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**Job Description**

**POST**: **Early Years Teaching Assistant Apprentice**

**RESPONSIBLE TO:** TheHeadteacher, under the day-to-day management and leadership of the Head of School and the Early Years Foundation Stage Leader

**SALARY:** £5156.32 per annum

**WORKING HOURS:** 37 hours per week

**JOB PURPOSE:**

Prince Bishops is keen to develop a pro-active Early Years Apprentices with a ‘can do’ mature approach to work and training. Your key role will be to provide support to Early Years Teaching Assistants and Early Years Teachers in our provision for 2-4 year olds within the Nursery Unit or 4-5 year olds within the Reception class. The aim of this post is to train and develop the post-holder to become an Early Years Teaching Assistant.

**specific responsibilities:**

**training and development**

1. To attain theSupporting Teaching and Learning in Schools Level 3 by attending tutorials and classes and by completing all assignments set.
2. To attend training sessions as appropriate, this may include off-site training days.
3. To undertake responsibility for improving your own practice through observation of more experienced colleagues, participating in all available training opportunities, coaching, working with a mentor, self-evaluation and performance management, including the school’s training days.

**SUPPORT FOR PUPILS**

1. To raise pupil achievement by supporting the class teacher and EYFS team to develop outstanding EYFS practice.
2. Under supervision, assist with the physical management and personal care needs for children in the Early Years Foundation Stage (including basic First Aid, where appropriate).
3. Work with individual and groups of children to encourage them to achieve greater independence and self-confidence.
4. Establish constructive relationships with parents and carers, promoting the school’s policies.
5. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
6. Supervise and provide particular support for pupils, including those with special needs, ensuring their access to learning resources.
7. Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
8. Support the implementation of IEPs, Behaviour Plans, personal care programmes, curriculum planning and assessment.
9. To evaluate learning and provide feedback to the teacher / parent / agency as needed.

**SUPPORT FOR TEACHERS**

1. Follow the instructions of the class teachers and Early Years Teaching Assistants with planning, delivery and evaluation of differentiated and varied learning activities.
2. Promote good pupil behaviour, dealing promptly with conflicts in line with school protocols and school behaviour policies.
3. Contribute towards resourcing teaching, by developing and making resources as necessary for children in the class or year group.
4. Listen to children read, read stories and tell stories to individuals or groups of children.
5. Work with pupils on programmes linked to local and national curriculum and learning strategies e.g. literacy, numeracy, early years, recording achievement, progress and feeding back to the teacher.
6. Monitor pupils’ responses to learning activities and achievement as directed.
7. Provide detailed feedback to teachers on pupils’ achievement, progress, problems etc. as requested.
8. Under the guidance of more experienced colleagues, learn to undertake pupil record-keeping as requested.
9. Under the guidance of more experienced colleagues, assist with the collation of pupil reports as requested by the teacher. This may involve data input.
10. Support the effective use of ICT in learning activities and develop pupils’ competence and independence in its use.
11. Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans. To clear away resources and materials after lessons.
12. Assist with the display of pupils’ work in the classroom and around school.
13. Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
14. Undertake routine administrative tasks e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, reproducing work sheets for agreed activities.

**SUPPORT FOR THE SCHOOL**

1. Be aware of and comply with policies relating to child protection, health & safety, confidentiality, safeguarding and data protection, reporting all concerns to a nominated person.
2. Contribute to the overall work, smooth running and ethos of the school.
3. Appreciate and support the role of other people in the team.
4. Attend and participate in meetings as required.
5. Participate in the school’s Performance Management process.
6. Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher.

**Person Specification**

**Early Years Teaching Assistant Apprentice**

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|  | **Essential Criteria** | **How Assessed** |
| **Education & Qualifications** | * 5 GCSEs, grade A-C, including English, Maths and ICT

OrCache Level 2 Supporting Teaching and Learning in SchoolsOrEquivalent qualifications and/or experience* Experience of working with children aged 5 and under.
 | Application Form, Certificates & References |
| **Experience, Skills and Knowledge** | Commitment to developing an excellent understanding of a child’s development and learningCommitment to developing an understanding of working with children with a range of additional educational needs.Commitment to gaining an understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your roleCommitment to developing an understanding of national/ EYFS curriculum and other relevant learning programmes/strategies. A good understanding of ICT Good communication skillsGood organisational skills, ability to show initiative | Application Form, Interview & References |
| **Personal Qualities**  | Ability to motivate and encourage children to meet their targets for learning and/or behaviour.Ability to build effective relationships with pupils’ families, liaising sensitively & effectively with them, recognising your role in pupils’ learning. To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.To be a good role model.Emotional resilience in working with a range of challenging situations.Ability to demonstrate patience with firmness.To constantly improve own practice/knowledge through reflection, self-evaluation and learning from others.Have a willingness to demonstrate commitment to the values and ethos of the school. | Application Form, Interview & References |
| **Work Circumstances** | To work flexibly as the workload demandsOccasional out of hours working to support school functionsThis post is subject to Enhanced DBS and qualification checks  | Interview & References |