

**Hampsthwaite Primary School**

**JOB DESCRIPTION**

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| **POST:** | Nursery General Teaching Assistant (GTA) |
| **GRADE:** | C – SCP 2-4 |
| **RESPONSIBLE TO:** | Headteacher and Class Teachers |
| **STAFF MANAGED:** | None |
| **POST REFERENCE:** |  |
| **JOB PURPOSE:** | We require a caring, trustworthy and enthusiastic individual to join our hard-working and committed staff team in our amazing school nursery.  You will nurture, inspire, challenge and motivate pupils, whist implementing and building up clear boundaries and routines. You will work alongside the Nursery class teacher to support high quality provision following our school curriculum, which has been designed around children’s interests |
|  | **ACCOUNTABILITIES / MAIN RESPONSIBILITIES** |
| Effective communication and engagement with children, young people and their families and carers. | * Under the general direction of the class teacher take part in establishing constructive relationships with children, parents/carers and with other agencies/professionals. * Communicate effectively with all children, young people, families and carers. * Provide support and encouragement to children and young people. * Know that communication is a two-way process |
| Child and young person  development | * Support the learning process under the direction of the teacher or other appropriate staff. * Provide, with appropriate guidance and supervision limits, educational, emotional and physical support to children. * Assist in the implementation of appropriate behaviour management strategies and most importantly, routines. * Observe a child or young person’s behaviour, understand its context, and notice any unexpected changes. * Know how to interact with children in ways that support the development of their ability to think and learn. |
| Safeguarding and promoting  the welfare of the child | * Assist with the supervision of groups and individual children and adhere to school safeguarding policies and practice, including the use of CPOMS * Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with. |
| Supporting transitions | * Listen to concerns; recognise and take account of signs of change in attitudes and behaviour. * Understand your own role and its limits, and the importance of providing care or support. |
| Multi agency working | * Know the value and expertise you bring to a team and that brought by your colleagues. * Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families. |
| Sharing information | * Work with other staff in planning, evaluating and adjusting learning activities as appropriate. * Use clear language to communicate information unambiguously to others including children, young people, their families and carers. * Liaise between managers/teaching staff and teaching assistants in the school. * Attend staff meetings, training days and management meetings by agreement with the Headteacher. * Understand the importance of sharing information, how it can help and the dangers of not doing so. |
| Administration/Other | * Prepare materials and undertake minor clerical duties. * Participate in the School’s performance management scheme * Participate in training and other learning activities and performance development as required. |
| Health & Safety | * Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure |
| Customer Service | * The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. * The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. * Understand your own role and its limits, and the importance of providing care or support. |
| Equalities | * Ensure services are delivered in accordance with the aims of the equality Policy Statement · Develop own and team members understanding of equality issues |
| Date of Issue | April 2024 |

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**PERSON SPECIFICATION**

**General Teaching Assistant** **(Grade C)**

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| **Essential upon appointment** | **Desirable upon appointment**  (if not attained, development may be provided for successful candidate) |
| **Knowledge**   * An awareness of child/young person’s development and learning * An understanding that children/Young people have differing needs | * Good understanding of child development and learning processes * Knowledge of Behaviour Management techniques * Knowledge of Child Protection and Health & Safety policies and procedures * Knowledge of inclusive practice |
| **Experience**   * Experience appropriate to working with children in a learning environment |  |
| **Occupational Skills**   * Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers * Good reading, writing and numeracy Skills | * Basic ICT Skills |
| **Qualifications**   * Enhanced DBS clearance (although this will form part of the recruitment process) | * First Aid Qualification * Relevant NVQ Level 2 qualification or equivalent/experience * Relevant NVQ level 3 |
| **Personal Qualities**   * Demonstrable interpersonal skills. * Ability to work successfully in a team. * Confidentiality * Flexibility |  |
| **Other Requirements**   * Enhanced DBS Clearance * To be committed to the school’s policies and vision/values * To be committed to Continuing Professional Development * Motivation to work with children and young people * Ability to form and maintain appropriate relationships and personal boundaries with children and young people * Emotional resilience in working with challenging behaviours and attitudes * Ability to use authority and maintaining discipline * An empathy for equality & diversity |  |
| **Equal Opportunities**   * To assist in ensuring that the Trust’s equalities policies are considered within the school’s working practices in terms of both employment and service delivery. |  |