

## **EARLY YEARS FOUNDATION STAGE TEACHING ASSISTANT JOB DESCRIPTION**

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

### **Key functions:**

#### **SUPPORT FOR PUPILS**

- Develop a positive and supportive relationship with pupils
- Be aware of the differing needs of pupils
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

#### **SUPPORT FOR THE TEACHER**

- Have a sound knowledge and/or experience of the EYFS
- Use strategies, in liaison with the teacher, to support pupils to achieve Early Years Foundation Stage objectives - The Early Learning Goals
- Assist with the planning of learning activities – more specifically to be able to assist with planning to enhance outdoor learning
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Establish constructive relationships with parents/carers
- Carry out observations
- Assist and take responsibility for a group of children's, 'Learning Journals'
- Support groups within the class – e.g. phonics, circle times and focussed activity learning

#### **SUPPORT FOR THE CURRICULUM**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes of intervention, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Assist in the display and presentation of learning cues and pupils work inside and outside of the classroom environment as required

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

- Undertake training and CPD as required
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time as required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Be a role model for pupils and colleagues in terms of behaviour and attitude
- Be punctual and professional at all times
- Maintain confidentiality

# EARLY YEARS FOUNDATION STAGE TEACHING ASSISTANT PERSON SPECIFICATION

## 1. EDUCATIONAL ACHIEVEMENTS, QUALIFICATIONS AND TRAINING

### Essential

- NVQ Level 3 or equivalent in Early Years or Teaching Assistance
- Good numeracy and literacy skills, preferably to GCSE Grade C minimum or equivalent
- Experience of supporting pupils with SEN/IEPS
- Ability to effectively use ICT to support learning

### Desirable

- A first aid qualification

## 2. EXPERIENCE

### Essential

- Some experience working with children with SEN and/or Speech and Language delay
- Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.
- Good understanding of the Foundation Stage Curriculum and the related assessments
- Good understanding of child development and learning.

### Desirable

- Current experience in an Early Years setting

## 3. JOB RELATED KNOWLEDGE, APTITUDES AND SKILLS

### Essential

- Knowledge of child development from 0-5 years
- The ability to communicate effectively both orally and in writing
- Good personal organisation e.g. time management
- Ability to work independently and as part of a team
- Ability to show initiative in a range of situations
- Ability to work with tact and diplomacy
- Ability to interact positively with pupils, parents and colleagues
- Some experience of planning as part of a team

### Desirable

- Good I.C.T. skills
- Knowledge of one or more relevant community languages

## 4. PERSONAL QUALITIES

### Essential

- Confidence, warmth, sensitivity, reliability, and enthusiasm
- Ability to communicate effectively with children and young people
- Good interpersonal skills

## 5. EQUAL OPPORTUNITIES

### Essential

- Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin