



## Job Description

Job Details	
<b>School Name</b>	Pikes Lane Primary School
<b>Job Title</b>	Teaching Assistant Level 3
<b>Grade</b>	Grade E
<b>Primary Purpose of Job</b>	Provide effective support for teaching and learning in Early Years
<b>Responsible to</b>	Head of EYFS/Headteacher
<b>Responsible for</b>	N/A
<b>Principal Responsibilities</b>	Provide support for a range of teaching and learning activities in school Provide cover supervision during short-term absences Provide support for individual pupils and groups of pupils in specific areas of the curriculum or during transitions – Specifically Early Years

Main Duties	
1.	Provide support for learning activities across EYFS and on occasion other areas of school.
2.	Support children's development (e.g. physical, emotional, social, communication and intellectual development needs) – particularly are the EYFS framework.
3.	Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding.
4.	Develop and promote positive relationships with children, adults and other practitioners
5.	Support the development and effectiveness of work teams
6.	Reflect on and develop practice
7.	Use information and communication technology to support pupils' learning
8.	Plan deliver and evaluate teaching and learning activities under the direction of a teacher, including to cover for short-term teacher absence
9.	Contribute to the planning, delivery and evaluation of teaching and learning activities under the direction of the teacher, including covering for short-term teacher absence
10.	Support English development
11.	Support Maths development
12.	Observe and promote pupil performance and development
13.	Contribute to assessment for learning
14.	Prepare and maintain the learning environment
15.	Provide displays
16.	Invigilate tests and examinations
17.	Contribute to maintaining pupil records
18.	Monitor and maintain curriculum resources
19.	Escort and supervise pupils on educational visits and out-of-school activities
20.	Liaise with parents, carers and families
21.	Promote children's well-being and resilience

<b>Other Support Duties</b>	
<b>22.</b>	Support children and young people during transitions in their lives
<b>23.</b>	Support implementation of the curriculum
<b>24.</b>	Support teaching and learning in a curriculum area
<b>25.</b>	Provide English and Maths support to enable pupils to access the wider curriculum
<b>26.</b>	Support gifted and talented pupils
<b>27.</b>	Contribute to the prevention and management of challenging behaviour in children and young people
<b>28.</b>	Assist in the administration of medication
<b>29.</b>	Enable young people to be active citizens
<b>30.</b>	Lead an extra-curricular activity
<b>31.</b>	Plan and support self-directed play
<b>32.</b>	Organise cover for absent colleagues
<b>33.</b>	Organise and supervise travel
<b>34.</b>	The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school



# Person Specification

Job Details	
<b>School Name</b>	<b>Pikes Lane Primary</b>
<b>Job Title</b>	Teaching Assistant Level 3 - EYFS
<b>Grade</b>	Grade E

## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Skills and Knowledge		Method of Assessment
1.	Ability to provide effective support during learning activities through use of appropriate strategies for motivate and challenge pupils specifically EYFS.	Application Form/Interview
2.	Ability to interact with, listen to and positively encourage pupils to learn	Application Form/Interview
3.	Ability to deal with respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities	Application Form/Interview
4.	Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures	Application Form/Interview
5.	Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities	Application Form/Interview
6.	Ability to provide constructive feedback on a range of issues to colleagues and other professionals	Application Form/Interview
7.	Ability to communicate effectively with children/young people and adults, adapting communications styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between children/young people and with other adults and to recognise and encourage resolution of issues.	Application Form/Interview
8.	Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support	Application Form/Interview
9.	Ability to use self-evaluation and reflection to learn and develop practice	Application Form/Interview
10.	Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information, and to encourage and support ICT during learning activities, feeding back on pupils' progress and response.	Application Form/Interview

<b>Skills and Knowledge</b>		<b>Method of Assessment</b>
11.	Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning delivered by the teacher, including when working with the whole class, under the direction of the teacher or accordance with arrangements made by the head teacher	Application Form/Interview
12.	Ability to monitor and provide feedback on pupil participation and progress and evaluate own contribution to the learning activity	Application Form/Interview
13.	Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity and learning objectives	Application Form/Interview
14.	Ability to work collaboratively with the teacher, colleagues and other professionals to support teaching, learning, well-being and transitions	Application Form/Interview
15.	Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness.	Application Form/Interview
16.	Excellent Maths and English skills	Application Form/Interview
17.	Knowledge and understanding of children and young people (in relevant age groups)'s expected patterns of development including physical development, communication, intellectual development and learning, social, emotional and behavioural development.	Application Form/Interview
18.	Knowledge and understanding of the relevant school curriculum and age-related expectations of pupils	Application Form/Interview
19.	Awareness of inclusion principles, impact of cultural, social and gender based influences on pupils, and their implications for supporting teaching and learning activities	Application Form/Interview
20.	Knowledge and understanding of effective communication strategies and approaches to fostering positive relationships in a variety of settings	Application Form/Interview
21.	Awareness of safeguarding principles and safe working practices	Application Form/Interview
22.	Displays commitment to the protection and safeguarding of children and young people	Application Form/Interview
23.	Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures	Application Form/Interview
24.	Knowledge and understanding of a range of professional and educational software packages	Application Form/Interview
25.	Knowledge and understanding of procedures for maintaining appropriate pupil records	Application form/Certificate
26.	Knowledge and understanding of English and Maths strategies for relevant age groups. Knowledge and understanding of phonics and relevant training in this area.	Application Form/Interview
27.	Awareness of the SEN Code of Practice and of its implications in practice	Application Form/Interview
28.	<b>Competencies</b> <b>Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document</b>	Interview

<b>Experience, Qualifications and Training</b>		<b>Method of Assessment</b>
1.	Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent	Application Form / Certificate
2.	Relevant experience of working with and/or caring for children within specified age range/subject area	Application Form/Interview
3.	Holder, working towards or willing to work towards an NVQ Level 3, BTEC Level 3 <b>or equivalent</b> in Teaching Assistant or Supporting Teaching and Learning in Schools	Application Form / Certificate

<b>Work Related Circumstances</b>		<b>Method of Assessment</b>
1.	To attend staff training days, twilight training sessions and relevant out of hours training and events.	Application Form/Interview
2.	This post is subject to an enhanced disclosure and a barred list check from the Disclosure & Barring Service	Application Form/Certificate

## Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

<b>Skills and Knowledge</b>		<b>Method of Assessment</b>
1.	Knowledge and understanding of assessment for learning	Application Form / Interview
2.	Knowledge and understanding of managing change and transitions with pupils	Application Form / Interview

<b>Experience, Qualifications and Training</b>		<b>Method of Assessment</b>
1.	Experience of supporting teaching and learning in specific curriculum areas or leading extra-curricular activities	Application Form / Interview

# Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

## **Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

## **Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

## **Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

## **Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

## **Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

## **Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

## **Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

## **Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

## **Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.