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# Children & Young People’s Service

**The White Rose Federation**

**Barlow Primary School**

##### JOB DESCRIPTION

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| POST: | | Senior Advanced EYFS Teaching Assistant (SATA) | | |
| GRADE: | | Grade F | | |
| RESPONSIBLE TO: | | Head teacher/Member of Senior Management Team/HLTA/ SENCO/Inclusion Manager. | | |
| STAFF MANAGED: | | ATAs, GTAs, and other support staff working in the classroom environment supporting the learning process | | |
| POST REF: | |  | JOB FAMILY: | 7 |
| JOB PURPOSE: | To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.  Delivers learning activities for a significant number of individual pupils or groups (in the case of small primary schools, groups may constitute the whole class). Activities may involve assisting in the planning, preparation and delivering of learning activities as well as monitoring pupils, assessing, recording and reporting on pupils’ achievement, progress and development, under the direction of class/subject teacher.  Can be required to provide cover supervision for the short-term absence of teaching staff for whole classes. Can be responsible for working within a specific work area, e.g. Pastoral, Behaviour or SEN | | | |
| JOB CONTEXT: | This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy, and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.  An ability to fulfil all spoken aspects of the role with confidence through the medium of English | | | |
| **ACCOUNTABILITIES / MAIN RESPONSIBILITIES** | | | | |
| **Supporting Learning & Development** | * Use teaching and learning objectives to plan, prepare and deliver learning activities to pupils under the supervision of a teacher, adjusting activities according to pupil responses/needs * Monitor, evaluate and record pupil responses to learning   activities through a range of assessment and monitoring strategies against pre-determined learning objectives   * Implement the School’s Behaviour Management policy, to anticipate and manage behaviour constructively, promoting self-control and independence * Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison * Assist in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc. * Support pupils in their social and emotional wellbeing, and assist in the development and implementation of related programmes, including social, health and physical plans * Interact with pupils in ways that support the development of their ability to think and learn and work independently * Escort and supervise pupils on educational visits and out of school activities under the supervision of the teacher * Provide supervision during breaks as required * Support and motivate pupils to promote independence, resilience and increase self esteem * Cover short-term teacher absence and communicate pupil   work as planned by the classroom teacher and  manage pupil behaviour | | | |
| **Communication** | * Establish rapport and respectful, trusting relationships and communicate effectively with children, young people, their families and carers * Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies | | | |
| **Sharing Information** | * Share information about pupils with teachers and other professionals as required * Provide objective accurate feedback and reports as required on pupil development, progress and attainment, supported with relevant evidence * Participate in meetings with staff, external agencies, and parents, regarding pupils, under the supervision of the teacher * Liaise between managers/teaching staff and teaching assistants in the school/college * Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality * Participate in staff meetings | | | |
| **Safeguarding and Promoting the Welfare of Children/Young People** | * Assist with pupils’ personal, hygiene (including personal intimate care), and welfare, including physical and medical needs, whilst encouraging independence * Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, reporting concerns as appropriate. | | | |
| **Administration/Other** | * Organise and manage appropriate learning environment and resources * Support the use of ICT to advance pupils’ learning, use common ICT tools for own and pupils’ learning * Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements * Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, presentation of displays, making phone calls, reporting on attendance, exclusions etc. * Assist in the supervision, recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school, where appropriate, sharing good practice * Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor * Supervise and provide access arrangements for pupils sitting internal and external examinations ensuring that examinations comply with Examination Board Regulations * Participate in appraisal, training and other learning activities | | | |
| Data Protection | * To comply with the County Council’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality | | | |
| **Health & Safety** | * Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure * To work with colleagues and others to maintain health, safety and welfare within the working environment | | | |
| **Equalities** | * Promote inclusion and acceptance of all pupils * Ensure services are delivered in accordance with the aims of the equality Policy Statement * Develop own and team members understanding of equality issues | | | |
| Flexibility | North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures. | | | |
| Customer Service | The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.  * The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. | | | |
| Date of Issue: | June 2024 | | | |

**PERSON SPECIFICATION**

**JOB TITLE: Senior Advanced EYFS Teaching Assistant (SATA)**

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| **Essential upon appointment** | **Desirable on appointment** |
| **Knowledge**   * Good understanding of child/young people’s development and learning processes * Understanding of individual children and young people’s needs * An understanding that children/Young people have differing needs and knowledge of inclusive practice * Knowledge of behaviour management techniques | * Knowledge of Child Protection legislation * Knowledge of Health & Safety legislation |
| **Experience**   * Experience of working with EYFS children in an education setting. * Understanding of how to support young children to attain end of year expectations. * Experience of planning for mixed-age year groups. * Evidence of supporting other staff within a setting. | * Supervisory experience * Experience in a particular specialism relevant to the post e.g. Art/Music/Sport * Experience of delivering evidence based interventions that accelerate learning |
| **Occupational Skills**   * Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe * Good written and verbal communication skills: able to communicate effectively and build good relationships with all staff, children, young people, families and carers |  |
| **Qualifications**   * Relevant NVQ level 3 qualification or equivalent. | * Level 2 qualification or equivalent in English & Maths * Appropriate first aid training * Experience of leading EYFS. |
| **Personal Qualities**   * Demonstrable interpersonal skills * Ability to work successfully in a team * Able to exercise judgement * Confidentiality * Flexibility | * Creativity |
| **Other Requirements**   * Enhanced DBS clearance * To be committed to the school's policies and ethos * To be committed to Continuing Professional Development * Motivation to work with children and young people * Ability to form and maintain appropriate relationships and personal boundaries with children and young people * Emotional resilience in working with challenging behaviours and attitudes * Ability to use authority and maintaining discipline * An empathy for equality & diversity * The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post |  |
| **Behaviours** | Link |

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.