

Job Description

Nursery Teaching Assistant – Level 3, Grade 4

£25,584 pro rata, term time only, 35 hours per week, equates to approximately £22,006 per annum.

Reporting to: Teacher / Assistant Headteacher for the phase

Apart from other colleagues in the school, the main contacts of the job are: Head of School, Executive Headteacher, teaching staff, other support staff and pupils.

Main Purpose of the Job:

To lead learning alongside the teacher in EYFS with a class of children. Targeting children in groups and individually.

Main Duties

1. To independently deliver learning to groups of children, planned by the class teacher. Take responsibility for progress of groups and individuals in the class as an impact from the TA's direct teaching and facilitation for learning
2. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
3. Promote the inclusion and acceptance of all pupils.
4. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
5. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
6. Give regular feedback on children's progress to the class teacher and contribute to assessment judgements
7. Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters.
8. Under the direction of the teacher prepare the classroom for lessons, producing resources including display work and clear afterwards as appropriate.
9. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher.
10. Be responsible for keeping and updating records, information and data, producing analysis and reports as required.

11. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils
12. Contribute to the development and implementation of appropriate behaviour management and restorative approaches
13. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning outcomes
14. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
15. Contribute to the development of lesson/work plans.
16. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
17. Be aware of and comply with safeguarding procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
18. Accompany teachers and pupils on educational visits.
19. Assist in maintaining high standards of health and safety at all times.
20. Maintain good relationships with colleagues and work together as a team.
21. Assist in the supervision of classroom and outdoor activities.
22. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. Challenge any behavior which is not in line with equality objectives.
23. Contribute to the overall ethos/work/aims of the school.
24. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
25. To converse at ease and provide advice in accurate spoken English is essential for the post.
26. To work with strict adherence to data protection legislation (GDPR) in managing documents and data and be vigilant around cyber security in any IT tasks being undertaken
27. Perform other duties and tasks as assigned by the Head of School/Executive Headteacher

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A Teaching Assistant Level 3 may be called upon to provide cover for whole classes. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Trust Board and School Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered

Person Specification – Teaching Assistant Level 3

| Selection Criteria | Method of Assessment | Essential |
|---|----------------------------|-----------|
| At the shortlisting stage, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfill the criteria listed below. | | |
| 1 Experience | | |
| 1.1 Experience of working with children of primary school age in a school setting | Application form/Interview | √ |
| 2 Qualifications/Training | | |
| The successful candidate will: | | |
| 2.1 Possess excellent numeracy/english skills (at a level equivalent to at least NQF Level 2) | Application form/Interview | √ |
| 3 Knowledge & Skills | | |
| 3.1 Ability to relate well to children and adults | Interview | √ |
| 3.2 Ability to work as a part of a team | Application form/Interview | √ |
| 3.3 An understanding of the role of Teaching Assistant and other professionals working in the classroom | Application form/Interview | √ |
| 3.4 Understanding of the foundation stage curriculum | Application form/Interview | √ |
| 3.5 Understand the principles of child development | Application form/Interview | √ |
| 4 Personal Style & Behaviour | | |
| The successful candidate will have: | | |
| 4.1 Tact and diplomacy in all interpersonal relationships with the parents, pupils and colleagues at work | Interview | √ |
| 4.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards | Application form/Interview | √ |
| 4.3 The flexibility to adapt to changing workloads, demands and new school challenges | Application form/Interview | √ |
| 4.4 Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of pupils | Application form/Interview | √ |
| 4.5 Personal commitment to continuous self-development | Application form/Interview | √ |
| 4.6 Personal commitment to the school's professional standards, including dress code as appropriate | Interview | √ |
| 5 References | | |
| 5.1 Positive recommendation(s) in 2 professional references | | √ |
| 5.2 DBS clearance/no adverse outcomes from the DBS check | | √ |