

Job Description

School – Talbot Primary

Post Title

Foundation Stage Support Assistant

GRADE

NJC SCP 7-11

Post(s) to which directly responsible

Immediate Line Manager

Post(s) for which directly responsible

N/A

Role:

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable dedicated access to learning for Foundation Stage pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area, including the Foundation Stage class outdoor play area.

Responsibilities

- To supervise and provide particular support for pupils, including those with special needs, 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 assist with the induction of children and parents into Foundation Stage classes.
- To establish constructive relationships with pupils and interact with them according to individual needs
- To promote the inclusion and acceptance of all pupils
- To encourage pupils to interact with others and engage in activities planned by the teacher
- To contribute as part of the dedicated Foundation Stage team, being open to change to further develop good practice.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- To use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- To assist with the planning of learning activities.
- To have knowledge and experience of the teaching of phonics to enable participation in phonics teaching.
- To monitor pupil's responses to learning activities and accurately record achievement/progress through observations and next steps for learning.

- To participate in moderation of pupil's work, contributing to accurate judgements in the Foundation Profile.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To establish constructive relationships with parents/carers.
- To work alongside parents in regular stay and play sessions.
- To administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- To provide clerical/administrative support - photocopying, typing, filing, money, administer coursework.
- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- To undertake programmes linked to local and national learning strategies -. literacy, numeracy, early years-recording achievement and progress and feeding back to the teacher.
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school.
- To appreciate and support the role of other professionals.
- To attend and participate in relevant meetings as required.
- To participate in training and other learning activities and performance development as required.
- To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Relationships

The postholder will be required to work flexibly to deliver an efficient Service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers

Physical Conditions

Talbot Primary School has access by steps and is accessible by disabled persons by a ramp.

This post is subject to an enhanced Disclose and Barring Service check.

The school operates a non-smoking policy.

Economic conditions

Grade: NJC SCP 7-11

Annual Leave: Term time only working

Conditions of Service: NJC Conditions apply

Prospects**Promotion**

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training

The school encourages training both "in-house" and external to meet the needs of the individual and of the Service.

Talbot Primary School is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

EMPLOYEE SPECIFICATION: Foundation Stage Support Assistant

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

SKILLS	Ess	Des	MOA
Good numeracy/literacy skills	*		A & I
Effective use of ICT to support learning	*		A & I
Use of other equipment technology – video, photocopier	*		A & I
Ability to relate well to children and adults	*		A & I
Work constructively as part of a team	*		A & I
Appropriate first aid knowledge/training		*	A
Ability to self-evaluate learning needs and actively seek learning opportunities		*	A & I

KNOWLEDGE & UNDERSTANDING/EXPERIENCE	Ess	Des	MOA
Understanding of relevant policies/codes of practice and awareness of relevant legislation	*		A & I
Basic understanding of child development and learning	*		A & I
Working with or caring for children of relevant age	*		A & I
Knowledge and experience of dedicated Foundation Stage practice	*		A & I
Knowledge and experience of teaching phonics in the Foundation Stage	*		A & I
Knowledge and experience of assessment in the Foundation Stage	*		A & I
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies	*		A & I
Experience in dedicated Foundation Stage class teaching	*		A & I
Understanding classroom roles and responsibilities and your own position within these		*	A & I

QUALIFICATIONS/TRAINING	Ess	Des	MOA
Completion of DfES Teacher Assistant Induction Programme or equivalent qualifications or experience			A & I
NVQ 2 for Teaching Assistants or appropriate level of experience of operating in the classroom environment	*		A & C
Training in the relevant learning strategies e.g. literacy	*		A & I
Maths and/or English Grades GCSE A-C or CSE Level 1		*	A & C
Relevant Level 3 qualification e.g. CACHE Diploma in Childcare and Education, NNEB or B.Tec Nursery Nurse NVQ Level 3, B.Tec Level 3 Diploma in Children's Care, Learning & Development, B Ed Early Years or equivalent.		*	A & C

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS	Ess	Des	MOA
Willing to abide by the Council's Equal Opportunities Policy in the duties of the post, and as an employee of the Council.	*		I

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS (CONT'D)	Ess	Des	MOA
Willing to carry out all duties having regard to an employee's responsibility under the Council's Health and Safety Policies	*		I
To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	*		I
An ability to respect sensitive and confidential work.	*		I
Commitment to own personal development and learning.	*		I

METHOD OF ASSESSMENT(MOA)	A	=	Application Form
	T	=	Test
	I	=	Interview
	C	=	Certificate