

# Role Profile: EYFS & KS1 Teaching Assistant One to One Support

## Purpose

### Key Purpose of the Job

The EYFS Practitioner will be responsible to the Head of Early Years for delivering high standards of care and education for children between 2 and 5 years of age, in accordance with statutory requirements. You will implement the daily routines and contribute to the monitoring and evaluation of pupils and support the smooth running of the Early Years Foundation Stage. Your primary role will be to support a pupil with medical needs to fully access the curriculum.

## Key Accountabilities (6-8 max)

### Teaching and Learning

Be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study Have knowledge of the relevant curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. collaboratively produce displays of children's work up to a high standard to create a stimulating learning environment. Set high expectations which inspire, motivate and challenge pupils Set high expectations which inspire, motivate and challenge pupils set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Be accountable for pupils' attainment, progress and outcomes • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 2 Promote good progress and outcomes by pupils To prepare and evaluate lessons that lead to the effective education of the pupils • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and pupils' intellectual curiosity. Use approaches which enable pupils to be taught effectively • demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. • to make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo

### Accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress and plan subsequent lessons • Give pupils regular oral feedback in line with the school marking policy. 8 Fulfil wider professional responsibilities • Make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being.

**One to One support**

Support a pupil with type 1 diabetes. Liaising with class teacher and parents. Monitoring condition (Full training given). Recapping key learning points as required.

**Administration and Communication**

Participating in administrative and organisational tasks related to such duties as are described above, including the ordering and allocation of equipment and materials. Attending assemblies, registering the attendance of pupils and supervising them, whether these duties are to be performed before, during or after School session.

**Well-being, Discipline, Health and Safety**

demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. Manage behaviour effectively to ensure a good and safe learning environment ☑ Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy ☑ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly ☑ manage groups effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them Complete compliance training as and when is necessary. Promoting the general progress/wellbeing of any individual group of pupils assigned to you. Providing guidance and advice to pupils on educational and social matters. Establish a safe environment for pupils, rooted in mutual respect

**Fulfil wider professional responsibilities**

Make a positive contribution to the wider life and ethos of the school ☑ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support ☑ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues ☑ communicate effectively with parents with regard to pupils' achievements and well-being.

### **Staff Conduct**

- Work towards and support the school vision and the current school objectives outlined in the School Improvement Plan. Maintain high professional standards of attendance, punctuality, appearance, and conduct. Demonstrate positive and courteous relations with pupils, colleagues, parents and any external personnel. Adhere to school and Cognita policies. Contribute towards organising, participating in or delivering on the school's programme of extra-curricular activities. Provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils. Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Head Teacher. Carry out duties – supervising pupils in unstructured time. Support pupils and colleagues by attending school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school. To actively engage in performance management. To actively engage in professional development activities. Carry out such other associated duties as are reasonably assigned by the Head.

## **Safeguarding Responsibilities**

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

## Person Specification

<b>Qualifications</b>	NVQ Level 2 Experience EYFS trained	NVQ Level 3 or equivalent Skills
<b>Skills</b>	<p>Ability to work as part of a team.</p> <p>Ability to communicate effectively, work flexibly and show initiative</p> <p>Ability to encourage children to develop self-discipline, self-esteem, confidence and independence.</p> <p>To be a reflective practitioner</p> <p>To maintain high standards of care and consistent environments for children</p> <p>To ensure all policies, procedures and curriculums are always adhered to</p> <p>To be motivated and able to motivate children and staff</p> <p>The ability to form caring and trusting relationships with both children and families</p>	
<b>Experience</b>	EYFS trained demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development	First aid training Previous school experience.
<b>Other</b>		

### Key Stakeholders:

Internal – Head, SLT, HOD, Colleagues

External – Pupils, Parents

Signed: ..... Name (print): .....

Date: .....