



Thomas's
BATTERSEA

Early Years Teaching Assistant

To submit an application please send the completed application form, a copy of your CV and a covering letter to Helen Haslem, Head of Lower School

batjoinourteam@thomas-s.co.uk

thomas-s.co.uk



Application Details

Applications invited from qualified, dynamic and enthusiastic Teaching Assistants to support the learning of our Reception pupils. This is an exciting opportunity to work in a flourishing, innovative environment.

For further details go to the Thomas's London Day Schools website:
www.thomas-s.co.uk/join-our-team
or email:
batjoinourteam@thomas-s.co.uk

To apply for this post please complete the school's application form [Click Here](#) and forward it together with your CV and covering letter
batjoinourteam@thomas-s.co.uk

Competitive salary and conditions are offered.

Please note that referees will be contacted prior to the interview.

Applications will be considered upon receipt, so an early application is encouraged.

Closing date:
Monday, 6th May 2024

Interview date:
First round via Google Meet on Thursday 9th May.

The second round will take place on Thursday 16th May 2024

Start date:
September 2024

Safeguarding

Thomas's London Day Schools are committed to safeguarding the welfare of children and young people and expect all staff to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to safeguarding checks, including an enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

The safeguarding responsibilities of the post as per the job description and personal specification.

For details of the checks which will be undertaken as part of our recruitment process, please see our Recruitment Policy which can be found here www.thomas-s.co.uk/policies/ under the 'Thomas's Policy' tab.

Job Description/Person Specification for Early Years Teaching Assistant

Will meet all of the DfE Teachers' Standards.

Job: Early Years Teaching Assistant.

Responsible to: Class Teacher & Head of Lower School.

Aim of the Job:

Small children require a great deal of adult input during their first years at school. All Reception and Year 1 classes have a full-time assistant working under the direction of the class teachers, to ensure the children have the maximum level of support and teaching during their first years at school. Year 2 have shared assistants.

Main Purpose:

Under the direction of the Class teacher, to support pupils (including those with special educational needs), within school in order to facilitate their access to a broad and balanced curriculum. To assist the class teacher in providing a stimulating educational environment in which all pupils can achieve their potential.

Accountabilities

Helping pupils to learn as effectively as possible both in group sessions and individually by:

- Clarifying and explaining instructions.
- Ensuring that they are able to use equipment and materials provided.
- Motivating and encouraging as required.
- Assisting in weaker areas e.g. Language, behaviour, numeracy, literacy, presentation.
- Meeting physical needs whilst encouraging independence.
- Establishing a supportive relationship with the pupils in order to promote/reinforce their self-esteem.

- Reinforcing the learning principles being introduced by the teacher.
- Promoting personal and social development and citizenship skills.
- Providing regular feedback about pupils to the class teacher.
- Assisting class teacher (and other professional staff) in the development of suitable programmes of support (IEPs) for pupils who need learning support.
- Contributing towards the planning, monitoring, evaluation and record keeping of individual record plans.
- Participating in lesson, planning and annual review meetings of individual pupils.
- Having an awareness of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.
- Attending relevant in-service training (Inset).
- Running intervention groups.
- Developing a knowledge of learning support needs over the range of pupils supported.

Carrying out other general duties consistent with assisting teachers such as:

- Assist the teacher in the morning, setting up the classroom. Ensuring resources are ready, such as pencils being sharp or laying out workbooks.
- Check the homework diaries and change the reading books.
- Sharing responsibility with the teacher for collecting the children from the playground, delivery of them to the specialist lessons and serving drinks and snacks.
- Tidying up the classroom at the end of the day during dismissal time.
- Check for left items, tuck in chairs, check bookshelf is tidy and ensure resources such as pencils are ready for the next day.

Job Description/Person Specification for Early Years Teaching Assistant

We are seeking to appoint an Experienced Teaching Assistant who:

- Is enthusiastic and enjoys working with young children
- Has a good rapport with 4-7 year olds
- Has a good sense of humour
- Has high expectations of pupils' attainment, progress and behaviour
- Works effectively as a member of a team
- Contributes towards the effective planning, monitoring, evaluation and record keeping of individual record plans
- Has appropriate qualifications, training and has recent experience of working with children
- Has good expertise in teaching literacy and numeracy skills
- Has good class management skills
- Is creative in contributing to and implementing planning

This role involves regular contact with children and falls within the category of regulated activity; therefore, the school will conduct safeguarding checks, including an enhanced DBS check and a barred list check. Should you receive any cautions or convictions whilst in our employment these must be reported immediately to your line manager.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and work in accordance with our child protection policies and procedures.

