

The Bemrose School
EYFS Teaching Assistant
Job Description

JOB DESCRIPTION

POST: Full-Time Early Years Teaching Assistant

RESPONSIBLE TO: Head of Primary

Weeks Per Annum: 52 weeks

Salary: £21,575 - £21,968

DUTIES AND RESPONSIBILITIES:

Key Generic Purpose

The main purpose of the post is to support, enhance and contribute to the delivery of the Early Years curriculum and assessment under the direction of the line manager. The Teaching Assistant will work collaboratively with their line manager, the teaching staff and other teaching assistants to support children's learning.

The Teaching Assistant will work closely with the teacher to develop the environment both inside and out.

Job Description

1. Planning:

- a. To plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, differentiating, evaluating and adjusting lessons and work plans
- b. To develop and prepare resources for learning activities in accordance with lesson plans and in response to children's needs
- c. Contributing to the preparation and tidying of classrooms and outdoor areas
- d. To contribute to the planning of opportunities for children to learn in out-of-lesson contexts in line with the school's policies and procedures.
- e. Contribute to the planning and preparation of school activities and visits.

2. Teaching and Learning:

- a. Prepare support materials including photocopying, making workcards or worksheets, making flashcards or fans, laminating materials etc.
- b. To mount and display work / information for children and adults.
- c. To motivate and support children's learning by using clearly structured, interesting teaching and learning activities under the direction and guidance of the class teacher.
- d. To assist children with language development, particularly oral language and taking part in individual and group discussion with children, story telling and reading, mime and music work under the direct supervision of the teacher.
- e. To be aware of and support difference and ensure all children have equal access to opportunities to learn and develop

- f. Attend reviews of individual children.
 - g. To promote and support the inclusion of all children, including those with specific needs, both in learning activities and within the classroom
 - h. To use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and to encourage children to interact and work cooperatively with others
 - i. To organise and safely manage the appropriate learning environment and resources
 - j. To promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance
 - k. To support the role of parents in children's learning and contribute to or lead meetings with parents to provide constructive feedback on children's progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
3. Monitoring and Assessment:
- a. With teachers/line managers, to evaluate children's progress through a range of assessment activities including the Characteristics of Effective Learning.
 - b. To assess children's responses to learning tasks and where appropriate, to modify methods to meet individual and/or group needs
 - c. To monitor children's participation and progress and provide effective feedback to children in relation to their progress and achievement
 - d. To assist in maintaining and analysing records of children's progress. Monitor and contribute to the assessment and recording of children's development, including keeping observational records where appropriate. Be involved in the sharing of this information
 - e. To contribute to programmes of observation and assessment as planned by the teacher/line manager and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children
 - f. To support the teaching staff with reporting children's progress and achievement at parents' meetings and in professional dialogues with parents and the beginning and end of the school day.
 - g. Be involved in the writing and implementation of any IEP's that may be required.
 - h. To be involved in review meetings, directed by the class teacher.
4. Mentoring, Supervision and Development:
- a. To contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school
 - b. Exercise supervision of the children during the school day both inside and outside.
 - c. To commit to continuing personal / professional development and participate in internal / external training events.
 - d. To participate in staff meetings and training days/events as requested including the five INSET days. To participate at, and in preparation for school events within normal working hours.
 - e. Contribute to the training and assessment of work experience children.
 - f. To assist with the personal hygiene, toileting, mobility and social skills training within school.
5. Behavioural and Pastoral:

- a. To recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual(s) involved understand it is unacceptable
 - b. To understand and implement school child protection procedures and comply with legal responsibilities
 - c. To assist in maintaining good discipline of children throughout the school and supervise children on planned visits and journeys
 - d. To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
6. Any other reasonable request
- a. Supporting any other reasonable request made by the Headteacher and/or line manager.