



# ALLEYN COURT PREPARATORY SCHOOL

HEADMASTER: RUPERT W. J. SNOW B.Ed (Hons)

## Job Description

### Early Years Practitioner

*Childhood at its best is an exciting and wondrous adventure where learning is present at every opportunity.  
We aim to make it so.*

Alley Court Preparatory School is non-selective and educates children from 2½ - 11yrs old. We have an average of 18 children per class and operate two forms of entry. We have a Pre-Preparatory School on two sites in Westcliff and at Thorpe Bay. The Main School, is at the Thorpe Bay site.

There are approximately 305 pupils and 75 staff across both sites. The Pre-prep follows a Montessori format. From Yr1-6 children are increasingly taught by specialist teachers, making the most of the school resources and staff expertise. This prepares children very effectively for transition to their secondary school of choice.

### *Alley Court Preparatory School aims to:*

- provide a first-class education through an environment that promotes curiosity, creativity, wonder and a love of learning;
- use a broad, rich and stimulating curriculum to inspire each child to attain the highest levels of academic, physical, artistic, and social endeavour, through understanding that sustained effort, reflection and diligence will always enhance results;
- ensure children are best prepared for whatever expectations they encounter when they move to their chosen secondary education;
- instil a passion to pursue dreams to fruition and the skills to contribute to a world of rapidly changing opportunities and technologies.

## Areas of Responsibility and Key Tasks

Reports to: Head of Pre Prep

### Overall Purpose of the Job

To work in partnership with Lead Teachers to support learning and/or implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the planning cycle and the management/preparation of resources.



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## Duties and Responsibilities

### Support for pupils:

- To use skills, experience and training to support pupils with their learning and development.
  - To build positive relationships with children, parents and staff.
  - To work with individuals and/or small groups of children under the direction of the lead teacher.
  - To establish good working relationships with pupils, acting as a role model and setting high expectations.
  - To support learning by arranging/creating resources for lessons/activities in liaison with the class teacher, or SENDCo.
  - To promote the inclusion and acceptance of all pupils within the classroom.
  - To support pupils consistently whilst recognising and responding to their individual needs.
  - To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
  - To promote independence and employ strategies to recognise and reward achievement of self-reliance.
  - To provide feedback to pupils in relation to progress and achievement.
  - To understand and support the specific needs of children on the SEND register and support progress towards their targets (e.g. EHC Plans, Statements, Annual Reviews).
  - To assist with the development and implementation of ISPs
  - To work in partnership with parents to provide what the child needs for his/her wellbeing and to make progress.
- To attend first aid incidents when trained.
- To supervise the children who are going to and from the toilets and attend to their personal hygiene needs when required.

### Support for the teacher:

- To work with the teacher to establish an appropriate learning environment (Montessori Method/Singapore Maths etc).
- To participate in the planning and evaluation of learning activities with the class teacher, providing feedback on pupil progress, engagement and behaviour.
- To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- To provide objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To be responsible for keeping and updating records as agreed with the teacher.
- To undertake marking of pupils' work and accurately record achievement/progress.
- To promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents as directed.
- To provide general clerical/administration support, including preparation, maintenance and control of stocks of materials and resources, and creating displays of children's work.

### Support for the curriculum:

- To implement agreed
- learning activities/teaching programmes, adjusting activities according to pupil responses/needs and supporting the development of skills and knowledge.



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- To support the use of ICT in learning activities (as appropriate) and develop pupils' competence and independence.
- To support the school's ethos of learning beyond the classroom as appropriate to age (school trips/ forest school/ beach school etc)
- To help pupils to access learning activities through specialist support.
- To determine the need for, prepare and maintain equipment and resources.

## Support for the school:

- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To adhere to the guidance set out in the Staff handbook.
- To be aware of and support difference and ensure all pupils have equal access to opportunities.
- To contribute to the overall ethos/work/aims of the school in line with the expectations of the school's independent status.
- To supervise children within the school day (playtimes/lunchtimes) as appropriate to the role.
- To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To attend and participate in regular meetings (including appraisal) and training as required.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To provide appropriate guidance and supervision and assist in the training and development of staff.
- To supervise pupils on visits, trips and out of school activities as required.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*

*This job description should be read in conjunction with the Staff Handbook and other policy documents available through the school intranet.*

*It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.*

*This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.*

R. Snow – August 2018



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## Person Specification

### Learning Support Assistant

	Essential	Desirable
<b>Qualifications</b>	<p>Maths and English GCSE/O'Levels</p> <p>Relevant Childcare Qualification Level <u>3</u> or above</p> <p>Paediatric First Aid</p> <p>Evidence of continuous INSET (training) and/or commitment to further professional development</p>	<p>Evidence of a broad academic foundation at GCSE/O'Levels</p> <p>Montessori Qualification or experience</p>
<b>Experience</b>	<p>Experience of working with children</p> <p>Experience of working independently and as a part of a team</p>	<p>Experiences outside the school environment.</p> <p>Experience of working with children within EYFS</p> <p>Experience of supporting children on off-site visits and/or residentials</p>
<b>Skills</b>	<p>Good command of spoken Standard English</p> <p>Commitment to working as part of a team and encouraging others</p> <p>ICT literate; Sound organisational skills</p> <p>Ability to communicate well and establish firm and consistent boundaries</p> <p>Ability to build effective professional relationships</p> <p>Proactive/problem solving skills</p> <p>Make consistent judgements based on careful analysis of available evidence.</p>	<p>UK full driving license</p> <p>An ability to coach one or more of the following sports:</p> <p>Play an instrument<sup>[SEP]</sup></p>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• A good sense of humour</li> <li>• Resourceful, resilient, responsible, reflective,</li> </ul>	<p>A personal enjoyment of learning new skills and taking part in new experiences</p>



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	<p>respectful</p> <ul style="list-style-type: none"><li>• Enthusiastic</li><li>• Able to motivate self and others</li><li>• Willing and capable to engage with the school's ethos and mission statement.</li><li>• Calm under pressure</li><li>• Ability to make appropriate relationships with children and adhere to safeguarding regulations</li><li>• Trustworthy</li><li>• Smart presentation and good personal hygiene</li><li>• A deep understanding of the independent school ethos of engaging in the full life of the school</li><li>• Punctual and well-prepared for the events of the day ahead</li></ul>	
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Alley Court Preparatory School is committed to safeguarding and promoting the welfare of children and staff must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.