



Job Description: Early Years Practitioner and Learning Support Assistant for Key Stage 1

Job Title	Early Years Practitioner and Learning Support Assistant for Key Stage 1
Reports To	Appropriate class teacher, Deputy Head
Liaison With	Teaching staff, support staff, Headteacher, pupils.
Mission Statement	<p><i>Growing Together, Learning Together, Achieving Together in Christ</i></p> <p>This reflects the ambition and vision we have for enabling all of our children to achieve their very best through collaboration and mutual support within the Catholic context. We are a worshipping community, valuing prayer and praise, and enjoying close links with the parish of the Sacred Heart and St Francis in Frinton. Through our mission, and by working with the families in our school, we develop appropriate values and morals to prepare our pupils not just for the next stage of their academic careers, but for life.</p>
Job Purpose	<ul style="list-style-type: none"> To work under the guidance of the class teacher to support learning in line with the Early Years Foundation Stage (EYFS) Framework and codes of practice, the Primary National Curriculum and school policies and procedures. To provide support to pupils with additional learning needs from the EYFS and Key Stage 1.
Principal Accountabilities	<ul style="list-style-type: none"> To work with the class teacher in the planning and implementation of the curriculum and other programmes and strategies. To promote effective teaching and learning, working with individuals, groups of pupils or the whole class. To work with small groups and individual children on activities suitable for their age and stage of development. To provide general support to the class teacher in the management and organisation of the pupils and the classroom. To assist the class teacher in creating and maintaining a purposeful, orderly and supportive learning environment. To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop. To be responsible for promoting and safeguarding the welfare of children and young people within the school.
Professional Duties	<ul style="list-style-type: none"> Set high expectations which inspire motivate and challenge pupils. Promote good progress and outcomes by pupils. Demonstrate excellent subject and curriculum knowledge. Plan and teach well-structured lessons. Adapt teaching to respond to the strengths and needs of all pupils. Make accurate and productive use of assessment. Manage behaviour effectively to ensure a good and safe learning environment. Fulfil wider professional responsibilities.

<p>Core Duties</p>	<p><u>Support for pupils</u></p> <ul style="list-style-type: none"> • To support working relationship with the pupils, acting as role model and setting high expectations. • To support pupils learning in the most effective way. • To meet the personal needs of pupils whilst encouraging their independence. • To support pupils with special educational needs through the delivery of specific learning programmes and to contribute to individual support plans (ISP) and ISP reviews. • To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in activities. • To provide support in the delivery of the EYFS and/or Primary National Curriculum. <p><u>Support for the teacher</u></p> <ul style="list-style-type: none"> • To work closely with the class teacher to assist in the planning, development and delivery of all areas of the curriculum. • In the short term unplanned absence of the teacher, to cover all pre prepared activities in order to provide continuity for the pupils. • To prepare the classroom/outside areas for lessons, ensuring that resources and equipment are available and cleared away at the end of the lessons as appropriate. • To work on classroom displays following consultation with the teacher. • To observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies determined by the teacher. <p><u>Support for the school</u></p> <ul style="list-style-type: none"> • To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy. • To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled. • To take on relevant duties within the School. • To run an after school enrichment activity each week. • To accompany teaching staff and pupils on visits, trips and out of school activities as required within contracted hours and to take responsibility for pupils under the supervision of the teacher. • To attend relevant meetings and participate in training opportunities and professional development as required. • To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEND and data protection, reporting all concerns to the appropriate named person. • To adhere to school's Health and Safety Policy, including risk assessment and safety systems. • To adhere to school policy on equality and diversity. <p><u>Support for the curriculum</u></p> <ul style="list-style-type: none"> • To assist in the development of skills throughout the EYFS and Primary National curriculums and support the use of these learning activities as directed by the class teacher. • To help adapt and plan the development of resources necessary to lead learning activities, taking into account pupils' interests, language and cultural backgrounds. • Undertake broadly similar duties commensurate with the level of the post as required by the Headteacher.
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<p>General</p>	<ul style="list-style-type: none"> • Maintain strict confidentiality. <i>(From time to time people working in school will be told, or discover, information about particular children and their families. It is a condition of employment that all such information is treated as confidential. If any information is received which causes concern, it must be passed to the Headteacher. No such information must be discussed with any other employee. Neither must any incident occurring in school be discussed with anyone outside the school. Any parent seeking information should be referred to the Headteacher)</i> • Meet with other professionals as required. • Attend relevant school meetings as required. • Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • Comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
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The Governing Body at St Philomena’s School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Headteacher.

Revised March 2024



Person Specification: Early Years Practitioner and Learning Support Assistant for Key Stage 1

	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Successful experience working with children in a school/early years environment. • Educated to NVQ Level 3 in Early Years, NNEB or equivalent qualification/experience. • Knowledge of relevant policies and procedures. • Good reading and writing skills. • Knowledge of basic ICT to support learning. 	<ul style="list-style-type: none"> • Paediatric First Aid certificate. • Food Hygiene Certificate.
Communication	<ul style="list-style-type: none"> • Ability to write basic reports. • Ability to use clear language to communicate information unambiguously. • Ability to listen effectively. • Ability to overcome communication barriers with children and adults. 	<ul style="list-style-type: none"> • Experience of Tapestry. • Experience of liaising with children and their families and carers and other adults.
Working with children	<ul style="list-style-type: none"> • An understanding of positive behaviour strategies. • Good understanding of the Early Years Foundation Stage Framework and Early Learning Goals. • Knowledge of literacy/numeracy strategies. • Good understanding of general child development. • Understanding of the importance of physical and emotional wellbeing. 	<ul style="list-style-type: none"> • Ability to assess progress and performance. • Ability to understand and support children with developmental difficulty or disability.
Working with others	<ul style="list-style-type: none"> • Understand the role of others working in and with the school. • Understand and value the role of parents and carers in supporting children. • Ability to establish rapport and respectful and trusting relationships with members of staff, children, their families and carers and other adults. • Ability to work effectively with a range of adults. • Ability to follow instructions accurately. 	<ul style="list-style-type: none"> • Know when, how and with whom to share information.

Responsibilities	<ul style="list-style-type: none"> • Good organisational skills. • Creativity. • Ability to remain calm under pressure. • Ability to support the work of volunteers and other teaching assistants in the classroom. • Ability to manage own time effectively. • Ability to resolve routine problems independently. 	
General	<ul style="list-style-type: none"> • Awareness of and commitment to equality. • Basic understanding of health and safety. • Basic understanding of child protection procedures. • Basic understanding of procedures and legislation relating to confidentiality. • A desire to develop and learn in the role. 	

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An independent school for girls and boys aged 4 to 11

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