

Job Description

Role	EYFS Teaching Assistant
Reports To	Headteacher
Location	Kingfisher Hall Academy
Working Pattern	Monday to Friday – 36 hours per week
Contract Type	Permanent and Full Time Term Time + 1 week – 39 weeks per year
Salary	NSCT Pay Range 14 – 17 FTE Salary: £26,502 – £27,767 per annum Actual Salary: £22,668.27 – £23,750 per annum NSCT Health Cash Plan + Generous Pension
Annual Leave	24 days + 8 Bank Holidays Holiday year runs from 1 st September – 31 st August. Annual leave entitlements are calculated in your salary. No additional paid leave is provided and leave is taken during school closures.

Job Purpose

To create a nurturing, supportive, inclusive and engaging early learning environment where every child feels safe, valued and empowered to succeed. Working closely with teachers and staff, the EYFS Teaching Assistant will bring learning to life through hands-on, play-based support that ensures all children can access the curriculum, develop confidence and reach their full potential. A core part of the role is to promote children's well-being and independence by adapting activities to meet a range of developmental stages, learning styles and abilities. Through collaboration, care and a commitment to inclusive early years education, the Teaching Assistant will contribute positively to children's academic, social and emotional development within a safe and structured setting.

Employees will be expected to comply with any reasonable request from their line manager and senior leadership team to undertake work of a similar level and grade that is not specified in this job description. Following consultation with you, this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Key Responsibilities

Classroom support

- Provide targeted support to young children, including those with SEND, as directed by teachers or senior staff, encouraging independence and responsibility for learning and behaviour.
- Assess children's developmental progress regularly using appropriate technology during group work, whole-class support and interventions.
- Assist teaching staff in preparing and maintaining an effective early year learning environment, including setting up and clearing away materials and apparatus.
- Participate in planning and delivery of EYFS activities where appropriate, following rigorous training and induction.
- Help develop tailored learning experiences for children, adapting to different developmental needs.
- Keep accurate records of children's development and progress.
- Demonstrate flexibility by covering early years classes at short notice if required by the senior leadership team.

Pupil support and welfare

- Promote and reinforce young children's self-esteem and positive behaviour through praise and encouragement.
- Supervise children during break times (morning, lunch, and afternoon), breakfast club, and after-school care sessions as required, following the behaviour policy and reporting any issues to teaching staff.
- Encourage young children to engage in organised games and develop their own games, ensuring adequate supervision.
- Organise appropriate indoor activities during wet play, following academy procedures.
- Design play-based activities that promote confidence, teamwork, and independence.
- Ensure young children wear suitable clothing and footwear for outdoor play, maintaining good behaviour and safety standards.
- Support the integration of children with special educational needs or disabilities into group activities.
- Monitor and encourage positive movement of children around the school in line with the behaviour policy.
- Promote healthy eating and good table manners during mealtimes, encouraging independent eating and social skills.
- Provide appropriate support for children with special needs, disabilities, or restricted diets during mealtimes, teaching them to tidy up afterward.
- Clean spillages promptly and in line with health and safety procedures.
- Deliver basic or paediatric first aid within the classroom, during breaks and at clubs as needed.

General duties

- Set up and store EYFS play-based equipment before and after lunchtime periods.
- Assess the safety of play equipment before use and report any faults to senior staff.
- Establish a supportive relationship with pupils and parents/carers to support learning and development.
- Liaise with colleagues regularly and participate in planning meetings, INSET days and other professional development events.

Trust Expectations Framework



Ethos:

- Support the Trust's vision, mission and strategic priorities, contributing to the achievement of "Stronger Together".
- Act as a professional ambassador for the Trust, representing its values within your role and wider community.
- Demonstrate and uphold the Trust's values of inclusion, ambition, support, kindness and integrity in all aspects of practice.
- Build and maintain positive, respectful and professional relationships with colleagues, parents, carers, stakeholders and the wider community.
- Actively contribute to Trust-wide initiatives, events and community engagement, reflecting the Trust's commitment to Education, Community and Opportunity (ECO).
- Work collaboratively with colleagues across the Trust to support high standards and continuous improvement for all pupils.

Professional development and collaboration:

- Engage fully in professional development activities and performance management processes, demonstrating a commitment to continuous professional growth.
- Collaborate effectively with colleagues across the Trust to share good practice and contribute to sustained improvement in teaching and learning.
- Remain open to new ideas, evidence-informed approaches, technologies and strategies in line with Trust priorities and educational developments.
- Contribute constructively to quality assurance and internal review processes, working with senior leaders to support professional learning and improvement.

