

EYFS Achievement Support Assistant

Post title	EYFS Achievement Support Assistant
Reports to	Headteacher
Grade	5
Location of the post	HCAT Withernsea Primary

Main Purpose of the Post

To work under the instructions and guidance of teaching staff within and outside the classroom to:

- Provide effective support as required
- Support the academic, social, and emotional development of individuals and groups of pupils understanding clearly how pupils learn
- Provide effective support to maximise the attainment and accelerate the progress of individuals and groups of pupils

Main Duties and Responsibilities

Support for pupils

1. Be proactive in the promotion of safeguarding the welfare, health and safety of children and young people, including assisting in the maintenance of a safe environment for pupils and staff
2. Supports teaching staff with routine administration.
3. Supervises and provides particular support for individuals, groups of pupils and classes as required, including e.g. those with SEN, disabilities, personal needs, EAL ensuring their safety and access to learning activities overseen by teaching staff.
4. Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes, speech and language programmes, intervention groups and emotional well-being support
5. Supports children's growth and intellectual development and promotes self-esteem and independence
6. Establishes constructive relationships with pupils and interacts with them according to individual needs
7. Promotes the inclusion, engagement and participation of all pupils
8. Support pupils in their learning and development eg through the acquisition of cognitive and learning skills by speaking clearly and eloquently
9. Sets challenging and demanding expectations and promotes self-esteem and independence

21 Appendix B



10. Provide feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills
11. Provide support via coaching and mentoring and modelling an enthusiasm for improving personal performance
12. To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues

Support for Teachers

13. Creates and maintains a purposeful, orderly and supportive environment
14. Develops displays within and outside the classroom
15. Assists with the planning of learning activities
16. Assists in the monitoring and assessing of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records
17. Analyses the impact of strategies and initiatives and, in consultation with the teacher, adapts them accordingly.
18. Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning
19. Contributes to planning and evaluation of learning and assists in the recording of pupils' progress
20. Encourages pupils to develop as independent learners with a thirst for learning
21. Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage pupils to take responsibility for their own behaviour using a restorative approach

Support for the curriculum

22. Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including 1:1 and specific interventions related to different areas of learning as directed, also during pupil's lunchtimes.
23. Under the direction of staff, delivers bespoke intervention and enrichment programmes e.g. fine motor, literacy, numeracy, phonics, language development and social skills recording achievement and progress and feeding back to the teacher.
24. Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
25. Prepares, maintains and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.

Support for the school

26. Awareness of and complies with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
27. Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
28. Supports and challenges high levels of attendance and punctuality
29. Attends training events and/or planning meetings including participation in performance development as required
30. Contributes to the overall ethos/work/aims of the school.

21 Appendix B



31. Establish constructive relationships and communicate with other colleagues, professionals, outside agencies, in liaison with the class teacher to support achievement and progress of pupils
32. Undertakes the supervision of pupils out of lesson times, including before and after school when required, at lunch times and at break times
33. Accompanies teaching staff and pupils on visits and out of school activities as required and takes responsibility for a group under the supervision of the teacher.
34. Participates in discussions with parents/carers under the general direction of a teacher.

EYFS additional section, in addition to the above:

35. Maintain paediatric first aid currency, undertaking all necessary training.
36. Maintain records of administered medicine and administer appropriate medication in accordance with the school's policy and as authorised by parents/carers, if directed to undertake this responsibility.
37. Maintain and follow all EYFS statutory guidance and school EYFS policies, being instrumental in their updating and development.
38. Be involved fully in parental engagement, home visits and in activities such as parents as partners, planning relevant activities where needed.
39. Ensure planning, observations and profiles are completed to the school's expected standard at all times.
40. Attend all EYFS planning and team meetings as directed.
41. Be responsible for maintaining the tidiness and health and safety requirements of the EYFS unit (both indoor and outdoor), decluttering and maintaining child friendly spaces at all times.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Schools, as your employer and you as an employee of the school. In addition to the Schools overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Schools H&S policy.

Responsibility

1. Responsibility for Staff:

None.

2. Responsibility for Stakeholders/Clients:

Under the direction of the teacher responsibility for an identified group of pupils.

