
Job Description for Role of EYFS HLTA

The Role- HLTA EYFS

- To complement the professional work of teachers by taking responsibility for agreed EYFS learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.
- Responsible for the management and development of a specialist area within the EYFS and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Additional duties and responsibilities**Support for Pupils**

- Use the EYFS framework to assess the needs of pupils and use detailed knowledge and specialist skills to support pupil's learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and Implement IEPs
- Promote the inclusion and acceptance of all pupils within a nurturing classroom environment.
- Support the development needs of all pupils including their personal, social and emotional development.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in learning activities.
- Develop, promote and support learning provision so that pupils are enabled to achieve the characteristics of an effective learner.
- Provide feedback to pupils and parents in relation to progress and achievement towards all areas of the EYFS curriculum .

Support for Teachers

- Organise and manage an effective learning environment with resources that promote continuous and enhanced provision.
- Within an agreed system of supervision, plan challenging teaching and learning opportunities within the EYFS.
- Observe, monitor and record pupil responses to learning activities through a range of assessment and monitoring strategies.
- Assess against EYFS statements and report on pupils' achievement, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment....

- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lessons plans, work sheet, plans etc.

Support for the Curriculum

- Deliver learning activities to pupils that meets the requirements in the EYFS curriculum
- Deliver local and national learning strategies e.g. RWINc phonics programme, Language Link, Wellcomm, and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Lead in developing the EYFS learning environment to promote stages of development in all areas of the EYFS curriculum.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

Support for the School

- Comply with and assist with the development of policies and procedures relating to the EYFS framework, child protection, health and safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- 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
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with

- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

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
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Notes

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Head Teacher. This job description does not form part of the contract of

employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Signed : Date:

Employee

Signed : Date:

Line Manager

PERSON SPECIFICATION

HLTA - EYFS

CRITERIA	QUALITIES
Qualifications and training	• HLTA qualification
Experience	• Experience of working within the Early Years • Planning, preparing and leading learning within an Early Years Setting • Experience of leading a phonics group Coaching and advising staff on suitable behaviour interventions • Assessing and reporting on pupil progress to outcomes in the Early Years curriculum. • Experience of supporting children with language and additional needs.
Skills and knowledge	• A good knowledge of the EYFS curriculum and early child development. • A good knowledge of the EYFS Framework • An awareness of how to complete IPM's for pupils • An awareness of how to promote language development • An understanding of parental involvement in raising pupil achievement • Strong listening skills and proven ability to deal with sensitive situations with integrity • Proven ability to communicate effectively with adults and children, including through written and verbal communication • Proven ability to create good relationships with pupils, staff and parents • A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment • Proven ability to tailor interventions to individual pupils • Excellent understanding of safeguarding policies and procedures and their role in child protection • Proven ability to be flexible to changing workload demands and new challenges • Ability to use IT systems and to conduct analysis and produce reports

Personal qualities	• Willingness to provide the best possible opportunities for all pupils • Ability to relate to young people and act as a positive role model • Well-developed sense of empathy • Organised, proactive and self-motivated • Good time management skills • Commitment to upholding and promoting the ethos and values of the school • Ability to work collaboratively • Ability to work well under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion
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Notes:

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

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
