

JOB DESCRIPTION



DIRECTORATE: Education

NAME OF SCHOOL: Halley Primary School

POST TITLE: Early Years Educator/Teaching Assistant

SALARY SCALE POINT: Scale 3 (5)

CONTRACT TYPE: Permanent

RESPONSIBLE FOR: Learning support & Learning Support

RESPONSIBLE TO: Headteacher/Inclusion and SEND Lead/Assistant Headteacher EYFS and Class Teacher

JOB PURPOSE

- To provide high level support for pupils, the teacher and the EYFS setting in order to raise standards of achievements for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.
- Under the direction and supervision of the class teacher/AHT Inclusion and SEND Lead, to work with whole classes, smaller groups and individuals, carrying out 'specified work' as outlined in regulations and guidance under Section 133 of the Education Act 2003.
- To promote pupils' independence, self-esteem and social inclusion.

SAFEGUARDING CHILDREN

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment and take responsibility for promoting and safeguarding the welfare of children and people within the school.

MAJOR DUTIES AND RESPONSIBILITIES

1. To use clearly structured teaching and learning activities that ensure interest and motivation is maintained by pupils, and advancing their learning.
2. To support, promote and facilitate inclusion of all pupils to access the full curriculum, at the same time promoting independent learning.
3. Use ICT skills to advance pupils' learning.
4. To communicate effectively and sensitively with pupils, providing precise feedback to support their learning.
5. Use effective behaviour management strategies consistently in line with the school's policy and procedures.
6. Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a safe and calm learning environment.
7. Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
8. To observe pupils' performance and participation, and provide the class teacher with feedback on pupil

progress and help maintain individual and group records.

9. Supervise a class if the teacher is temporarily unavailable
10. To provide support and provision in providing a positive playtime during breaks, if required.
11. To accompany children/students and teachers on educational visits and trips during contracted hours.
12. To carry out the duties of a nominated 'first aider', following appropriate training.
13. Recognise and respond effectively to equal opportunity issues as they arise, including: by challenging stereotypes views, and by challenging bullying or harassment, following relevant policies and procedures.
14. To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder.
15. To attend professional development meetings and any other designated training which supports the school's vision and aims.
16. Undertake any other relevant duties given by the class teacher

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS

17. Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher or member of Leadership and Management Team.
18. 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.
19. With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
20. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
21. Collaborate and work with colleagues and other relevant professionals within and beyond the school.
22. Develop effective professional relationships with colleagues.

WHOLE-SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT

23. 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.
24. Make a positive contribution to the wider life and ethos of the school.

HEALTH AND SAFETY

25. 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.
26. To undertake care tasks related to pupils' physical welfare in accordance with LA guidance and procedures.
27. Look after children who are upset or have had accidents.

PROFESSIONAL DEVELOPMENT

28. 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.
29. Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
30. Take part in the school's appraisal procedures.

OTHER DUTIES AND RESPONSIBILITIES

- To ensure all duties and responsibilities are discharged in accordance with the School's health and safety at work policy.
- To undertake other reasonable duties commensurate with the grade of the post.

PERFORMANCE MANAGEMENT

- Performance management assessment will be based on the responsibilities listed above and judgement will be made against these within the agreed time scale, as part of the School’s performance management cycle.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

PROFESSIONAL CHARACTERISTICS

- Demonstrate that you are an effective professional upholding public trust in the education profession. Able to challenge and support all pupils to do their best through:
 - inspiring trust and confidence,
 - building team commitment,
 - engaging and motivating pupils,
 - taking positive action to improve the quality of pupils’ learning,
 - respecting individual differences and cultural diversity.
- Have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards of attendance and punctuality.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by Governors.

EQUALITY OPPORTUNITY

The post holder will be expected to undertake all duties in the context of and in compliance with the school’s and council’s equal opportunities policies.

ORGANISATIONAL DETAILS

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

_____ Print Name Date _____

_____ Signed by (Post holder)

_____ Signed by(Headteacher) Date _____



Tower Hamlets Education Partnership
IMPROVING SCHOOLS TOGETHER



PERSON SPECIFICATION *cont.*

We are seeking a person who communicates enthusiasm, drive and determination.

Please construct your personal statement to show evidence of:

ESSENTIAL	
Qualifications	<ul style="list-style-type: none"> GCSE English and Math A to C or equivalent. NVQ Level 3 Qualification in Early Years Education (or equivalent).
Experience	<ul style="list-style-type: none"> Experience of working with children from 3-5 in an educational setting. Experience of keeping written records and support the development of pupils' literacy and numeracy skills with confidence. Experience of forming effective, positive and supportive relationships with children, staff and parents.
Professional knowledge, & Understanding	<ul style="list-style-type: none"> Be familiar with the EYFS Development Matters and age-related expectations for pupils. Understanding of child development and learning processes. An understanding of and commitment to inclusive education. Knowledge and understanding of the barriers to learning.

Skills & Abilities	<ul style="list-style-type: none"> • To have a range of strategies to establish a purposeful learning environment and promote good behavior. • The ability to adapt to differing environments within the school and to the needs of different children. • To know how to use how to use ICT to advance pupils' learning, and be able to use common ICT tools for your own and pupils' benefit. • The ability to work as part of a team. • The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
Personal qualities	<ul style="list-style-type: none"> • High expectations of themselves and the children they support. • Passionate about raising standards for all children (including those with SEN). • A sympathetic approach to parents and an understanding of the need for confidentiality. • The ability and openness to accept support and guidance and direction from teachers. • Demonstrate a willingness to improve their own practice and knowledge through self-evaluation and learning from others. • Commitment to promoting the values and ethos of the School. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding pupils' wellbeing and equality.
Additional	<ul style="list-style-type: none"> • Contribute to the overall ethos of the School acting as a role model and setting high expectations. • A willingness to undertake paid training in normal contractual hours to develop job-related skills. • A commitment to the LA Equal Opportunities Policy. • A enhanced DBS