

JOB DESCRIPTION FOR EARLY YEARS TEACHING ASSISTANT (FIXED TERM)

JOB TITLE: EARLY YEARS TEACHING ASSISTANT

POST HOLDER:

SALARY/GRADE:

RESPONSIBLE TO: EYFS Phase Leader and class teacher

PURPOSE OF JOB: To assist the teacher in delivering a high standard of care and education to our early years children

DUTIES:

A Supporting the Children

1. To promote effective learning and a high level of care by:
 - Having high expectations of all children, enabling them to reach their full potential
 - Promoting children's speaking and listening skills
 - Scaffolding and encouraging learning in continuous provision, focus activities and group times
 - Taking on the role of key person
 - Motivating and inspiring children through a wide range of developmentally appropriate and stimulating learning opportunities, indoors and outdoors
 - Supporting children's wellbeing and self – regulation skills
 - Promoting healthy lifestyles for all children
 - Having a thorough understanding of the prime and specific areas of learning and child development
 - Recording observations and deciding developmental next steps for children
 - Supporting the team by contributing to planning meetings
2. To establish and maintain caring and nurturing relationships with all children
3. To support the development of a high quality, stimulating learning environment
4. To understand and adhere to the requirements of the statutory EYFS Framework
5. To supervise and support children at meal and snack times
6. To undertake duties in connection with personal hygiene, intimate care and welfare of children
7. To develop positive relationships with parents/carers and other family members as appropriate
8. To treat all children, and their families, with respect and consideration, including respecting their social, cultural, linguistic, religious and ethnic backgrounds
9. In line with the school's policy and procedures, use behaviour management strategies which contribute to a positive and purposeful learning environment

B Supporting the Team

1. To work as part of a team to enable children to achieve their full potential and liaise closely with other early years staff
2. To support the work of the teacher, the team, and EYFS Assistant Head
3. To attend and contribute to planning meetings by sharing reflections, evaluating provision and contributing ideas
4. To assist in the daily setting up of equipment and resources
5. To contribute to appropriate assessments, leading these where needed, and to record progress made by the children

6. To participate in the evaluation of planned activities, learning opportunities and the environment
7. To provide regular feedback about the children to the teacher, and team, through observations
8. To attend progress meetings and feedback the progress made by individual children
9. To work flexibly within the setting and be prepared to help where needed

C Supporting the School

1. To attend relevant in-service training and courses appropriate to the role
2. To understand your responsibilities in terms of safeguarding and child protection; being able to identify concerns and follow all safeguarding procedures
3. To adhere to all school policies and procedures
4. To reflect upon and seek to improve professional practice
5. To have due regard to confidentiality, child protection, health and safety, and data protection
6. To be an effective role model for children, staff and the wider school community
7. Any other tasks as directed by your line manager to support the department you are working in. eg. Christmas production, School trips, new intake meeting etc

Job Specification

	Essential:	Desirable:
A. Education and Training	<ol style="list-style-type: none"> to hold a full and relevant EYFS qualification https://assets.publishing.service.gov.uk/media/65844707ed3c3400d3bfd40/Early_years_qualification_requirements_and_standards_-_Jan_24.pdf to show evidence of a commitment to relevant training and ongoing professional development 	<ol style="list-style-type: none"> paediatric first aid qualification
B. Work Experience.	<ol style="list-style-type: none"> to have experience within the early years age phase to have had experience as a 'key person' within an early years setting to have collaborated successfully with parents and carers to have met the needs of children with Special Educational Needs and/or Disabilities successfully to be able to identify gaps in child development 	<ol style="list-style-type: none"> to be able to demonstrate evidence of commitment to educational development outside school to have experience of working with pre-school and Reception children specifically
C. Teaching and Learning	<ol style="list-style-type: none"> to support the delivery of an engaging, ambitious and progressive curriculum for early years children to understand how to plan interest led activities to understand how to assess and evaluate progress to record observations and evaluate progress for key children to develop activities and groups that support children's progress and development to have a good knowledge of the statutory EYFS framework 	<ol style="list-style-type: none"> to be able to motivate other members of the team to achieve excellence to have a working knowledge of the Birth to Five Matters guidance to have experience of delivering suitable activities and group times for 3-4 year olds
D. Skills and Abilities	<ol style="list-style-type: none"> to plan for a wide range of needs, abilities and interests, alongside the nursery teacher and team to have the ability to relate to, and work with, others as members of a team to have good ICT skills to have good spoken and written communication skills to have effective positive behaviour strategies and know how to support children's emotional development to be a role model for effective early years practice to build collaborative relationships with parents, carers and families to work with range of professionals, including health visitors and therapists 	<ol style="list-style-type: none"> the ability to offer additional skills to the life of the school
E. Special Knowledge.	<ol style="list-style-type: none"> to have a good knowledge of child development and effective teaching strategies to promote this to demonstrate an understanding of how to encourage children's progress from a wide range of starting points 	<ol style="list-style-type: none"> to have accessed some training relevant to working within the EYFS to have some understanding of pedagogical approaches to EYFS teaching to have had experience leading communication interventions such as WELLCOMM or similar

	3. to demonstrate a celebratory approach to children's learning whilst identifying gaps in development early	
F. Personal Qualities.	<ol style="list-style-type: none"> 1. have the ability to relate well to children and adults 2. to have a passion, enthusiasm and commitment to early years education 3. to be able to use initiative and work independently 4. to be able to evaluate own practice and the effectiveness of the setting to ensure progression 5. to work well as a member of an established team 6. to work flexibly to meet the needs of the children 	