

Job Description

Job Details	
School Name	ABBOTT COMMUNITY PRIMARY SCHOOL
Job Title	RECEPTION TEACHING ASSISTANT LEVEL 3
Grade	GRADE 4
Primary Purpose of Job	<ul style="list-style-type: none"> • Under the guidance of a teacher, manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of pupils who require help to overcome barriers to learning. • Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers)
Responsible to	Assistant Head Teacher/Deputy EYFS Lead
Principal Responsibilities	Provide support for teaching and learning activities Contribute to children's development and safeguarding Provide support to develop the learning environment

Main Duties	
SUPPORT FOR PUPILS	
1.	To work with groups of children under the supervision of the teacher including the implementation and the delivery of programmes of work and/or IEPs.
2.	Support children's development (e.g. physical, emotional, social, communication and intellectual development needs).
3.	Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding.
4.	Encourage children's positive behaviour.
5.	Contribute to positive relationships with children and adults through communication and interaction.
6.	Promote the inclusion and acceptance of all pupils.
7.	Support literacy and numeracy activities.
8.	Use information and communication technology to support pupils' learning.
9.	Support children's play and learning
10.	Provide feedback to pupils in relation to progress and achievement.
11.	Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters.
SUPPORT FOR TEACHERS	
12.	Under the direction of the teacher prepare the classroom for lessons, including display work and clear afterwards as appropriate.
13.	Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher.

Main Duties	
14.	Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
15.	Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
16.	Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parents meetings).
17.	Contribute to the development and implementation of appropriate behaviour management strategies.
18.	Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
SUPPORT FOR THE CURRICULUM	
19.	Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
20.	Contribute to the development of lesson/work plans.
21.	Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies.
22.	Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
23.	Assist pupils to access learning activities through specialist support.
24.	Determine the need for, prepare and maintain general and specialist equipment and resources.
SUPPORT FOR THE SCHOOL	
25.	Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies.
26.	Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
27.	Escort and supervise pupils on educational visits and out-of-school activities.
28.	Assist in maintaining high standards of health and safety at all times.
29.	Maintain good relationships with colleagues and work together as a team.
30.	Assist in the supervision of classroom and outdoor activities.
31.	Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
32.	Contribute to the overall ethos/work/aims of the school.
33.	Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

All elements of Specified Teaching Work undertaken by the post holder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Head teachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the head teacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting. The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Person Specification

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Qualifications and Training		Method of Assessment
1.	Numeracy/literacy skills (at a level equivalent to NQF Level 2)	Application Form
2.	NVQ Level 3 for Teaching Assistants or equivalent qualification or experience	Application Form

Experience		Method of Assessment
3.	Experience of working with children in the EYFS, within a primary school setting (aged 4 years+).	Application Form/Interview
4.	Experience of working with children with additional needs.	Application Form/Interview
5.	Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards).	Application Form/Interview
6.	Experience of participation in training, performance management, self-evaluation and actively seeking learning opportunities.	Application Form/Interview
7.	Training in the relevant learning strategies and /or in a particular curriculum or learning area.	Application Form/Interview
8.	Ability to relate well to children and adults.	Application Form/Interview
9.	Ability to work as part of a team.	Application Form/Interview
10.	An understanding of the role of the EYFS Teaching Assistant and other professionals working in the classroom.	Application Form/Interview
11.	Ability to use relevant technology.	Application Form/Interview
12.	Effective use of ICT to support learning.	Application Form/Interview
13.	Full working knowledge and understanding of EYFS curriculum, including Development Matters.	Application Form/Interview
14.	Understanding the principles of child development and learning processes.	Application Form/Interview

Experience		Method of Assessment
15.	Knowledge of strategic processes and barriers to learning, including e.g. behaviour management strategies.	Application Form/Interview

Personal Style and Behaviour		Method of Assessment
1.	Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.	Application Form/Interview
2.	Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	Application Form/Interview
3.	The flexibility to adapt to changing workload demands and new school challenges.	Application Form/Interview
4.	Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.	Application Form/Interview
5.	Personal commitment to continuous self-development.	Application Form/Interview

Work Related Circumstances		Method of Assessment
1.	To attend staff training days, twilight training sessions and relevant out of hours training and events.	Application form/Interview
2.	Willingness to undertake first aid training as appropriate.	Application Form/Interview
3.	This post is subject to an enhanced disclosure and a barred list check from the Disclosure & Barring Service	Application Form / Interview