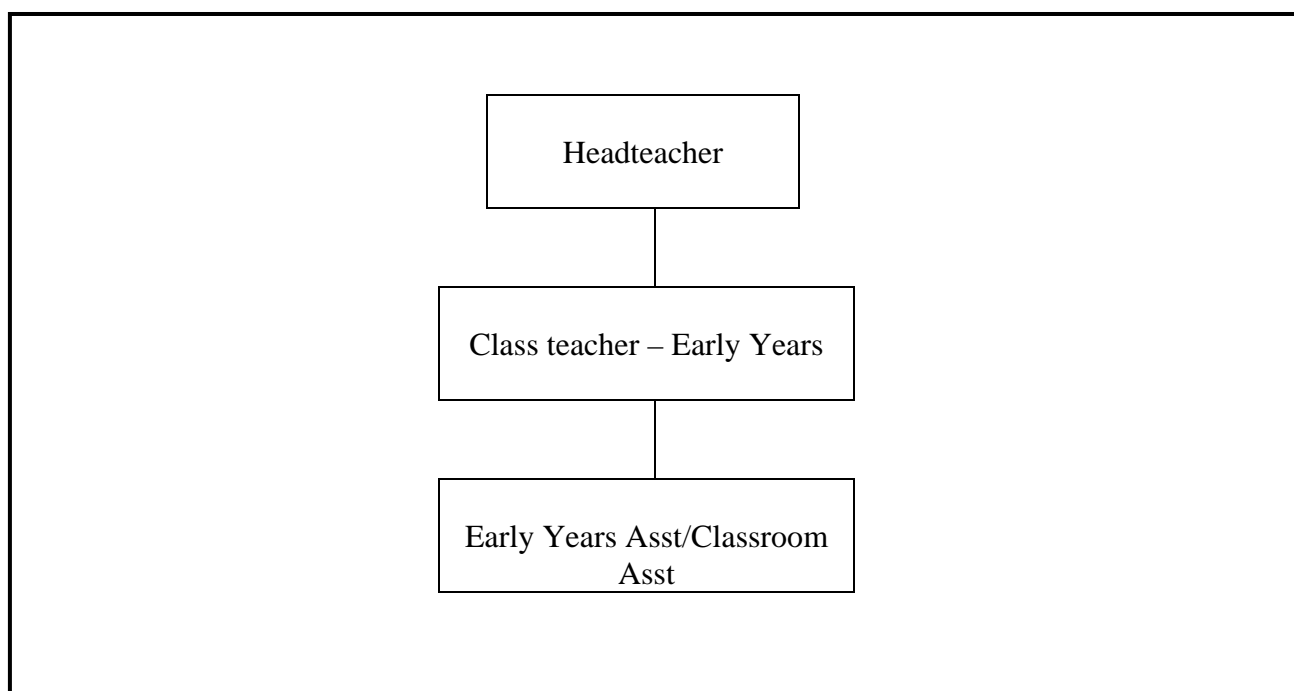


Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

Section A

Role profile ref no:	01424
Department/Section:	Education (Schools)
Role Title:	Early Years Assistant
Reports To - (Supervisor/manager's role title) :	Class teacher
Role Purpose: (why the role exists)	To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school.

Section B Organisation



Section C**ROLE REQUIREMENTS**

Accountabilities	Accountability Statements	% of Time
Support for pupils	<ul style="list-style-type: none"> • supervising and assisting groups or individual children to keep pupils on task and achieve/complete activities set by teachers • developing pupils' social skills in line with school policy and national curriculum requirements • assisting the inclusion of all children to ensure optimum benefit from teaching input which benefit from teaching input which incorporates dealing with behaviour issues and supporting special learning needs • assisting pupils to meet their medical, emotional and welfare requirements 	25
Support for teachers	<ul style="list-style-type: none"> • enabling the teacher to undertake a more advanced range of learning activities by working with children against agreed plans • helping to develop and implement lesson plans and teaching materials • providing feedback to teachers on pupil performance, learning obstacles and effectiveness of classroom processes and organisation • monitoring and recording progress of pupils to track individual achievement 	25
Support for curriculum	<ul style="list-style-type: none"> • working at a whole class level with the teacher through discussions about lesson aims, content, strategies and outcomes • supporting and working with the teacher in testing and assessment activities • reviewing progress of pupils against specific learning programmes (e.g. plans for special needs pupils) • providing dedicated support for aspects of the national curriculum (e.g. literacy, numeracy) 	25

<p>Support for the school</p>	<ul style="list-style-type: none"> • implementing school curriculum policies including behaviour management • spotting early signs related to child protection, bullying and/or disruptive behaviour and ensuring that this is reported appropriately • working with outside agencies, where necessary, (e.g. speech therapists, education psychologists) according to the needs of specific pupils 	<p>25</p>
<p>Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability</p>	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace 	

Section D -The key decision making areas in the role

- The shape of an EYAs work will be broadly determined by the teacher although the experienced practitioner can be expected to work unsupervised and without the close presence of the teacher
- Some EYAs, due to their training and expertness, will carry out a specific specialist responsibility (e.g. speech therapy) and support other staff in the school when help is needed in this area

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to type of school and the experience of the EYA
- More experienced EYAs may carry supervisory/induction/mentoring responsibility for other EYAs and, if they hold a specialist qualification, will also guide teaching staff in this area. They will also brief and support new staff (including teachers) on the stage of development of pupils
- Written reports required from EYAs can be detailed and complicated especially if they are addressing complicated pupil needs
- Skilled EYAs can be expected to undertake periodic whole class supervision in the temporary, short-term absence of the class teacher
- This diversity in role explains the need for a wide and flexible basic grading range to reflect the very different contributions an EYA may make

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, headteacher, members of governing body
- External (outside school) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police

Section G - Working conditions – environment, and physical effort or strain.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- Some external working on trips, educational visits etc.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

Section H - Context/additional information

- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately

PROGRESSION IN ROLE

Section I - Entry: Necessary role-related knowledge, skills and experience at selection

- Empathy with pupils and sympathetic to their needs
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

Section J– Initial induction/training required to become effective in the role

Estimated time to become operationally effective

6-8 months

Induction 3-6 months

- “shadowing” experienced EYA in school
- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards pupil discipline and behaviour
- relationship between and respective responsibilities of teacher and EYA
- professional relationships between staff and pupils
- support from “mentor”
- lifting/handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups of or individual children

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to work with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record pupil progress
- Competent in working with group of pupils without direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)
- Possession of specialist qualification/skills (e.g. Makaton) to deal with needs of particularly challenging pupils

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

- Taking responsibility for whole class under the overall direction and during temporary absence of teacher