



JOB DESCRIPTION

JOB TITLE: Peripatetic EYFS Teaching Assistant

ACADEMY: Carlyle Infant and Nursery Academy

GRADE: Grade E £25,545 - £27,334 per annum, pro rata

JOB PURPOSE:

The post holder will be deployed into an Academy to provide TA support in EYFS. To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff.

KEY TASKS – Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Supervise and support pupils to undertake agreed learning activities / programmes linked to the EYFS Curriculum.
3. Adjusting activities according to pupil responses and needs, including for those with special educational needs.
4. The role may include supporting and implementing pupils' personal care programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with academy procedures, to administer basic first aid and/or medication as required.
5. Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
6. Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
7. Support the implementation of Individual Education Plans and Behaviour Plans.
8. Promote self-esteem and independence amongst pupils.
9. Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with Academy policy.

KEY TASKS – Support for Teachers

Chief Executive: Mr Antony Hughes

The Harmony Trust, Northmoor Academy, Alderson St, Oldham, OL9 6AQ
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10. Promote good pupil behaviour, dealing promptly with conflicts in line with Academy behaviour policies.
11. Establish constructive relationships with parents and carers, promoting the Academies home/school liaison policy.
12. Assist the teacher with the preparation of teaching and learning materials and resources.
13. Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
14. Undertake pupil record keeping as requested and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.
15. Maintain a purposeful, orderly and supportive learning environment, in accordance with planning.
16. Assist with the display of pupils' work.
17. Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.

KEY TASKS – Support for the Academy

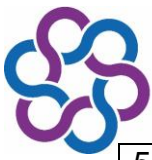
18. To support others within the classroom and the academy contributing to the achievement of academy objectives by working as part of a team.
19. Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders.
20. Accompany teaching staff and pupils on visits, trips and out-of-academy activities as required and take responsibility for a group under the supervision of a teacher.

STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the academy.
3. To implement and uphold the policies, procedures and codes of practice of the academy, including relating to care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the academy to minimise and mitigate potential hazards and risks, and actively contribute to the security of the academy, e.g. challenging a stranger on the premises.

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5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/academy.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

CONTACTS:

Colleagues working within the academy, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

RESPONSIBLE TO: [Senior / Middle Leader](#)

RESPONSIBLE FOR: Not Applicable

SPECIAL CONDITIONS:

Enhanced DBS Disclosure is required

| | DATE | NAME | POST TITLE |
|----------|------|------|------------|
| PREPARED | | | |
| REVIEWED | | | |
| REVIEWED | | | |

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PERSON SPECIFICATION

Job Title: Peripatetic EYFS Teaching Assistant

| | Selection criteria (Essential) | Selection criteria (Desirable) | How Assessed |
|---------------------------------------|---|---|-------------------------|
| Education & Qualifications | A full and relevant qualification accepted by the Department for Education (DfE) to work in an early years setting | | AF / I |
| | Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term). | Paediatric First Aid certificate | AF / I |
| Experience | Working with or caring for children in EYFS | Experience of Phonics & EYFS curriculum | AF / I |
| | Experience of working with learning resources and helping with their preparation to support learning | | AF / I |
| | Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation | | AF / I |
| Skills & Abilities | Interpersonal skills to build effective working relationships with pupils and colleagues | | AF / I |
| | Communication skills to liaise sensitively and effectively with parents and carers | | AF / I |
| | Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these | | AF / I |
| | | | AF / I |



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| | | | |
|---------------------------|--|---|--------|
| | <p>To promote a positive ethos and good role model</p> <p>To continually improve own practice/knowledge through self evaluation and learning from others</p> | | AF / I |
| Knowledge | Basic understanding of a child's development and learning. | Knowledge of the phonics and KS1 Curriculum | AF / I |
| | Understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role | | AF / I |
| | General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies | | AF / I |
| | Understanding of equal opportunities and an awareness of potential barriers children may have around learning | | AF / I |
| | Awareness of the requirements of children with special needs | | |
| Work Circumstances | To work flexibly as the workload demands | | AF / I |
| | Occasional out of hours working to support school functions | | AF / I |

Abbreviations: AF = Application Form; I = Interview.

NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview