

JOB DESCRIPTION

LEAD EYFS TEACHING ASSISTANT-SUPPORTING AND DELIVERING LEARNING		Director/Service/Sector: Children’s Services		Office Use
Band: 4		Workplace: Rothbury First School		JE ref: S834 Amended
Responsible to: HEADTEACHER		Date: January 2019	Manager Level:	HRMS ref:
Responsible for: TAs in the absence of the class teacher				
Job Purpose: To work under an agreed system of supervision and take the lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning. Manage Early Years Unit in absence of teacher Be responsible for leading and managing play, care and learning Develop, introduce, lead and supervise development work Act as a team leader and inspire others Share knowledge and understanding of early years practices to help other colleagues to develop and improve their practice.				
Resources				
	Staff	Supervision of teaching assistants		
	Finance	Collecting Money. Responsible for selecting and/or ordering equipment and consumables within a small budget, for the maintenance and updating of pupil records.		
	Physical	School and Classroom Resources		
	Clients	Internal (Teachers, Groups of Children/Whole Class interventions) External (Parents/Carers, External Professionals e.g. EPs, Primary Consultants etc		
Duties and key result areas:				
Support for Pupils				
1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning. 2. Develop and implement SEND Support Plans. 3. Establish productive relationships with pupils, responding to the needs of each individual child, acting as a role model and setting high expectations. 4. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children. 5. Encourage children to play and interact with one another. 6. Support pupils consistently whilst recognising and responding to their individual needs. 7. To have challenging expectations that encourage children to act independently and build self esteem. 8. Provide feedback to pupils in relation to progress and achievement 9. Takes shared responsibility for implementing learning activities for children, including planning and adjusting lessons and other activities. 10. Provide intimate care for pupils in line with school policies and procedures.				
Support for the Teacher				
1. Organise and manage appropriate indoor and outdoor learning environments and resources for learning, 2. Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate.				

3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives.
4. Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
5. Undertake the maintenance of pupils' records and accurately record achievement.
6. Support the teacher in the management of pupil behaviour.
7. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
8. Undertake the marking of pupils' work.
9. Produce lesson plans, worksheets etc.
10. Be responsible for leading parent consultations of key worker children 3 times during academic year.
11. Share all daily responsibilities within curriculum provision expected within a teaching role.
12. Share responsibility with teacher in all individual parent progress discussions.
13. Cover EYFS teaching staff PPA/Leadership Time/Short Term Absence.
14. Be responsible for developing and updating assessments for key children.
15. Support teacher in developing individual children's referrals to other agencies and professionals.

Support for the Curriculum

1. Deliver learning activities to pupils within an agreed framework of supervision, adjusting activities to meet pupil needs
2. Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support use of ICT in learning and develop pupils' competence and independence in its use.
4. Help pupils access learning activities through specialist support.
5. Develop suitable activities for individual and groups of early year pupils with more complex issues.

Support for the School

1. Comply with all school policies and contribute to the development of policy relating to:
 - Health and Safety
 - Equal Opportunities
 - Child Protection
 - Confidentiality and data protection.
2. Work in such a way as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times, and outside the school e.g. school trips as directed by the class teacher and member of the school's management.
5. Attend and participate in regular meetings
6. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.
7. Appointed first aider and responsible for first aid (paediatric first aid training to be provided if qualification not already held)
8. Attend and contribute collated evidence/information at EHCP reviews
9. Contribute to policies for early years practice.
10. Act as mentor to workplace students from level 1 up to level 3.
11. Require knowledge of child development and of techniques, policies and procedures for developing and leading suitable activities for early years pupils.

12. Be responsible for displays within school as directed.
13. Advise on appropriate deployment and use of specialist equipment or resources.
14. To undertake other duties and responsibilities as required commensurate with the grade of the post.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:	Required to use own transport to travel within and out-with the County
Working patterns:	Normal work patterns
Working conditions:	Indoors/outdoors

PERSON SPECIFICATION

Post Title: LEAD EYFS TEACHING ASSISTANT-SUPPORTING AND DELIVERING LEARNING		Director/Service/Sector: Children’s Services		Ref:
Essential	Desirable			Assess by
Knowledge and Qualifications				
DfE recognised EYFS Level 3 qualification. Excellent numeracy and literacy skills. Participated in recent EYFS training. Experience of delivering early reading/phonics. Being responsible for leading and managing play, care and learning. Sharing knowledge and understanding of early years practices to help other colleagues to develop and improve their practice.		National Standards for HLTAs or equivalent qualification. NVQ 2 Qualification for numeracy and literacy skills. Paediatric First Aid Certificate or equivalent. ReadWriteInc trained. Developing, introducing, leading and supervising development work - supporting the introduction of new initiatives.		(a), (i) (t) (r) (p)
Experience				
Working with children of the relevant age. Basic clerical skills. Planning effective actions for pupils at risk of underachieving. Taking responsibility of class during teacher absence. Developing suitable activities for individual and groups of early years pupils with more complex issues. Implementing learning activities for children, including planning and adjusting lessons and other activities. Leading in delivering activities; assesses records and reports on development, progress and attainment; resolves all but the most complex problems independently. Communicating with children to lead in educational and play activities to stimulate learning and development. Liaising with parents/ carers, other agencies.		Regular supervisory responsibility or line managed up to 3 staff Lead First Aider Experience of using on-line Learning Journal package Experience of outdoor learning / Forest School Experience of leading parent/carers consultations		(a), (i) (r) (p)
Skills and competencies				
Understanding of codes of practice and recent relevant education; Good understanding of the principles of child development and the learning process Can work as a member of a team, understanding their role in the classroom and associated responsibilities. Requires knowledge of child development and of techniques, policies and procedures for developing and leading suitable activities for early years pupils.				(a), (r) (i) (p)

Physical, mental and emotional demands		
Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupil's personal needs, anxious/aggressive parents/carers Mental demands: The job requires lengthy periods of concentrated mental attention whilst ensuring school security (i.e. undertaking stringent safeguarding procedures).	MAPA Trained	(r) (a) (i) (p)
Other		
Willingness to participate in training and personal development	Evidence of learning beyond the workplace	(i) (r) (a)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits