



SPRING LANE PRIMARY
EYFS TEACHING ASSISTANT



Job details

Job title: EYFS Teaching Assistant

Salary: Point 3 – 4 (£24,796-£25,185 FTE)

Hours: 32.5 hours

Contract type: Fixed term, with the potential to become permanent.

Reporting to: Nursery/Reception Lead

Main purpose

The EYFS Teaching Assistant will:

- Work in partnership with the EYFS team and SENDCo to raise the learning and attainment of pupils, particularly those with special educational needs and disabilities (SEND).
- Provide specialist support for children in the Early Years Foundation Stage, ensuring early identification of need, targeted intervention and inclusive practice at the earliest stage.
- Deliver high-quality SEND provision for children, adapting support to meet the developmental needs of each child.
- Promote pupils' independence, self-esteem, communication skills and social inclusion, recognising the critical importance of early development in the foundation years.
- Support teaching and learning by working with pupils individually and in small groups, to help them access the EYFS curriculum and engage in continuous provision and adult-led learning.

Duties and responsibilities

School Culture and Ethos

- Contribute positively to a calm, inclusive, and supportive school environment.
- Demonstrate integrity, reliability, and professionalism at all times.
- Uphold the values and reputation of the school.
- Maintain high levels of attendance and punctuality as part of professional responsibilities

Teaching and learning

- To deliver high-quality learning experiences, using appropriate strategies to support the progress and achievement of all pupils, including those with special educational needs and disabilities (SEND).
- Promote inclusion by encouraging the participation of all children in learning activities, play opportunities and the wider life of the EYFS.
- Support the delivery of a broad and balanced Early Years curriculum, helping children develop across all areas of learning in line with the EYFS framework.
- Facilitate learning through play by supporting both adult-led and child-initiated activities indoors and outdoors.
- Provide targeted support for children with SEND, including implementing strategies and provision outlined in support plans or EHCPs where appropriate.
- Work with small groups or individual children to support communication, interaction, early language development and social skills.
- Support children with sensory, emotional or additional learning needs through appropriate strategies and adapted resources.
- Use effective behaviour management strategies in line with the school's policy to promote positive behaviour and emotional wellbeing.
- Support the development of children's communication and language through modelling language, encouraging conversation and supporting early vocabulary development.
- Help to create and maintain a safe, stimulating and well-organised learning environment, including preparing resources and supporting the organisation of learning areas.

- Observe children's engagement, development and wellbeing, and share relevant observations with the EYFS Lead to support assessment and planning.
- Support children with personal care, independence and self-help skills where required, in line with school policies and procedures.
- Demonstrate flexibility by supporting children across EYFS or other areas of the school where needed, in line with school priorities.
- Use ICT and EYFS systems (such as observation or communication platforms) to support children's learning where appropriate.
- Carry out any other reasonable duties as directed by the EYFS Lead.

Planning

- Support effective assessment and planning by observing children's learning, play and development, and sharing relevant information with the EYFS Lead.
- Contribute to the monitoring and recording of children's progress, including observations that support assessment and next steps in learning.
- Read and understand activity plans or guidance shared prior to sessions where available.
- Prepare indoor and outdoor learning environments and resources to support planned activities and continuous provision.

Working with staff, parents/carers and relevant professionals

- Communicate effectively with staff and children, and with parents and carers where appropriate.
- Share knowledge and understanding of children's development, learning and wellbeing with school staff and, where appropriate, with relevant professionals such as SEND staff, speech and language therapists or other support services.
- Contribute to discussions about children's progress by sharing observations and feedback.
- Develop positive and professional relationships with colleagues across the school.
- Work collaboratively with colleagues and other professionals to support children's learning, wellbeing and inclusion.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Provide nurturing care for children who are upset or unwell, including administering basic first aid in line with school policies.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Demonstrate a commitment to whole-school initiatives.
- Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The Teaching Assistant will be required to follow school policies and the staff code of conduct. Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teaching Assistant will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

| CRITERIA | QUALITIES |
|------------------------------------|---|
| Qualifications and training | <ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths • First-aid training, or willingness to complete it • Willingness to undertake further training/professional qualifications |
| Experience | <ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience planning and delivering learning activities • Experience working with children/young people, including those with special educational needs and disabilities (SEND) |
| Skills and knowledge | <ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context |
| Personal qualities | <ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people |

Notes:

This job description may be amended at any time in consultation with the post holder.

Deadline for application: Sunday 25th March 2026

Interview: w/c 13th April 2025

Start date: To be discussed and agreed with the successful candidate