

Job Profile

Level 3 Teaching Assistant (Early Years)



Job purpose:	Under the direction of the Nursery/Early Years Lead Practitioner to undertake work/care/support programmes to enable access to learning for children and to assist the Nursery/Early Years Lead Practitioner in the management of children in the nursery setting. To give support for SEN children providing particular help for those children with learning difficulties and/or behavioural, social or physical disabilities, as required.		
Reporting to:	Nursery/Early Years Lead Practitioner		
Responsible for - Staff	None		
Liaising with:	Children, teachers, senior staff, visitors to the nursery and school		
Grade of post:	G4	Gauge ref:	A23289
Disclosure level:	Enhanced		

Job Outline			
<ul style="list-style-type: none"> • To deliver the Early Years Foundation Stage. • To supervise and provide particular support for children (aged 0-11), ensuring their safety and access to learning activities. • To assist with the development and implementation of Individual education/behaviour plans and personal care programmes. • To establish constructive relationships with children and interact with them according to individual needs. • To provide specialist support to children with barriers to learning on a one to one basis, in a small group or in or out of the nursery. • To promote the inclusion and acceptance of all children. • To encourage children to interact with others and engage in activities led by all practitioners. • To provide feedback to parents in relation to children's progress and achievement under guidance of the Teacher/Early Years Practitioner. • To create and maintain a purposeful, orderly and supportive environment, in accordance with activity plans and assist with the display of children's work. • To assist with the planning of learning activities. • To monitor children's responses to learning activities and accurately record achievement/progress as directed. • To provide feedback to the Teacher/Early Years Lead on children's achievement, progress and problems. • To promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. • To provide clerical/admin support, for example photocopying, collection of money. • To take responsibility for groups of children on visits, trips etc under the supervision of the Teacher/Early Years Practitioner teacher as may be reasonably directed. • To be committed to safeguarding children at all times and follow associated procedures. 			
Other Specific Duties			

To carry out the duties in the most effective, efficient and economic manner available.

To continue personal development in the relevant area.

To participate in the staff review and development appraisal process.

Health and Safety Training

To undertake Health and Safety Training on areas within the designated work area.

SIGNATURES / AUTHORISATION

Job profiles are general, rather than explicitly describing any particular role and staff would not necessarily be expected to carry out all of the activities described. However staff may also be expected to undertake some duties which are not detailed in the job profile.

I/we agree that this job profile is an accurate reflection of the duties, skills and responsibilities of the post.

Signed Governors: _____ Date _____

Signed Headteacher: _____ Date _____

Signed Jobholder: _____ Date _____

Print Name Jobholder: _____ NI No: _____

School Name: _____

DFES _____

Person Specification / Selection Criteria Level 3 Teaching Assistant (Early Years)

A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working and interacting with children (aged 0-11) with varying learning needs	E		A, I

B. Training and Qualifications

	Essential	Desirable	Source
A full and relevant NVQ level 3 or above in Early Years/Child Care or Play Work OR A full and relevant Level 3 or above Teaching Assistant qualification that was achieved in the Early Years Foundation Stage of a maintained provision (see DfE criteria)	E		A, I
Basic level of literacy & numeracy	E		A, I
Willingness to undertake further relevant teacher assistant training		D	I
Willingness to undertake paediatric first aid		D	A, I
Willingness to undertake safeguarding training	E		
To have attended at least one of the following: ELKLAN, ECAT, toddler talk, letters and sounds or SENCO training		D	A, I

C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Knowledge of basic Health and Safety		D	A, I
Basic knowledge of how to use ICT to support learning	E		A, I
Understanding of how to use relevant equipment/resources	E		A, I

Some knowledge of children's games and activities	E		A, I
A knowledge of the national/foundation stage curriculum and other basic learning programmes		D	A, I
Understanding of relevant policies, codes of practice and awareness of relevant legislation		D	A, I
Basic understanding of child development and learning processes		D	A, I

D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Ability to communicate with and relate well to pupils and adults	E		A, I
Ability to work under supervision and as a team member	E		A, I
Ability to work in accordance with the schools health and safety policies	E		A, I
Ability to deal with minor injuries		D	A, I

E. Legal Issues

	Essential	Desirable	Source
Legally entitled to work in the UK	E		A, I