

Job Description

POST:

**Teaching Assistant
(EYFS)**

ACCOUNTABLE TO:

**Phase Leader and class
teacher**

GRADE:

Scale 3 (5-7) (Outer London)

£24,804 - £25,629 FTE

KEY RELATIONSHIPS:

Academy Leadership Team;
relevant teaching and support
staff; Oasis Community
Learning; LA representatives;
partner professionals; parents;
local community; other Oasis
Academies.

LOCATION:

Oasis Academy Pinewood
Thistledene Avenue
RM5 2TX

JOB PURPOSE:

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. They are involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of the school.

The Teacher and the Teaching Assistant work as a team - being 'partners' in supporting the pupils' access to learning and their specific needs – physical, behavioural, medical and emotional.

The Teaching Assistant works under the direction and control of the phase leader and the relevant class teacher to carry out a significant amount of 1:1 and group work with pupils.

The Teaching Assistant will also be required to supervise children during lunch time.

SPECIFIC RESPONSIBILITIES:

Support for pupils:

- provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans
- support the specific needs of specified pupils – physical, emotional, medical or behavioural
- where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence of the teacher and in accordance with the School Visits Policy
- support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
- ensure that teachers are aware of the specific learning needs of identified pupils
- support pupils in working independently in the company of others
- provide direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour
- assist with the supervision of pupils during break time or lunch time
- be responsible for First Aid (after training) in the event of accident or injury and the completion of appropriate documentation
- undertake specific Health and Safety training relevant to pupil needs (which may include for example, manual handling, restraint, food hygiene and risk assessments)
- take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment

Support for the teacher(s):

- assist in the arrival and departure of pupils to school and lessons and transfer around the school

- assist in the preparation and layout of materials, equipment and resources in classrooms and teaching spaces
- assist pupil(s) access to the curriculum by differentiating instructions and resources
- help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- support the maintenance of pupil records by providing information to the teacher and recording, in accordance with school and departmental policy, the work of pupils
- provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies
- where necessary, correct behaviour to maintain order and discipline
- report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher

Support for the school/department:

- attend meetings, including meetings of the school/department/team, where appropriate
- help teachers, therapists and other professionals with assessments, tests and examinations
- share information and expertise, which could benefit other team members in their work
- provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
- actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- promptly report any difficulties in communicating with parents and carers to the class teacher

4. Support for the curriculum

- support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and pupils' development needs
- help pupils with the use of IT and appropriate curriculum software
- obtain accurate and up-to-date information on pupils' achievement, development and specific needs as appropriate
- monitor pupils' responses to learning activities and promptly inform the teacher when a pupil is experiencing difficulties that cannot be resolved
- respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images
- provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills

Arrangements for appraisal of performance:

Participate in the school induction process and, thereafter, the annual performance review.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Notes

The school expects all staff to be flexible. This means that a Teaching Assistant can be expected to carry out duties that are not specified in this job description but that are within the scope of the responsibilities of the post.

This job description will be reviewed after one year and any review will include discussion with the postholder.

Person Specification

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> Willingness and motivation to develop own skills and undertake training (eg, the DfES teaching assistant induction programme) 	<ul style="list-style-type: none"> Willingness to work towards N/SVQ Level 2 in Teaching Assistance or equivalent qualification To have worked on a voluntary or paid basis with children
Skills and Ability	<ul style="list-style-type: none"> Ability to communicate and interact with children and young people Awareness of the need to act as a role model and ability to deal with a range of situations in mature and sensitive manner Ability to understand educational programmes and work to them with reference to a teacher Ability to work with groups of children and keep them on task and motivated Awareness of sensitive information and the need for confidentiality Ability to deal with pupils' physical, medical emotional and behavioural needs as well as provide individual support as appropriate Ability to work as a member of a team and follow the teacher's directions Ability to demonstrate respect for children and be able to listen to their views 	

	Essential	Desirable
Knowledge	<ul style="list-style-type: none"> • A thorough knowledge and understanding of how children learn, develop and progress through life stages and events including Adverse Childhood Experiences • How IT can be used effectively to motivate children to learn and enhance curriculum provision • How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum • How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies • Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil • Equalities and inclusion policies and how these are implemented in schools 	
Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the wellbeing of children and young people • The skills and attitudes needed for working as part of a team • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • A passion for ensuring all children and young people achieve to the best of their abilities • Emotional resilience in working with children with a range of needs and a full commitment to inclusion on all levels • Have a willingness to demonstrate commitment to the values and behaviours of our school and of Oasis 	