

**Post title: Teaching Assistant EYFS**

**Salary and grade: NJC04-06 FTE £26,017 - £26,847,  
Actual Salary £19,776 - £20,407**



**Line manager/s: Class Teacher**

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### **Main purpose of the job:**

The TA will:

- Work with class teachers to raise the learning and attainment of pupils
  - Promote pupils' independence, self-esteem and social inclusion
  - Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
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### **Key duties and responsibilities**

#### **Teaching and Learning**

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use IT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

#### **Planning**

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

### **Working with Colleagues and other Relevant Professionals**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Whole-school Organisation, Strategy and Development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

### **Health and Safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

### **Professional Development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, 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
- Take part in the school's appraisal procedures

### **Personal and Professional Conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

The TA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

### **Additional duties:**

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

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## **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

## **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

## **Safeguarding**

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

## Person Specification

|                                        |                                                                                                                                                                                                                                                        | Essential | Desirable |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications &amp; Experience</b> | Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) | •         |           |
|                                        | GCSEs at grades 9 to 4 (A* to C) including English and maths                                                                                                                                                                                           | •         |           |
|                                        | Experience of working with children                                                                                                                                                                                                                    | •         |           |
| <b>Knowledge &amp; Skills</b>          | Good literacy and numeracy skills                                                                                                                                                                                                                      | •         |           |
|                                        | Good organisational skills                                                                                                                                                                                                                             | •         |           |
|                                        | Ability to build effective working relationships with pupils and adults                                                                                                                                                                                | •         |           |
|                                        | Skills and expertise in understanding the needs of all pupils                                                                                                                                                                                          | •         |           |
|                                        | Knowledge of how to help adapt and deliver support to meet individual needs                                                                                                                                                                            | •         |           |
|                                        | Excellent verbal communication skills                                                                                                                                                                                                                  | •         |           |
|                                        | Active listening skills                                                                                                                                                                                                                                | •         |           |
|                                        | The ability to remain calm in stressful situations                                                                                                                                                                                                     | •         |           |

|                               |                                                                                                                                | Essential | Desirable |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
|                               | Knowledge of guidance and requirements around safeguarding children                                                            |           |           |
|                               | Good IT skills, particularly using IT to support learning                                                                      | •         |           |
|                               | Understanding of roles and responsibilities within the classroom and whole school context                                      | •         |           |
|                               | Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils | •         |           |
| <b>Personal Effectiveness</b> | Enjoyment of working with children                                                                                             | •         |           |
|                               | Sensitivity and understanding, to help build good relationships with pupils                                                    | •         |           |
|                               | A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school                      | •         |           |
|                               | Commitment to maintaining confidentiality at all times                                                                         | •         |           |
|                               | Commitment to safeguarding pupil's wellbeing and equality                                                                      | •         |           |