Safeguarding and well-being:

- Promote and uphold a culture where safeguarding and the welfare of children and young people is everyone's responsibility.
- Comply fully with statutory safeguarding requirements, including Keeping Children Safe in Education (KCSiE) and all Trust safeguarding policies and procedures.
- Act promptly on any safeguarding concerns or disclosures, following Trust reporting procedures without delay.
- Contribute to the creation of a safe, secure and supportive environment for pupils and staff, both physically and emotionally.
- Engage in all mandatory safeguarding training and ensure knowledge is kept up to date in line with role requirements.
- Promote inclusion, mental health awareness and well-being, recognising their importance in supporting positive outcomes for pupils and staff.

Professional conduct and compliance:

- Adhere to all Trust and academy policies, procedures and codes of conduct, ensuring consistency with organisational expectations.
- Comply with health and safety requirements to maintain a safe working environment for pupils, staff and visitors.
- Promote equality, diversity and inclusion in all aspects of practice, ensuring a culture free from discrimination or harassment.
- Uphold British Values and comply with the Prevent Duty in line with statutory guidance.
- Contribute to the Trust’s strategic priorities through professional behaviour, attitude and practice.
- Engage positively with audits, inspections and quality assurance processes to support accountability and continuous improvement.
- Maintain high standards of professionalism in conduct, communication and appearance, acting as a role model at all times.
- Build and maintain positive relationships with parents, carers, stakeholders and the wider community in support of Trust objectives.
- Participate in outreach and engagement activities that strengthen links between the Trust, families and the wider community.

Acknowledgment and Agreement

By signing below, you acknowledge that you have read and understood the job description, including the roles, responsibilities and expectations outlined. You agree to perform these duties to the best of your ability and in accordance with the Trust’s policies and procedures.

Employee Name:	Employee Signature:	Date:
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Job Specification

Qualifications (or equivalent qualification)	Essential	Desirable
Grade 4 (C) or above GCSEs in English / Mathematics (Science desirable)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Education to A level or degree standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level 3 Early Years Educator (EYFS) qualification or equivalent	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Paediatric First Aid qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of ongoing Continuous Professional Development (CPD)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Experience	Essential	Desirable
As a teaching assistant or similar role within primary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supporting learning through play and child-led activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Observations and assessments, e.g. contributing to learning journals / EYFS milestones	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supporting children with SEND, EAL and other additional needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Managing and supporting small groups activities or one-to-one early interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Support early years routines, behaviour management and pastoral care	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Actively involved in extracurricular activities and enrichment programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Engaging with stakeholders to build strong, collaborative relationships and aligned goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Skills and Knowledge	Essential	Desirable
Knowledge of the Early Years Foundation Stage (EYFS) statutory framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of early childhood development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Paediatric first aid skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Familiarity with attachment theory; how to build secure relationships with young children	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Positive behaviour management techniques suitable for young children	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to engage and inspire young children across a diverse range of abilities and needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of potential learning barriers and strategies to address them	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proficient in IT, including Microsoft 365 applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Familiarity with role-specific platforms, digital tools and resources to enhance teaching and learning experiences	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of online safety and responsible use of digital tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of safeguarding, child protection and health & safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of equality, diversity and inclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of GDPR and data protection regulations in education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attributes	Essential	Desirable
Communicate professionally and respectfully with pupils, staff and the wider community, using clear verbal, written and interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work collaboratively and constructively with colleagues and the wider academy community to support a positive environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Handle disagreements and challenging situations calmly and professionally, promoting respect and resolution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remain calm, approachable and solution-focused under pressure and when challenged	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prioritise the safety, wellbeing and development of pupils and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Take the initiative and respond proactively to the needs of pupils and colleagues	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Be punctual, reliable and committed to professional responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Manage time effectively, meet deadlines and adapt to changing demands	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrate strong organisational skills with accuracy and attention to detail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exercise discretion and maintain confidentiality when handling sensitive information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uphold ethical standards and demonstrate high levels of trust and integrity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aligned with Trust values demonstrate a positive attitude and act as a role model	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Value diversity and actively contribute to an inclusive environment for all	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engage in self-reflection, embrace professional development and use creativity and technology to enhance practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
