Role Title

EYFS Teaching Assistant

Role Information

Role Type	Pay Band	Location	Duration	Reports to:
EYFS Teaching Assistant	**Local Teaching Assistant Scale**	**British Council School Madrid**	**As per Contract**	**Head of Section, Section SMT, Family Leaders, Class Teacher**

Role purpose

To support the Class Teachers in Teaching and Learning and the care and well being of the children in Early Years. To be part of a large department of teachers and practitioners, following the Foundation Stage Curriculum guidelines. To work as a member of the team ensuring high standards of teaching and learning, and to support the team in achieving excellent educational results.

About us

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989.

School:
*2015 and 2018 - British Schools Overseas Inspection Report – **Outstanding in all areas***

We are a British 2-18 private coeducational school with approximately 2000 students on roll. Annual cohorts of over 130 students achieve outstanding success at IGCSE level in year 11. Students then go on to achieve similarly outstanding successes at sixth form, through the Spanish Baccalaureate, which is taught through Spanish and English. Students take up studies at the leading Universities in Spain, UK or USA.

The Early Years Section has almost 400 students from Pre-Nursery to Reception. Year 1 is housed in the Early Years building. The Primary School is an 800 pupil, six form entry school. The school is organised on a unique vertical "Family" structure which places the personal and social education of pupils as high priority. The values of caring for others, rising to challenges, loyalty, flexibility and resilience are developed through the Family system. Academic results are outstanding.

The UK National Curriculum is followed in the medium of English for 80% of the week and the Spanish National Curriculum is taught for the other 20%.

Music, sport and art are high curricular priorities in addition to the core subjects. Public performance is a regular requirement on pupils through a wide variety of activities including choir, choral speaking, ballet and flamenco.

It is clearly understood that Early Years and Primary education in this school forms the firm foundation for the outstanding results, both academic and personal, that are achieved by our students.

School is a happy, vibrant place and pupils delight in attending and participating in the fast routine of lessons, sports, activities and play.

British Council policies, standards and regulations apply to all aspects of this job. Particularly relevant are: Code of Conduct, Corporate IT standards, Child Protection Policy, Equality, Diversity & Inclusion Policy and Health and Safety policies.

Geopolitical/SBU/Function overview:

The British Council School is in the English & Exams SBU

Main opportunities/challenges for this role:

- To support the Class Teachers in the planning, preparation, delivery and assessment of all curricular and related activities, to ensure learning is advanced
- To demonstrate a commitment to collaborative working under the guidance of the Class Teacher
- To follow and contribute to school policies under the management of the Head Teacher, Head of Section, and SMT and Middle Leaders.
- To work co-operatively as part of the Family Group and Early Years School.
- To contribute to sustain the ***Outstanding in all areas*** grading in the BSO Inspection Report in future inspections

Main Accountabilities:

- To meet with the Class Teacher on a regular basis to plan sessions, preparing the necessary resources to help interest and motivate learners
- To take an active part in the class activities setting up planned activities, supporting pupils and responding appropriately, in order to advance learning
- To use effective language, questioning and understanding to support learning activities
- To ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all
- To contribute to a stimulating, organised, interactive and informative learning environment that allows the development of all learning styles based on the school's overall philosophy
- To support and create attractive and interactive displays to extend learning, both within and beyond the classroom
- To achieve student's personal development and wellbeing
- To support any initiatives put into action in the section
- To use English on all occasions, except when a child is distressed or teacher asks for Spanish clarification for children
- To ensure the wellbeing and safety of pupils for all activities at all times
- To ensure a safe and secure learning environment in the classroom and in all areas of the school
- To ensure the use of effective strategies to promote positive behaviour of all pupils in the class
- To be prepared to take charge of your class or another class in the section in the event of absence of a member of staff from the section, providing continuity of routines and expectations to ensure consistency for pupils
- To work collaboratively with the Management Team to ensure effective day to day running of the Department and the implementation of its curriculum
- To help the Class Teacher to ensure that physical and emotional needs of the children are

catered for and to take measures to ensure their health and safety at all times, including during break and lunch duties

- To constantly work to keep classroom areas tidy and free of clutter helping children to put away the equipment at the end of the day, with the equipment well stored and the floor ready to be cleaned
- To maintain good order and discipline within the class and communal areas, in line with the school's behaviour policy and code of conduct
- To provide equipment and resources that are suitable for the size and maturity of the children in the class
- To carry out supervision duties in common areas of school
- To change and clean children
- To liaise between the nurse, the dining room, the parents, the administration staff and other members of staff whenever necessary
- To pass on any information that comes to you in written or verbal form quickly and accurately, making sure that the information is given to all who need it
- To report incidences to Nurse, Dining staff and teacher
- In agreement with the teacher, inform parents of any incidents that may have occurred during the day
- To encourage children to eat well
- To carry out responsibilities in accordance to expected school standards
- To work with Class Teachers, parents, Family Leaders and other members of staff to ensure a collaborative and integrated approach which promotes the well-being and educational progress of each pupil
- To work co-operatively as part of the Family Group, relevant Year team and Early Years / Primary department
- To take part in all staff meetings, Key Stage Group meetings, Family meetings, sharing expertise and experiences as required
- To attend training sessions and offer feedback from these to SMT as agreed
- To actively seek to develop professionally and complete agreed objectives with your Line Manager in accordance with the School PMPD Cycle
- To take part in class visits, assemblies, House Days, concerts and any other activity as required by the Head of School, Head of Section or SMT
- To take part in any other duties contemplated in the National Private Schools Collective Agreement as assigned by the line manager

Key Relationships:

Internal
Students
Class Teachers
Family Leaders
Tutors
SMT
Administrative staff
Parents
Through school music staff

External
Suppliers such as bus company, catering and cleaning company and security company
External visit personnel
Peripatetic music teachers
Sports club
External contacts, such as local educational organisations and authorities, local sporting facilities, voluntary organisations, companies offering workshadowing facilities, theatres and musical facilities.