3. Responsibility for Budgets:

None.

4. Responsibility for Physical Resources:

Safe use, moving and storage of all equipment used in the course of the role.

Decision Making

1. Makes routine decisions in the classroom to maintain suitable spaces and activities

21 Appendix B



2. Assesses pupil progress and recommends when pupils are ready to move to the next stage of learning materials/activities, plans suitable activities/initiatives.
3. Decides when to ask for support from other teachers or senior staff.
4. Plans own workload in liaison with the teacher and prepares learning objectives in line with curriculum to meet the learning needs of pupils for their age/stage.
5. Assesses children requiring first aid and takes necessary action

Contacts and Reason for the Contact:

1. **Within Service Area/Section:**

Responsible for pupils in their daily care, colleagues within the school, parents and governors

2. **With Any Other Areas (where applicable)**

Educational support staff and educational support services

Other schools and educational establishments

3. **With External Bodies to the Academy**

Public Services

Community Representatives

Local Authority

Risks to health

Low physical demands

Normal working conditions with some occasional rudeness and confrontational behaviour from pupils and very rarely parents.

Moderate emotional demands like occasional support for vulnerable students at risk; regular support for students with additional needs when they may put emotional demands on the post holder.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	<p>GCSE English and maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2)</p> <p>NVQ Level 3 Teaching Assistant Qualification or be willing to work towards/have equivalent experience</p> <p>Safeguarding Level 1</p> <p>The post holder must have or be willing to undertake Paediatric First Aid qualification/certificate and carry out basic first aid as and when required eg</p>	<p>A F</p> <p>A F</p> <p>A F</p> <p>A F</p>	Bespoke training relevant to role	AF
EXPERIENCE	<p>Significant experience of Early Years education</p> <p>Effective use of ICT to support teaching and learning</p> <p>Delivered intervention with positive measurable impact</p> <p>Led out of school learning/activities</p>	<p>A F</p> <p>R/I</p> <p>R/I</p> <p>R/IR/I</p>	<p>Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher</p> <p>Experience of assisting in the maintenance of pupils records</p> <p>Led out of school learning/activities</p> <p>Experience of mentoring and coaching other practitioners</p>	<p>R/I</p> <p>R/I</p> <p>AF</p> <p>R/I</p>

	<p>Delivered intervention with positive measurable impact</p> <p>Experience of positive parent/partner links, ECAT, of being a host setting, policy writing and working alongside multi-agency teams</p>	R/I	Involvement in teaching of phonics in whole class and small group activities	AF
KNOWLEDGE	<p>Understanding of child development and how children learn</p> <p>A knowledge and commitment to safeguarding and promoting the welfare of children and young people</p> <p>Understanding of National Curriculum, EYFS Guidance and other codes of practice eg SEN, Equalities</p> <p>Sound knowledge of phonics and reading provision within school in order to raise attainment in reading</p> <p>Working knowledge of ICT including use of Ipads, Microsoft Office and email</p> <p>Knowledge of Health and Safety requirements</p> <p>Full working knowledge of EYFS framework, ages and stages, policies, statutory guidance and legislation</p> <p>A sound knowledge of observations and how to use them to assess children's progress</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p>		

SKILLS	Relates well to children by recognising age / stage of development and individual needs	R/I		
	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	R/I		
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	R/I		
	Speaks clearly and accurately using grammatically correct spoken English	R/I		
	Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team	R/I		
	Effective communication skills to model good practice for pupils and stakeholders	R/I		
	Ability to self-evaluate learning needs and to actively seek learning opportunities	R/I		
	Highly competent written skills, including spelling and grammar , including use of ICT	AF		
OTHER REQUIREMENTS	Maintains high levels of confidentiality at all times	R/I		
	Makes a commitment to the wider life of the school	R/I		

	Ability to present a smart professional image in line with the Dress Code of the School	R/I		
	Engage in additional training and development including being proactive in identifying own development needs	R/I		
	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	R/I		
	Strives for excellence and ways to improve their own performance and the performance of the school	R/I		

*Key: AF=application form; I=interview; T=test; P=presentation; R=references