

# Job Description

Job Title	EYFS Teaching Assistant (Level 2)	School	Roberts Primary School
Post Number	SCH011		
Grade	3	Salary	Subject to pro rata
Reports To	Carl Watkins – Head teacher		

## Purpose of the Job

Level 2 staff provide more specific support and work under the supervision and guidance of a classroom teacher. Level 2 staff must hold a qualification that is recognised by the Department of Education as outlined in [Early years qualification requirements and standards](#).

Key Features: To undertake work/care/support programmes, to enable access to learning and to assist a teacher in the management of pupils and the classroom. To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

## Main Activities

### Support for Pupils

- Assist pupils, on an occasional basis, with personal hygiene routines including toilet training, changing on incontinent/sick children, dressing and undressing.
- Supervise the activities of individuals or groups of children (normally up to 8) within the classroom.
- Under the instruction/guidance of a teacher, support pupils with sensory and/or physical impairment.
- Under the instruction/guidance of a teacher, support pupils with non specific learning difficulties
- Under the instruction/guidance of a teacher, support pupils with behavioural, emotional and social development needs e.g. implementation of behaviour management policies/promotion of school policies relating to pupil behaviour.
- Under the instruction/guidance of a teacher/external agency worker support pupils with communication and interactions difficulties.
- Assist pupils in the use of resources including IT
- Maintain pupils interests and motivation
- Support individuals and group work assigned by the teacher is raising core skills.
- Support individual education plans
- Escorting pupils home as required, with another member of staff.
- To be aware of pupil problems, achievements, progress and report to the teacher as agreed.

- Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities
- Establish a constructive relationship with pupils and interact with them according to individual needs.
- Provide feedback to pupils in relation to progress and achievement under the guidance of a teacher.

### **Support for the Teacher/School**

- Provide support for learning activities by making a contribution to supporting a teacher in the planning and evaluation of learning activities and supporting the delivery of learning activities.
- Making a contribution to organising effective learning environments and maintaining appropriate records.
- Undertake routine marking in line with school policy.
- Design and produce displays with minimal supervision.
- Contribute information to pupil records (e.g. assessment information)
- Work with parents to enhance pupils learning
- Liaise with parents as appropriate.
- Support out of hours school learning activities (within established guidelines)
- Monitor pupils responses to learning activities and record achievement/progress as directed.
- Provide regular feedback to teachers on pupil achievement, progress and problems.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and reporting in line with school policy.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams.
- Support the use of ICT in learning activities and develop pupils competence and independence in its use.
- Participate in training and other learning activities and performance development as required.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training, other learning activities and performing development as required.
- Attend and participate in relevant meetings as required.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

### **Special Conditions**

This post is subject to the DBS checking process and pre-employment checks.

The exact focus of the role will be decided at school level and will take account of the needs of the school and the development needs of the member of staff.

The salary offered reflects the fact that the post holder will be required to work 32.5 hours per week.

Car Allowance

Mileage / N/A

Prepared By  
(Section/Mgr)

Connor Lawrence

Review Date

February 2025



# Person Specification

Job Title

Post Number

Grade

## Criteria (Essential)

### Experience

- Demonstrable experience of working with or caring with children of a relevant age.
- General understanding of School policies and procedures relating to health and safety, behaviour,
- General understanding of national/foundation stage curriculum and other basic learning programme
- Basic understanding of child development and learning.

### Qualifications / Training

- DfE Recognised Level 2 qualification.
- Good numeracy and literacy skills.
- Completion of DfES Teacher Assistant Induction Programme.

### Practical Skills

- A basic knowledge of first aid.
- Ability to use relevant technology e.g. computer/ keyboard/photocopier/video.
- Demonstrate good numerical and verbal reasoning skills and literacy skills e.g. by qualification or test
- Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT

### Personal Qualities and Attributes

- A Knowledge of Equality & Diversity issues.
- Able to work constructively as part of a team with an understanding of classroom roles and responsibilities

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| ▪ Ability to relate well to children and adults.  |
| ▪ Ability to work as part of a team, understanding classroom roles and own position in these. |
| ▪ To comply with the Schools commitment to the protection and safeguarding of children.       |

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Prepared By

Date

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