



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Role Profile

EYFS Teaching
Assistant

Lower Meadow
Primary Academy

ROLE SPECIFICATION

Academy / Department	Lower Meadow Primary Academy
Post title	EYFS Teaching Assistant
Responsible to	Principal
Full time Salary	£25,989 - £26,824 FTE
Pro-Rata Actual Salary	£12,728 - £13,137 per annum
Working Pattern	Part Time, Permanent, Term Time Only
Working Hours	21hrs per week over 3 days
Line Management Responsibility	No

ROLE SUMMARY

As an EYFS Teaching Assistant, you will play a key role in supporting the learning, development, and wellbeing of children in the Early Years Foundation Stage. Working closely with the class teacher, you will help deliver engaging, play-based learning opportunities that promote curiosity, independence, and a love of learning.

You will support pupils across all areas of development, including communication and language, personal, social and emotional development, and early literacy and numeracy.

The role involves providing targeted support to individuals and small groups, contributing to a safe, nurturing classroom environment, and ensuring every child is supported to thrive and achieve their full potential.

KEY RESPONSIBILITIES AND DUTIES

Support for the Pupil

- ★* Encourage positive interactions, cooperation, and inclusive participation in activities.
- ★* Provide individual and small-group support to children to enhance learning and development.
- ★* Establish good working relationships with pupils, acting as a role model for behaviour and communication
- ★* Promote children's social, emotional, physical, and intellectual development in accordance with the EYFS framework.
- ★* Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- ★* Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities
- ★* Encourage independence, confidence, and positive self-esteem.
- ★* Support children with personal care needs, including toileting, dressing, hygiene, and mealtimes where required.
- ★* Promote inclusion and acceptance of all pupils

- ★* Promote self-esteem and independence
- ★* Provide feedback to pupils in relation to progress and achievement under guidance and direction of the teacher

Support for the Teacher

- ★* Provide minimal clerical/administration support (e.g. photocopying, resource preparation, classroom set up)
- ★* Assist the class teacher in planning, preparing, and delivering engaging learning activities appropriate to the Early Years Foundation Stage (EYFS).
- ★* Prepare, organise, and maintain classroom resources, learning environments, and displays.
- ★* Support the teacher in assessing, recording, and monitoring children's progress and achievements.
- ★* Observe and report on children's learning, development, behaviour, and wellbeing.
- ★* Help maintain accurate records and documentation in line with school policies and EYFS requirements.
- ★* Assist with classroom organisation, routines, and transitions throughout the school day.
- ★* Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- ★* Establish constructive relationships with parents/carers

Support for the Curriculum

- ★* Assist in the delivery of learning experiences across all areas of the EYFS curriculum.
- ★* Support children's learning through play-based, child-initiated, and adult-led activities.
- ★* Encourage the development of early literacy, numeracy, communication, and language skills.
- ★* Support the use of indoor and outdoor learning environments to enhance children's development.
- ★* Help implement intervention programmes and targeted support activities as directed by the teacher.
- ★* Observe, assess, and contribute evidence towards children's learning journeys and developmental records.
- ★* Promote creativity, curiosity, exploration, and problem-solving through planned activities.
- ★* Support the effective use of educational resources and technology to enhance learning.

Support for the School

- ★* Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.
- ★* Report all concerns to the appropriate person (as named in the policy concerned).
- ★* Be aware of and support differences and ensure all pupils have equal access

- to opportunities to learn and develop
- ★* Contribute to the school ethos, aims and development/improvement plans
- ★* Appreciate and support the role of other professionals
- ★* Participate in training and other learning activities as required
- ★* Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- ★* Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- ★* Attend relevant meetings as required
- ★* The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time
- ★* Fulfil any other duties commensurate with the post as required by the Line Manager or Principal. This may include general administrative work.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

PERSON SPECIFICATION

	Essential	Desirable
Education and Training		
GCSE Maths and English Grade C/4 or above education or equivalent	•	
One or more of the qualifications below: <ul style="list-style-type: none"> • CACHE Level 3 Diploma for the Early Years Workforce • BTEC National Diploma in Children’s Care, Learning & Development • NVQ Level 3 in Childcare & Education 	•	
Must hold Paediatric First Aid Certificate	•	
Experience		
Minimum of 2 years’ experience of working with and/or caring for children within specified age range	•	
Experience of resources preparation to support learning programmes		•
Knowledge		
A good understanding of the EYFS framework	•	
Awareness of strategies to support children's social, emotional, and behavioural development.	•	
General understanding of child development and learning in the early years.	•	
General awareness of inclusion, especially within a school setting	•	
A good understanding of safeguarding and Keeping	•	

Children Safe in Education		
Professional Skills		
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	•	
Ability to build effective working relationships with all pupils and colleagues	•	
Ability to promote a positive ethos and role model positive attributes	•	
Understanding of IT and other basic technology – video, photocopier	•	
Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	•	
Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	•	
Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	•	
Able to improve their own practice through observations, evaluations and discussion with colleagues.	•	
Personal Qualities		
Confident, enthusiastic and motivated with a passion for Education	•	
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	•	
Commitment to self-development and continual improvement	•	
Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these	•	
Commitment to Diversity, Equity and Inclusion	•	
Inquisitive nature with sound problem solving skills, judgement and initiative	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
Able to adapt to changing circumstances and new ideas	•	
High level of integrity with an ability to self-evaluate and reflect	•	

GENERAL RESPONSIBILITIES

- ★* Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★* Commitment to continual learning and development of skills.
- ★* Behave in a manner that is professional, friendly and fair demonstrating

- and role modelling politeness and respectfulness.
- ★* Demonstrate an excellent record of attendance and punctuality.
- ★* Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Keeping Children Safe in Education (KCSIE 2024)
 - Child Protection and Safeguarding Policy
- ★* Work cooperatively as part of the Trust wide staff team.
- ★* This role profile is not exhaustive and undertaking other duties may be required.

THIRD PARTY CHECK

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	No
Is this role a Senior Leadership Role with management responsibility for the academy?	

APPLICATION PROCESS

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact recruitment@astreaacademytrust.org