The post holder will have responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact and will be required to adhere to the school's policies at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) immediately.

Information for Applicants

Thomas's Battersea aims to provide an outstanding education for young people aged 4 to 13 which is forward-thinking and outward-looking, with a strong set of values at its heart.

We aim to prepare pupils superbly not only for the next phase of their education, but also for their lives that lie beyond. Restlessly innovative, we strive to equip our pupils with the knowledge, the skills, the character and the self-understanding which will empower them not merely to survive, but to flourish and to thrive as the adults of tomorrow.

We recognise the need to serve the current national educational system, with its disproportionate emphasis on outcomes. However, we firmly believe that outstanding examination results can be - must be - the by-product of a first-class, broad education, which meets the needs of the whole child - mind, body and soul. Education is about so much more than exam results.

Above all, as our pupils in these formative years develop a growing sense of self, we seek to nurture in them a strong set of values, with kindness at the core, which will encourage them to take up positions of responsibility and leadership, to give back to their communities and to make a positive contribution to the world.

Thomas's Battersea is a well-established and highly regarded school for pupils aged 4 to 13. Pupils move on to a wide range of senior schools at the ages of 11 and at 13, as well as to Thomas's Putney Vale, our own senior school, which currently admits pupils from Years 9 to 11.

Our Values



Kindness



Courtesy



Honesty



Respect



Perseverance



Independence



Confidence



Leadership



Humility



**Givers,
Not Takers**

KINDNESS

We expect pupils at Thomas's to be kind; to be good friends to those around them, always on the lookout for those in need of a word of encouragement or a listening ear. We expect our pupils not just to tolerate but to celebrate difference including faith, beliefs and culture.

COURTESY

We expect our pupils to be unfailingly courteous and polite; to have regard for the needs of others; to be responsible for the impact of their behaviour on those around them; to stand back, holding the door open, to allow adults through; to be particularly aware of the very young and the very old; not to 'hog the pavement' on school trips; to say "please" and "thank you" without prompting.

HONESTY

We expect our pupils to be honest, to act with integrity at all times and to understand the rule of law.

RESPECT

We encourage all members of the community to respect themselves, each other, their learning environment

and the wider community; to respect the right of others to hold differing beliefs or views and to develop an awareness of individual liberty.

PERSEVERANCE

We would like our pupils to appreciate the importance of, and to show, perseverance; to acquire a 'growth mindset' by understanding that intelligence can be developed; to embrace challenges; to persist in the face of setbacks; to see effort as the path to mastery; to learn from criticism; to find lessons and inspiration in the success of others and, as a result, to reach ever-higher levels of achievement and a greater sense of free will.

INDEPENDENCE

We would like our pupils to become independent learners; to be responsible, organised and to manage their books and belongings effectively; to work hard; to be conscientious about their homework. In the classroom, we would like them not only to make valid contributions, but also to be good listeners, who respect and encourage the efforts of their peers. We hope that, as a result
OUR VALUES WHERE KINDNESS

COMES FIRST of their lessons at school, our pupils will begin to take responsibility for their own learning, reading around subjects that interest them, carrying out their own research and making full use of the many excellent resources available to them. As a result, we would like our pupils to gain a growing sense of enquiry and wonder about the world around them; about the vast body of knowledge and skills that has brought mankind to where we are today - and about how much there is still to learn.

CONFIDENCE

We expect our pupils to acquire self-knowledge by encountering both success and failure in an environment of support and encouragement, both at school and at home. Consequently, they should feel 'comfortable in their own skin', full of self-confidence and able to make their own judgements. We would like our pupils to be the best version of themselves that they can be, not a second-hand version of someone else.

LEADERSHIP

We aim to equip our pupils to lead by example; to be prepared to stand

out from the crowd; to be the first to respond to someone in need; to stand up for what they believe to be right; to risk making an unpopular decision, if they believe it to be for the greater good; to earn the trust and respect of others. We hope that our pupils will experience at an early age the opportunities and challenges of leadership.

HUMILITY

Notwithstanding their confidence, our pupils are expected to retain a sense of humility; to be conscious of the advantages they enjoy and to be grateful for them. We hope that all our pupils will acquire a sense of the eternal and that this will inform their perspective of their place in the world.

GIVERS, NOT TAKERS

Above all, we would like our pupils to be givers, not takers; to show generosity of spirit; to use their skills and talents first for the benefit of others. We hope that Thomas's pupils will leave their school with a strong sense of social responsibility, set on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.



**Be Kind
Be Thomas's**