



THE STOUR FEDERATION TEACHING ASSISTANT LEVEL 1 (EARLY YEARS) JOB DESCRIPTION

SCALE POINT 4-7 : £ 10.98 - £11.59 HOURLY RATE

Play. Make their day. Choose your attitude. Be there.

CORE PURPOSE

Assists teaching staff in the planning, review and delivery of the curriculum and with pupil care, health, safety, welfare, emotional and behaviour support.

Contributes to providing a warm and welcoming environment within the nursery/children's / parents centre where children and carers can feel valued and obtain positive help and support from a range of activities.

The post receives direction from and is accountable to the teacher or other senior member of staff.

Responsibility for people: the post has some impact on the well-being of individuals or groups (ie physical, mental, social, health and safety).

Responsibility for staff: the post has limited (or no) direct responsibility for supervising other staff. It may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for budget: the post has limited (or no) direct responsibility for financial resources. May be involved in occasional handling small amounts of cash.

Responsibility for physical resources: the post has limited (or no) direct responsibility for physical resources, other than the handling and careful use of equipment (e.g., chromebook/ iPad/ teaching materials/resources).

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

CURRICULUM SUPPORT

- Support children's learning as directed, in line with the principles of good practice and as defined by the Foundation Stage Guidance, to foster independence and self-esteem.
- Model use of language to exploit the areas of learning.
- Discuss and interact with children using language relevant to the curriculum.
- Encourage children to think by asking open-ended questions.

SUPPORT FOR PUPILS

- Provide children with support as specified by the teacher. Could include reading a story or helping with physical difficulties whilst encouraging independence (e.g. with personal cleanliness, putting on shoes etc).
- Identify and report uncharacteristic behaviour patterns in children and report these to the teacher.
- Support children in accessing the curriculum through interaction using appropriate language (including other forms of communication, eg makaton) and, with younger children, extend play-based learning in both the indoor and outdoor classroom.
- Encourage and reinforce positive interactions between children working within any behaviour targets set.
- Assist with the supervision of children, for example, as they arrive/leave.
- Provide comfort as appropriate and arrange immediate care for minor accidents, upsets and ailments and report serious problems and perceived instances of danger or risk to health to a member of teaching staff (or senior TA).
- Have an understanding of special educational needs as defined in the SEN Code of Practice.

SUPPORT TO THE TEACHER

- Assist in day-to-day management of the learning environment, e.g. preparing/clearing learning resources; reporting damaged/faulty items to the teacher; contributing to class/school displays, preparation of art areas etc.
- Contribute to record-keeping – e.g. provide relevant verbal information to contribute to the planning and review of children's learning, records and reports.
- Provide feedback to the teacher about the learning activities, responses to them and the supported provided.
- Assist in the management of children's behaviour.
- Undertake routine administrative tasks
- Sort and tidy cupboards.
- Cleaning up.

SAFEGUARDING CHILDREN & SAFER RECRUITMENT

All schools in The Stour Federation Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The class teacher plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Stour Federation will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

QUALIFICATIONS AND LIKELY ABILITIES

- Have at least GCSE/GCE/ in English and Maths.
- Be committed to own professional development, and be willing to undertake other appropriate training, preferably leading to national standards (NVQ level 2).
- Have completed TA induction programme.
- Understand special educational needs.
- Knowledge of school rules, procedures, policies.
- Be able to understand and support early years/foundation stage.
- Be able to use technology as a learning tool – e.g. chromebook, iPad.
- Able to operate technological equipment – e.g. photocopier. display screen.
- Able to relate well to children and adults.
- Have good communication and listening skills, including able to use basic sign language.
- Able to take direction but also take initiative when required.
- Have experience of working with children of age with which post is concerned though no previous experience of work as a TA required.
- Can solve straightforward problems and respond to unforeseen circumstances (eg hazards, accidents etc).

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and the CEO reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.