Role Requirements:

Threshold requirements:		**Assessment stage**
Passport requirements/ Right to work in country	Applicants must be EU nationals or have the right to work in Spain	Shortlisting
Direct contact or managing staff working with children?	Yes	Interview and other documents specified in Child Protection Policy
Safeguarding Requirements	The successful candidate will be required to undergo a DBS check or equivalent, **AND** the Spanish national *Certificado de Delitos de Naturaleza Sexual*, unless this is up to date.	
Other	There are occasional trips and performances locally and members of staff are required to accompany students.. Due to the nature of your role, you may be required to work outside school hours during events and performances. All staff are invited to support the school in offering students extra-curricular activities.	

Person Specification:

Language requirements:

Essential	***Desirable****	***Assessment stage***
English to the level of, or a level comparable to, C1 CEFR communicator	Spanish to the level of, or a level comparable to, B2 CEFR communicator	Shortlisting and Interview For non–first language English communicators, you must please attach to your CV/ Application Form any recent Certificates

		demonstrating: - C1 CEFR level in official English Language Test. - C1 CEFR level in the Spoken component of official English Language Test. A Language test may be required.
Qualifications		
Essential	***Desirable****	***Assessment Stage***
Certificate/diploma in Child Development / Early Years learning/Primary and/or *Técnico Especialista superior en Jardín de Infancia* or equivalent	Qualified Teacher Status (QTS) or equivalent A good Bachelor's Degree and Postgraduate Degree	Short listing (include in Application Form date, place of qualification). You will be asked to provide original copies of your qualifications if shortlisted.
Role Specific Knowledge & Experience		
Essential	***Desirable****	***Assessment Stage***
A minimum of 1 academic year's recent and relevant experience within the last 5 years in EYFS in the UK, International or bi-lingual School Educational experience with children aged 3 or under		Shortlisting and Interview Shortlisting and Interview
Role Specific Skills		
Essential	***Desirable****	***Assessment Stage***
Classroom Management: Is able to engage all students throughout the lesson, incorporating individual learning and play plans. Is able to effectively differentiate the learning of individuals and groups within the whole class setting. Manages learner behaviour by	In accordance with UK best practices In accordance with UK best	All Role Specific skills may be used in Shortlisting and/or Interview, and should be evidenced in Application Form All Role Specific skills may

establishing and maintaining a clear positive behaviour framework in the classroom. **Subject Knowledge and delivery:** Demonstrates excellent subject knowledge and can communicate this effectively. Is able to share knowledge and expertise with others. Is an excellent classroom practitioner. **Understanding Your Learners:** Is able to identify individual learning needs and implement appropriate strategies. Is able to both support lower ability children and challenge higher ability children. Has knowledge and understanding of equality, diversity and inclusion in teaching. **Learning Technologies:** Is familiar with the use of IWB in the classroom. Encourage students to use ICT independently. Uses the School Intranet to help provide resources for students to use at home and to share resources with other staff.	practices	be used in Shortlisting and/or Interview, and should be evidenced in Application Form

British Council Core Skills	
	Assessment stage
Communicating and Influencing Level 2 **Relates communications to circumstances:** Displays good listening, writing and speaking skills, setting out logical arguments clearly and adapting language and form of communication to meet the needs of different people/audiences.	Shortlisting and Interview
Planning and Organising Level 1 **Is Methodical:** Able to plan own work over short timescales for routine or familiar tasks and processes.	Shortlisting and Interview
Analysing Data and Problems Level 1 **Is Systematic:** Able to break down problems into a list of tasks to be done and decide on appropriate action.	Shortlisting and Interview
British Council Behaviours	
	Assessment Stage
Making it happen (Essential): Delivering clear results for the British Council. **Being accountable (Essential):** Delivering my best work in order to meet my commitments **Working Together (Essential):** Establishing a genuinely common goal with others.	BC Behaviours will be assessed in Interview stage only (not to be completed on Application Form)
Other behaviours (Not used in Recruitment & Selection):	
Creating Shared Purpose (Essential): Communicating an engaging picture how we can work together.	Not used in Recruitment & Selection
Connecting with Others (Essential): Making regular opportunities to understand others better.	Not used in Recruitment & Selection
Shaping the Future (Essential): Looking for ways in which we can do things better	Not used in Recruitment & Selection
Prepared by:	**Date:**
Borja Roca [HR Manager]	29/05/2019

** Should more than 5 candidates apply for this post, Desirable behaviours, skills and knowledge, experience and qualifications will be used for shortlisting*