

Title of Job: Nursery Room Supervisor**Section:** Schools
Qualified: Scale 4/5

JOB DESCRIPTION

PERSON REPORTS TO: Assistant Headteacher for EYFS**STAFF SUPERVISED:** Classroom support staff when undertaking class supervision.

PURPOSE OF JOB: To support the education and welfare of pupils as directed by class teachers, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements. To share in the corporate responsibility for the well being and discipline of all pupils. To be responsible for classes of children as required.

EQUAL OPPORTUNITIES:

The Council has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

DUTIES AND RESPONSIBILITIES

1. To take every opportunity to develop pupils' language, reading, numeracy and related skills as directed by the Assistant Headteacher.
2. To assist in monitoring and recording the progress of individual pupils in accordance with school procedures, and reporting to class teachers.
3. To give oral and written feedback to pupils on their attainment in order to promote further progress.
4. To work with teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty.
5. To assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these.
6. To help promote and reinforce pupils' self-esteem, encouraging inclusion of pupils with special educational needs.
7. To help create and maintain a purposeful, orderly and supportive environment for pupils' learning, ensuring that pupils are able to use equipment and materials provided.
8. Under the guidance of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain pupils' interest and motivation; to work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals and strategies.
9. Outside the classroom, to work with groups of pupils. The number of pupils included will reflect the nature of the task, the pupils concerned, the location involved and the length of time to be supervised. At all times a named teacher will have ultimate responsibility and be available to be called to give support and take appropriate decisions

10. To provide information that supports the preparation and review of Individual Education Plans and to action appropriate tasks from IEPs.
11. To use a range of supporting techniques, including computers and other resources, and consider in consultation with the teacher when and how to deploy them.
12. Under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupil's needs e.g. physical development, speech/language development, and medical needs identified in an approved care plan agreed by parents. The scope of these duties are that which would generally be carried out by a parent. This excludes the medical procedures spelt out in point 22.
13. After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst encouraging independence wherever possible. This excludes the medical procedures spelt out in point 22 of this job description.
14. To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.
15. To help train pupils in the individual and collaborative study skills necessary for learning.
16. To work alongside other adults, including teachers, trainee teachers, and other support staff.
17. To supervise pupils during breaks and/or lunchtimes if required.
18. To maintain confidentiality at all times with regard to both supported pupils and the wider school.
19. To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours; to be conversant with school policies and procedures.
20. Carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists.
21. Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/head teacher.
22. Such other duties, within the competence of the postholder, which may be required, reasonably, from time to time.

Duties in Relation to Class Supervision

No specified work should be undertaken under this role.

These duties are to be carried out in the absence of a teacher.

1. To ensure orderly behaviour in the classroom.
2. To provide assistance to those pupils who need it.
3. To supervise pupils in class who are working on pre-prepared work.
4. Ensure that pupils complete the work set by managing behaviour and keeping orderly constructive working environment.
5. Be familiar with the school's behaviour management policy and implement this.
6. Respond to questions from pupils about process and procedures.
7. To deal with and or report immediately problems or emergencies according to school policy and procedures. Particularly those regarding health and safety, equal opportunities and special educational needs
8. Collect any completed work after the session ensuring it is returned to the appropriate teacher or designated officer.
9. Report back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class and any issues arising.

Person Specification for the post of Teaching Assistant/Class Supervisor

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each applicant will be assessed to determine how far the criteria have been matched. These stages are:-

- A) Short listing by the selection panel.
- B) Interview by selection panel.

<u>Factor</u>	<u>Requirement</u>
1. Education, Training and Qualification:	1. Competent English and Mathematics skills assessed through a standard test. 2. A recognised Early Years Qualification. The Statutory Framework for the early years foundation stage (EYFS) sets out the requirements for staff: child ratios in settings delivering the EYFS and the qualification levels that practitioners must hold. The Early Years Qualifications List (EYQL) provides guidance about the qualifications which are approved by the Department for Education (DfE) for working in the EYFS staffing ratios.
2. Experience:	1. Experience of working in a primary school or another setting with children or parental experience. 2. Able to demonstrate experience of dealing sympathetically and constructively with other adults.
3. Knowledge and Understanding:	1. Demonstrate an understanding of the place of the school in educating primary pupils and in promoting the spiritual, moral, social and cultural development of pupils from a multicultural community. 2. Demonstrate an understanding of the role of the teacher and their own role in relation to teachers, other support staff, and pupils. 3. Knowledge of and ability to supervise children. Ability to understand children's behaviour and to respond to their needs in varying circumstances 4. Ability to manage a classroom of pupils safely. 5. Be able to use a range of strategies to deal with whole classroom and individuals behaviour 6. Understanding of issues relating to health safety in a school environment. 7. Ability to act quickly and responsibly in the event of accidents or unacceptable behaviour or

disruption by pupils.

8. Demonstrate knowledge and basic understanding of literacy and Numeracy.
 9. Demonstrate ability to use knowledge and understanding to support pupils and to assess their progress in literacy and numeracy for the under 5's.
 - 10 Demonstrate awareness of how pupils learn and the factors that affect their progress, with a particular focus on under 5's.
 - 11 Demonstrate an understanding of the different approaches needed to support the learning of various groups of pupils, including bilingual English learners and pupils with special educational needs.
 - 12 Demonstrate an understanding of child learning processes and development stages.
4. Commitment to and understanding of:
1. The Equal Opportunities practice throughout the school including the Authority's policy of inclusive education.
 2. The promotion of community involvement in the school in order to raise achievement.