



School/College:	Manorfield C E Primary School
Job Title:	Teaching Assistant (TA)
Grade:	6
Post Number:	
Responsible To:	Teacher or Key Stage Phase Leader
Key Relationships/ Liaison with:	Apart from other colleagues in the school, the main contacts of the job are: Head teacher, Deputy Head teacher, teaching staff, other support staff and pupils.
Job Purpose:	Under the guidance of teaching/senior support staff, provide support for pupils who require help to enable access to learning and to assist in the management of pupils; Provide specialist support in the early year's foundation stage and to supervise groups and occasionally whole classes for a session in the classroom or outside the main teaching area as required;
Occupational Standards:	Supporting Teaching and Learning (STL) Level 3

MAIN DUTIES AND RESPONSIBILITIES:

1. To provide a high standard of physical, emotional, social and intellectual care for children within the setting;
2. To work as part of the team to enable the setting to continue to deliver an outstanding standard of care; and to build and maintain strong 'parent as partner' relationships to enable the child to develop and flourish and that their needs are always considered.

To work under the supervision of a teacher to plan, deliver and evaluate learning activities for small groups or individual pupils, providing feedback on pupil engagement and their achievement of the desired learning objectives.

3. **Main Duties:**
Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher.

An EYFS Teaching Assistant will work with a group of children for a session/lesson, this may involve contributing to the planning, preparation, assessment and reporting.

The EYFS Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and The Embrace Multi Academy Trust Policies.

4. **Support for pupils**
To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of support plans;

Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities;
 Give regular feedback on children's development to the class teacher and file records;
 Attend to children's personal needs, including pastoral, social, health, physical hygiene, and minor first aid and welfare matters, including supporting with toileting and intimate care;
 Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
 Promote the inclusion and acceptance of all pupils;
 Encourage pupils to act independently as appropriate;
 To occasionally supervise whole classes as required;
 To provide a happy, stimulating, safe, and secure environment where all children are

- encouraged to meet their potential and where their physical, emotional, and intellectual needs are met

To liaise with parents to ensure that they are happy with the standard of care and have

- sufficient knowledge of their child's progress.

5. **Support for Teachers**

To work in accordance with the requirements of the teacher and in accordance with all EYFS and national curriculum policies and procedures and regulatory bodies;
 To contribute to the planning of the activities within the setting in line with the requirements of the EYFS/Foundation Phase and/or the national curriculum;
 To implement all required activities in order to meet children's needs and to provide development opportunities;
 To work as a member of the team and encourage communication throughout the nursery;
 Provide curricular clerical/admin support, e.g. photocopying, making lists, collection of monies;
 Under the direction of the teacher prepare the classroom for lessons and clear afterwards, as appropriate
 To keep accurate developmental records and carry out daily observations of the children;
 Undertake pupil record keeping and updating learning journals, information and data, producing reports as required;
 To keep an accurate register of attendance of children and staff within the setting;
 Assist in the development and implementation of behaviour management strategies;
 Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher; and
 Monitor pupils' responses to learning activities and accurately record achievement/developments as directed.

6. **Support for the Curriculum**

Undertake structured and agreed learning activities/programmes, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording achievement and progress and providing feedback to the teacher;
 Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
 Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources; and
 To effectively deliver the EYFS/Foundation Phase ensuring that the individual needs and interest of children in the setting is met (in conjunction with other team members).

7. **Support for the School**

Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff;

Assist in maintaining high standards of health and safety at all times;

To report accidents and to complete risk assessments in line with policies;

To maintain the cleanliness and maintenance of the classroom and outdoor learning areas and the equipment to conform to Health and Safety requirements at all times.;

Maintain good relationships with colleagues and work together as a team;

Assist in the supervision of classroom and outdoor activities;

Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present

Contribute to the overall ethos/work/aims of the school;

To maintain the confidentiality of the EYFS and the children within your care;

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

To ensure that all children are treated fairly and consistently at all times in line with the Equal Opportunities Policies;

To attend regular staff/room meetings outside of working hours;

To maintain and exceed the care standards as monitored by OFSTED;

To ensure the security and safety of other staff and children at all times; and

To be alert to issues of safeguarding children and child protection, ensuring that the welfare and safety of children attending the school is promoted and safeguarded and to report any child safety/protection concerns to the Designated Person/SLT immediately using current safeguarding policies, procedures, and practice.

8. **Training**

All Teaching Assistants are required to participate in training, including relevant learning strategies and other learning activities and performance management where required. Courses may need to be undertaken from time to time and hours may be varied to accommodate such training.

Other duties the school may wish to include, not affecting the grade of the post:

9. To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans.
10. To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the pupil to attend school more regularly.
11. To lead an extra-curricular activity under the direction of the school but with limited direct supervision.
12. To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being.
13. To undertake midday supervision duties.
14. To support, as appropriate, in instances where pupils are unwell whilst at the school.*

* first aid should only be provided by staff who hold appropriate first-aid qualifications. However, any member of staff may be required to provide general support to a child

who is unwell or receiving first aid treatment.

** these duties only to be undertaken after appropriate risk assessment and training have been provided.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) The postholder may be required, at times, to work across other schools / establishments / relevant agencies in the locality.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore, **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

	Essential	Desirable	How assessed
<u>General Circumstances</u> <ul style="list-style-type: none"> An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓		App/Ref/ Med App/Int
<u>Factors not already covered</u> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</p>	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)