

# Early Years Higher Level Teaching Assistant

**Name of School:** St Thomas' Federation  
**Grade:** Range B (Scale 5)  
**Hours:** 8am-4pm

## Main Purpose of Job

1. To work in a team under the guidance of the class teacher/foundation stage leader
2. To assist in the learning, care and welfare of young children
3. To provide PPA cover for colleagues within your setting within an agreed system of supervision
4. To undertake work and responsibilities in line with the HLTA Standards
5. To use behaviour management strategies effectively and in line with the school's policy and procedures, which contribute to a purposeful learning environment
6. To promote the inclusion of all children ensuring they have equal access to opportunities to learn and develop
7. To be responsible for promoting and safeguarding the welfare of children within the school/setting
8. To contribute to the overall ethos/aims of the school

## Main Responsibilities

### Support for the Pupils/families

- To support working relationships with the pupils, acting as role model and setting high expectations
- To foster children's language development and where appropriate to encourage the development of home languages and to show an appreciation of different cultural values

## Early Years Higher Level Teaching Assistant

- In conjunction with the class teacher, to maintain regular contact with parents, discuss formally and informally, as appropriate, any concerns and successes
- To build supportive relationships with parents/carers to develop partnerships in a professional way and to acknowledge and respect their wishes through consultation and negotiation, providing support and space where necessary
- To foster the development of independence and self-reliance of the children, offering support and taking account of individual needs
- To understand how to meet the diverse personal needs of pupils whilst encouraging their independence
- To support pupils with special educational needs through the delivery of specific learning programmes to contribute to setting individual education plan (IEP) targets and to reviews
- To encourage pupils to interact and work co-operatively, ensuring all pupils are interested, motivated and engaged in activities
- To undertake monitoring and assessment of pupils' learning and development, modifying approaches accordingly (understand how children's interests can link to their development and understanding and plan learning accordingly)
- To provide feedback to pupils in relation to their progress and achievement as outlined in school policies

### Support for the teachers

- To assist in welcoming and settling young children into the class, taking into account individual needs
- To plan, implement and evaluate new and existing activities, routines and experiences to promote children's learning and development

## Early Years Higher Level Teaching Assistant

- To plan and supervise groups of children on school visits, ensuring safety and discipline is maintained
- To observe and keep written records of the children's progress and with support from the class teacher, to review all children's learning needs on a regular basis
- To communicate, negotiate and feedback confidentially and tactfully to the team and to inform senior colleagues of any issues
- To work alongside the class teacher in planning, development and organisation of systems/procedures and policies
- To liaise effectively with other professionals/agencies and be aware of the impact their contributions can make to children's physical and emotional well-being, development and learning

### Support for the School

- To build respectful and caring relationships in the school community upholding and further developing the school ethos, policies and procedures
- To be responsible on a daily basis for applying high standards of hygiene, nutrition and health and safety in relation to children, equipment and the environment and to share relevant information with the class teacher
- To contribute to the induction of new members of staff
- To attend staff meetings and relevant courses when directed by the head teacher or class teacher
- To be a team member and contribute to team meetings, workshops and activities
- To be responsible for developing creative strategies to enhance the strengths and qualities of the school

# Early Years Higher Level Teaching Assistant

## Support for the Curriculum

- To use IT effectively to support learning activities and develop pupils competence and independence in its use
- Within an agreed system of supervision, deliver learning and teaching activities and adjust according to pupils responses/needs
- To participate in curriculum planning and evaluation according to the EYFS
- To set out the learning environment attractively to ensure stimulating experiences for the children
- To investigate and evaluate relevant developments in the Early Years curriculum with particular reference to specific areas of curriculum responsibility
- To contribute to the nursery/foundation stage profile
- To take responsibility for specific aspects of work, for example, a curriculum area, parent and toddler group
- To enhance access to the curriculum for all children, contributing to individual education plans (IEPs) as appropriate

## Person Specification

	Essential	Desirable
Qualifications	An NVQ level 3 in childcare or equivalent  A good, basic education - to GCSE level in English and Mathematics, or equivalent	<ul style="list-style-type: none"><li>• EYFSP Early Years Foundation Stage Practitioner qualification</li></ul>
Experience	Experience of : <ul style="list-style-type: none"><li>• working in an Early Years setting</li><li>• working in a team and cooperating with other</li></ul>	<ul style="list-style-type: none"><li>• Working with children with SEN and/or ASD</li></ul>

## Early Years Higher Level Teaching Assistant

<b>Personal attributes</b>	<ul style="list-style-type: none"> <li>• Recognise the importance of the role of Early Years practitioner</li> <li>• Be proactive, take the initiative and take responsibility for children's learning in collaboration with the EYFS team</li> <li>• Be flexible and positive; having a 'can do' attitude</li> <li>• Be calm and diplomatic – able to maintain a professional demeanour at all times</li> <li>• Be sensitive, empathetic and fair at all times.</li> <li>• Be able to prioritise and manage a diverse workload</li> <li>• Support and encourage the overall Christian ethos/work/aims of the school</li> <li>• Ability to communicate effectively with children, parents and colleagues</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Good numeracy/literacy skills</li> <li>• Effective use of ICT to support learning</li> <li>• Ability to relate well to children and adults by using good communication skills; demonstrating an ability to speak and write Standard English</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these</li> <li>• Display commitment to protection and safeguarding of children</li> <li>• Awareness/Compliance - to be aware of and comply with policies and procedures relating to safeguarding, health, hygiene, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.</li> <li>• Able to demonstrate a high-level of awareness in specific environments/ situations, e.g. school trips, school events, outdoor play, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional languages may be an advantage</li> <li>• A qualification in paediatric first aid, or health &amp; safety may be an advantage</li> </ul>

***The school and governing body are committed to safeguarding and promoting the welfare of children and young people. Each successful applicant will be subject to an enhanced Disclosure and Barring Service check along with other relevant employment checks.***