



**SOLIHULL**

### **Job Description: Teaching Assistant (EYFS)**

**Responsible to:** Head of the Preparatory School & Head of Early Years Foundation Stage /Assistant Head (Alice House)

**Primary Responsibility:** The Teaching Assistant will be responsible, in conjunction with the class teacher, for the welfare of pupils in his/her care and for the management of pupils, the classroom, communal spaces and the delivery of the curriculum as directed by the class teacher.

**Hours per week:** 37.5 per week (8:00am – 4:30pm)  
Term Time plus 1 week

#### **Responsibilities:**

The main responsibilities include:

##### Teaching & Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the teacher and increase achievement of all pupils, including, where appropriate, those with special educational needs and disabilities (SEND);
- Promote, support and facilitate the participation of all pupils in learning and co-curricular activities;
- Provide opportunities for stretch and challenge, supporting and encouraging all pupils to fulfil their academic potential;
- Use effective behaviour management strategies consistently in line with the school's policy and procedures;
- Organise and manage teaching and outdoor space and resources to help maintain a stimulating and safe learning environment;
- Act as a key worker for a group of children, actively participating in their care and learning through observation and assessment;
- As required, take sole responsibility for children working and playing in areas, inside or outside, by providing appropriate levels of support and interaction where a variety of activities are available;
- Be aware of developments in ICT and how they may be integrated into both teaching and learning.
- Promote the physical, social, emotional, cultural, spiritual, moral and cognitive development of each individual child and meet their needs within the ethos of the school;
- Carry out break and lunchtime supervision or cover duties as required;
- To support children in finding solutions and solving problems for themselves by cultivating a growth mindset and by supporting the development of the characteristics of effective learning within the National Curriculum/EYFS framework.

## Planning

- In co-operation with other staff, plan and prepare the programmes of work and activities to be undertaken by individual children or groups of children;
- Take responsibility for planning, initiating and facilitating certain programmes of work e.g. listening to reading, computer activities, cooking, story sessions, etc.;
- Read and understand lesson plans shared prior to lessons, where appropriate;
- Check emails at the beginning and end of the working day to keep abreast of communications;
- Support the teacher in preparation of the classroom in advance of lessons;
- Help, in conjunction with other staff, to maintain and service resources, areas and equipment as required.

## Working with colleagues and other professionals

- Communicate effectively with staff and pupils, and with parents/carers of their key worker group under the direction of the class teacher;
- Communicate their knowledge, understanding or concerns regarding pupils to other school staff so that informed decision making can take place on intervention and provision;
- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- Develop effective professional relationships with colleagues;
- Contribute to maintenance of displays and the wider learning environment across the Preparatory School;
- Have regard for pupil welfare at all times, including wiping up blood or other bodily fluids where this is necessary to maintain a safe environment. Appropriate protective wear will be made available;
- Willingness to contribute to a proportion of the school's before or after school care;
- Undertake duties as directed by the form tutor or Preparatory Management Group, in particular, those directed specifically by the Assistant Head (Alice House)/Head of EYFS.
- Attendance at events such as open days, entrance examination and assessment days and, where possible, those in which Form members are involved, e.g. concerts, drama productions, seminars;
- Participate in the school's co-curricular programme, which includes trips, activities, clubs and societies, sport, drama and music. This may involve before school, lunchtime, after school, weekend and holiday time activities;
- Be willing to participate in residential activities, assisting with organisation as requested by the Head of Year, trip leader or PMG.

## Training and development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with Preparatory Management Group (PMG), and identifying relevant professional development to improve personal effectiveness;
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school;
- To participate in regular EYFS supervision meetings;
- To keep informed of current EYFS framework documents, childcare legislation and practices;
- To participate in EYFS Journal moderation meetings.

## General

- Promoting welfare and safety of all members of the school community, and adherence to the school's Safeguarding and Child Protection Policy;
- Support the aims of the school;
- Support all members of the school community with respect and consideration;

- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance;
- To maintain confidentiality at all times;
- Take responsibility for professional development, participating in staff training including INSET days where required, and the school's CPD and Professional Development procedures;
- Participate in the management of the school by attending meetings as required;
- Adhere to the Health & Safety Policy, ensuring that all tasks are carried out safely and effectively with due regard to the health and safety of all members of the school community, including visitors and the post-holder;
- To be able and willing to administer first aid at an appropriate level in accordance with the procedures of the school;

Other:

The Job Description is subject to:

- Other reasonable requests by negotiation with the Headmaster, Bursar or Preparatory Management Group;
- This job description may change along with the needs of the School and in consultation with the post holder;
- Annual Review.

**PERSON SPECIFICATION: TEACHING ASSISTANT (EYFS)**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications/ Professional Bodies</b>	<p>Full and relevant Early Years or Teaching Assistant qualification Level 3 or above.</p> <p>A good level of numeracy and literacy</p> <p>Level 1 Safeguarding Training</p> <p>Willingness to undertake training and development appropriate to role</p>	<p>GCSE Maths and English (Grade B)</p> <p>Paediatric or other First Aid Certificate</p> <p>D1 minibus licence or willingness to undergo training</p>
<b>Experience</b>	<p>Experience supporting pupils in KS1/EYFS</p> <p>Working as part of a team</p> <p>Knowledge of the National Curriculum and EYFS framework and recent curriculum developments</p>	
<b>Skills/knowledge</b>	<p>An ability to help deliver creative and engaging lessons.</p> <p>Excellent written and oral skills.</p> <p>Able to communicate warmly with pupils.</p> <p>Knowledge of Microsoft and other IT packages.</p>	<p>Awareness and understanding of safeguarding and welfare of children.</p> <p>Ability to creatively display pupil's work.</p> <p>Trained to deliver intervention programmes.</p>

	<p>Excellent organisational skills and the ability to multi-task.</p>	
<p><b>Personal Attributes</b></p>	<p>Commitment to safeguarding and promoting the welfare of children.</p> <p>Ability to reflect and improve own practice.</p> <p>Ability to develop excellent working relationships with internal and external stakeholders.</p> <p>Ability to work under pressure, organise and prioritise workload.</p> <p>Ability to work on own initiative, work without direct supervision and solve problems.</p> <p>An exemplary degree of personal integrity.</p> <p>Physical and mental capacity to undertake the role.</p> <p>Diplomacy, tact and empathy, with high levels of confidentiality.</p> <p>Ability to draw clear, calm boundaries when appropriate.</p> <p>Common sense.</p> <p>Excellent attention to detail.</p> <p>The capacity to remain calm and cope with the unexpected.</p> <p>Highly professional manner.</p> <p>Flexible attitude.</p> <p>An exemplary attendance record in his/her past and present employment.</p>	<p>A willingness and to work in KS1</p>

Ability to observe and record children's achievements using a school agreed format, and be able to suggest next steps for individuals.

Ability to support learning through the use of ICT.

An understanding of inclusion, making the curriculum accessible to all learners.