

Role Profile: Early Childhood Teaching Assistant (Maternity Cover)

Purpose

The Early Childhood Teaching Assistant supports the work and ethos of the school, complementing the teachers' delivery of a PYP curriculum and contributing to the safety and well being of all students in an early childhood setting. Teaching assistants work collaboratively with teaching staff and assist teachers in the planning cycle and management/preparation of resources. They may also occasionally supervise classes during short-term staff absences. They provide support for students, the teacher and the school in order to help raise standards of achievement for all students.

KEY CHARACTERISTICS

- Respects and practises the content of the school mission statement and its core values
- Sees challenges as an opportunity to progress and learn
- Takes ownership of responsibilities and has the courage to seek advice
- Is committed to working collaboratively, sharing generously and supporting others
- Is attentive and committed to high standards and the application of best practice
- Has a positive attitude and the ability to consistently learn and improve
- Embraces honest feedback and sees it as a chance to grow
- Is open-minded, reflective and nurtures respectful and professional relationships with others
- Respects, practises, and teaches students the philosophical and pedagogical values of the International Baccalaureate, as enshrined in its mission statement and learner profile
- Genuinely wants the best for children in terms of provision and outcomes
- Instils in students a love of learning, and the value of learning for its own sake

ACADEMIC RESPONSIBILITIES

- Has high professional standards in general and in particular concerning planning, lesson preparation, teaching and assessment to ensure that all students make demonstrably good progress
- Understands and adheres to the IB Standards and Practices
- Adheres to all Independent Schools Standards

OVERVIEW

- Provide detailed and regular (verbal and written) feedback to teachers on students' achievements, progress, behaviour etc.
- Promote good student behaviour, and encourage children to take responsibility for their own behaviour
- Support the establishment of positive relationships with parents and educational support agents. Work with parents to enhance students' learning.
- Contribute ideas to the weekly planning during planning meetings
- Share ideas with Specialist Teachers
- Record student progress throughout the year
- Record reflection on the weekly planners

DAILY TASKS INCLUDE BUT LIMITED TO

- In the absence of the teacher, or when the teacher is otherwise engaged, taking messages from parents which are

then passed to the teacher at a suitable time

- Setting up and clearing away activities
- Organising items in the classroom that are essential for the running of the day
- Working with small groups, or individual students, as identified by the teacher
- Record and feedback observations to teachers

TASKS AS REQUIRED

- First aid and ensuring the teacher is aware of any illnesses, accidents or incidents in throughout the day
- Photocopying, ordering and other ad hoc administrative tasks
- Creating and putting up displays

SUPPORT STUDENTS

- Provide specific teaching support for individual students or groups of students
- Encourage students to interact with others and engage in activities in class or at play
- Provide encouragement to students about their progress and achievement in collaboration with the teacher
- Assist with the development of ILLPs where appropriate
- Initiate own activities (role play, games, sensory activities, outdoor games etc) in accordance with the teacher and curriculum/planner
- Encourage and support students to use IT devices such as iPads
- Support and monitor EAL students in collaboration with the classroom teacher. Help EAL students overcome any social or cultural divide
- Encourage independence, self-help skills and good standards of personal hygiene in the students
- Facilitate outdoor learning

SUPPORT TEACHERS

- Create and maintain a purposeful, supportive learning environment, in accordance with the school's policies and expectations
- Use strategies, in agreement with the teacher, to support students to make progress in each lesson
- Monitor students' responses to learning activities and accurately record achievement or progress as directed by the teacher
- Work as part of the staffing team to support other colleagues
- Attend and participate in professional development as required
- Assist with fire evacuations to ensure a swift and safe exit

HEALTH & SAFETY

- The highest level of best practice, health and safety and security in buildings, on school trips and at school events is maintained
- All health and safety, pastoral and online safety policies and procedures are actively promoted, supported and adhered to

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

	Essential	Desirable
Skills	Ability to work well as part of a teaching team Excellent relationships with students Collaborative and positive mindset Shows initiative	
Qualifications	English and Maths GCSE or equivalent	EYFS Level 2 and above
Experience	School Environment	Experience working in EYFS and Reception
Other		

Key Stakeholders:

Internal – Teachers

External – Parents

The Key Accountabilities listed above are not exhaustive and may be varied from time to time as dictated by the changing needs of Cognita. In this case, any significant changes or variations will be consulted with the post holder before undertaking these responsibilities.

Signed:

Name (print):

Date: