

## **SARACENS BELL LANE**

### **JOB DESCRIPTION**

**Position** EYFS Teaching Assistant  
**Reporting to** EYFS Lead

#### **PURPOSE:**

- To provide support to teachers in the learning and personal development of pupils including those with complex needs and/or disabilities.
- To assist the learning and personal development of pupils to enable them to make best use of the educational opportunities available to them.
- To work under the guidance and overall supervision of teachers and inclusion manager to enable access to learning for specific pupils and to assist the whole staff team in the support of pupils across the EYFS provision
- To provide support for a broad, balanced, stimulating and adapted curriculum that meets individual children's needs.
- To provide a high quality education, nurture and care for specific pupils in the school, in partnership with their parents and carers.
- To support the effective delivery of key interventions.

#### **DUTIES AND RESPONSIBILITIES**

##### **SUPPORT FOR PUPILS:**

- deliver engaging, age-appropriate activities that foster communication, early literacy, numeracy, and physical development
- Support the planning, preparation and enhancement of continuous provision both indoors and outdoors
- support children's learning through play-based and adult-led activities in line with the EYFS framework
- supervise and encourage free-flow play and structured outdoor learning
- assess needs of children including emotional, developmental and social, to ensure that children have access to appropriate activities to support their physical, emotional, social and intellectual development
- develop the character and resilience of pupils so that they develop study skills to learn more effectively and with increasing independence
- encourage independence, good manners, and positive social interactions
- establish productive working relationships with pupils, acting as a role model and setting high expectations
- follow risk assessments and contribute to maintaining a safe learning environment indoors and outdoors
- Use positive behaviour management strategies that support children's emotional regulation and wellbeing
- promote the inclusion and acceptance of all pupils within the classroom
- support children with Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL) by following Individual Support Plans (ISPs)
- Support the development of children's communication and language through high-quality interactions, modelling language and extending vocabulary
- attend to personal, social, and emotional needs, including managing daily routines like snack times and, where necessary, intimate care

##### **SUPPORT FOR TEACHERS:**

- assist the teacher in preparing lesson plans, setting up learning environments, and organizing resources
- Support wraparound provision where required.

- contribute to maintaining a stimulating, safe and well-organised learning environment (indoors and outdoors)
- create and maintain a purposeful, orderly and supportive environment, in accordance with the lesson plans and assist with the display of pupils' work
- observe pupils' responses to learning and contribute to Early Years Developmental Journals/profiles
- Observe, assess and record children's learning using the school's assessment systems to inform next steps
- take on primary responsibility for observing, tracking, and reporting on a designated group of key children
- support phonics, early reading, writing, number and language development
- use strategies that support inclusive practice and meet individual learning needs
- promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- assist with the development and implementation of Individual Support Plans/Behaviour Plans and Personal Care programmes
- prepare and supervise snack times
- supervise children during lunchtimes
- provide general clerical/admin. support e.g. photocopying, making resources for agreed activities etc.

#### **SUPPORT FOR THE SCHOOL:**

- work with other professionals, parents, carers and outside agencies as well as with pupils themselves
- build positive, constructive relationships with parents and carers
- keep other professionals accurately informed of progress or concerns they may have about the pupils they work with
- communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- have proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff
- demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- have regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice
- maintain a secure environment, report health and safety hazards, and administer basic first aid if trained
- uphold values consistent with those required from teachers by respecting individual differences and cultural diversity
- support the delivery of school events and activities, including parents' evenings, celebratory events and school performances, to promote community engagement and support pupil achievement

#### **INTIMATE CARE RESPONSIBILITIES**

- Promote children's independence and self-care skills where developmentally appropriate.
- Support children with intimate care needs (e.g. toileting, nappy changing, dressing/undressing) where required, in line with school policies.
- Ensure all intimate care is provided in a manner that is respectful, sensitive, and child-centred.

- Maintain clear communication with parents/carers regarding any intimate care needs or routines.
- Support children's personal hygiene, including handwashing and healthy routines.

#### **SUPPORT FOR CONTINUING PROFESSIONAL DEVELOPMENT:**

In conjunction with the line manager, take responsibility for personal professional development.

To participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

To undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Arrangements for appraisal of performance: This role will be monitored and supported through the school's Appraisal Policy by the appropriate members of the school leadership.

#### **EQUALITIES**

Be aware of and support differences and ensure that pupils have equality of access to opportunities to learn and develop.

#### **HEALTH AND SAFETY**

Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

#### **DISCLOSURE AND BARRING SERVICE (DBS)**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of pre-employment checks.

#### **SUPERVISION**

The postholder can arrange supportive supervision from either by a member of the school's senior management team.

#### **CONTACTS**

The jobholder works with the Inclusion Manager, teachers and pupils and has occasional contact with parents and carers.

#### **ADDITIONAL INFORMATION**

The jobholder is required to contribute to and support the overall aims and ethos of the school.

## PERSON SPECIFICATION

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<p>Level 3 Early Years Educator, Teaching Assistant or equivalent recognised qualification.</p> <p>English and Maths GCSE at least C</p>	<p>Paediatric First Aid certification</p> <p>Allergy and Anaphylaxis Training</p> <p>Food Hygiene Certificate</p> <p>SEND experience</p> <p>EAL experience</p> <p>Experience using online learning journals (e.g. Tapestry).</p> <p>Makaton.</p> <p>ELKLAN.</p> <p>Team Teach / Positive Handling.</p> <p>Understanding of Autism, ADHD and Speech &amp; Language needs.</p> <p>Experience using Google Drive</p>
<b>Experience</b>	<p>Previous experience working in an early years, nursery, or primary school setting</p> <p>Strong understanding of the UK EYFS framework, patience, excellent communication skills, and the ability to manage classroom behavior constructively</p> <p>Use of ICT</p>	<p>Previous experience of supporting pupils in small groups and in the classroom</p> <p>Working with young pupils</p> <p>Development and implementation of support programmes</p> <p>Support for targeted intervention programmes</p>
<b>Knowledge</b>	<p>Experience of working with or caring for children of the relevant age</p> <p>Good numeracy and literacy skills</p> <p>Basic knowledge of first aid</p> <p>Ability to use modern technology and the school IT system.</p>	<p>An understanding of supporting vulnerable children</p> <p>Willingness to take development opportunities</p>
<b>Personal Attributes</b>	<p>Excellent communication and interpersonal skills</p> <p>Ability to help maintain a caring and supportive class environment</p> <p>Ability to work in a team</p> <p>Ability to show initiative</p> <p>A pro-active approach to working with children</p> <p>Able to maintain confidentiality</p> <p>Commitment to safeguarding and promoting the welfare of children</p>	<p>Commitment to personal professional development</p> <p>Desire to teach or work in a related area in education (such as Educational Psychologist)</p>