sensitively and effectively with parents/carers as agreed with the nursery teacher within the role/responsibility and participate in feedback sessions/meetings with parents.
- Assist with the display of children's work.

SUPPORT FOR THE CURRICULUM

- Implement the Early Years Foundation Stage Curriculum, agreed learning activities/teaching programs, adjusting activities according to pupil learning styles and individual responses/needs.
- Implement Early Years local and national learning strategies and approaches e.g. Continuous Provision, Every Child A Talker, Wellcomm, SHREC approach to high quality interactions. Utilizing alternative opportunities to support extended development to improve the outcomes for all children.
- Help pupils to access learning activities through specialist support e.g., curriculum/SEN specialism.

SUPPORT FOR THE SCHOOL

- Contribute to the overall ethos/aims/work of the school.
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as mentioned in the policy concerned).
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required.
- Attend and participate in activities and events beyond the school day.
- Recognise own strengths and areas of expertise and use these to advise and support others.

SAFEGUARDING

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion.

All our employees are expected to demonstrate a commitment to our shared principles and the Oak Way.

Oak Learning Partnership is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

Teaching Assistant Level 3 (Nursery) Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE
<p><u>Qualifications</u></p> <p>Early Years Qualification; A Diploma in Childcare and Education; NVQ in Children’s Care, Learning and Development (CCLD); NVQ3 in Supporting Teaching and Learning; Foundation Degree in Supporting Teaching and Learning.</p> <p><u>Training</u></p> <p>Training in Early Years strategies, practice and provision, or curriculum or learning area i.e. SEN, working with 2–3-year-olds.</p> <p><u>Experience</u></p> <p>Relevant experience of working with children for 0- 5 years within an educational setting. Preferably, experience of working with 2–3-year-old children.</p>		
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		
<p><u>Skills</u></p> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding Nursery classroom roles and responsibilities. Also must be able to work independently with direction of the nursery teacher • Ability to promote a positive ethos and role model positive attributes. • Ability to build effective working relationships with all pupils and colleagues. • Ability to adapt own approach in accordance with pupil needs. • Ability to work with children at all levels regardless of specific individual need and learning styles as appropriate, including children with communication difficulties/Autistic Spectrum. • Ability to use basic technology (laptop, photocopier etc) • Very good personal numeracy and literacy skills. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Working knowledge and understanding of the Early Years Foundation stage curriculum and other relevant learning programmes/strategies. • Working knowledge and general understanding of the Early Years Foundation Stage principles of child development, care and characteristics of learning. • Understanding of Special Educational Needs and inclusion especially within a Nursery setting. • Working knowledge of developing children with additional needs, including resource preparation to support learning programmes. • Working knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Can use ICT effectively to support learning. 		

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL**Professional values and practice**

- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.
- Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work.
- Able to improve their own practice through observations, evaluation and discussion with colleagues.
- Ability to work respectfully and collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice.
- Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils' learning.
- To participate in relevant professional training and development opportunities with an ability to develop own practice.