

# 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

- Use specialist (curricular/learning) skills/training/experience to support pupils including SEND.
- Assist with the development and implementation of Individual Education Plans.
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all pupils within the classroom.
- Encourage pupils to interact with others and work cooperatively with others and engage all pupils in activities.
- Promote self-esteem, independence and positive behaviours employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
- Provide for the personal care needs of children 2-3 years.
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### SUPPORT FOR THE TEACHER

- Establish and maintain an appropriate learning environment with the Teacher.
- Respond positively and effectively to Teacher/Senior Staff directives and requirements.
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- 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.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values attitudes and good pupil behaviour, deal promptly with conflict and incidents and encourage pupils to take responsibility for their own behaviour in line with established school policy.

- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's direction.
- Assist with the display of children's work.
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

## **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, effectively utilising all alternative opportunities to support extended development.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support e.g., curriculum/SEN specialism.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

## **SUPPORT FOR THE SCHOOL**

- Contribute to the overall ethos/aims/work of the school.
- Assist in the training and development of classroom support staff including supervision of volunteers and trainees.
- 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.
- Act as a cover supervisor, supervising whole classes occasionally during the short-term absence of teachers. Maintain good order and keep pupils on task. Respond to pupils' questions and generally assist pupils to undertake set activities.
- Undertake planned supervision of pupils' out-of-school hours learning activities.
- Supervise pupils on visits, trips and out-of-school activities as required.

## **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

<b>CRITERIA</b>	<b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
<b>ESSENTIAL</b>	<b>DESIRABLE</b>	
<p><b><u>Qualifications</u></b></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><b><u>Training</u></b></p> <p>Training in Early Years strategies, practice and provision, or in particular curriculum or learning area i.e. SEN, working with 2–3-year-olds.</p> <p><b><u>Experience</u></b></p> <p>Relevant experience of working with children for 0- 5 years within an educational setting.</p>		
<b>CRITERIA</b>	<b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
<b>ESSENTIAL</b>		
<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Ability to work effectively within a team environment, understanding Nursery classroom roles and responsibilities.</li> <li>• Ability to promote a positive ethos and role model positive attributes.</li> <li>• Ability to build effective working relationships with all pupils and colleagues.</li> <li>• Ability to adapt own approach in accordance with pupil needs.</li> <li>• 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.</li> <li>• Ability to use basic technology (video, photocopier etc)</li> <li>• Very good personal numeracy and literacy skills.</li> </ul> <p><b><u>Knowledge</u></b></p> <p>Working knowledge and understanding of the Early Years Foundation stage curriculum and other relevant learning programmes/strategies.</p> <p>Working knowledge and general understanding of the Early Years Foundation Stage principles of child development, care and characteristics of learning.</p> <p>Working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</p> <p>Understanding of Special Educational Needs and inclusion especially within a Nursery School setting.</p>		

Working knowledge of developing children with additional needs, including resource preparation to support learning programmes.  
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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.