

Welton Primary School

Teaching Assistant – EYFS Job Description and Person Specification

Job Details

Post title	Teaching Assistant – EYFS
Post number	WELTONTA
Hours	Part time – 35 hours per week
Responsible to	Early Years Lead / Class Teacher
Grade	Teaching Assistant
Location	Welton Primary School

Overall Purpose

To support and, where appropriate, lead high-quality learning and development opportunities for children in the Early Years Foundation Stage (EYFS), working closely with the Early Years Lead, class teacher and wider school team. The postholder will contribute to an inclusive, safe, stimulating and nurturing environment in which children can make progress, develop independence and thrive.

Teaching and Learning Responsibilities

- Support the planning and delivery of high-quality EYFS provision in accordance with the school's curriculum, policies and practice.
- Work with the class teacher and Early Years Lead to provide engaging activities and experiences that promote children's learning and development.
- Support learning across the EYFS areas, with particular attention to Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.
- Use effective interaction, questioning, modelling, conversation, stories, rhymes and vocabulary to support children's communication and language development.
- Lead or support targeted interventions and learning sequences, adapting activities to meet individual children's needs.
- Promote children's independence, curiosity, confidence and enjoyment of learning.
- Provide appropriate support for children working at different stages of development and adapt approaches in response to need.

Assessment, Monitoring and Progress

- Observe children carefully and contribute to ongoing assessment of learning, development and well-being.
- Use observations and knowledge of children to inform interactions, activities and next steps.
- Maintain accurate and proportionate records in line with school procedures, avoiding unnecessary paperwork.
- Share relevant information with the class teacher, Early Years Lead and other appropriate colleagues.
- Contribute to meetings and discussions about children's progress and support strategies.

Key Person and Pupil Welfare Responsibilities

- Undertake key person responsibilities where allocated, developing secure and respectful relationships with children and their parents/carers.
- Help children settle into the setting and support their emotional well-being, confidence and sense of belonging.
- Promote children's independence and self-help skills, including routines and practical support around toileting, dressing, eating and personal care where required.
- Recognise and respond appropriately to children's individual needs, interests and circumstances.
- Support positive relationships with parents/carers and contribute to effective communication about children's learning, development and welfare.

SEND and Inclusion

- Provide appropriate support for children with special educational needs and/or disabilities (SEND), following agreed strategies and provision.
- Work with teachers, the SENCO and relevant professionals to implement support and specialist programmes where required.
- Adapt resources, activities and communication approaches to enable all children to participate.
- Promote equality, inclusion and respect for individual differences.

Learning Environment and Resources

- Help maintain a safe, stimulating, well-organised and inclusive learning environment.
- Prepare, organise and maintain resources and learning materials.
- Support the effective use of indoor and outdoor learning spaces, including appropriate opportunities for physical and exploratory play.
- Report damaged, unsafe or unsuitable equipment and take appropriate action in accordance with school procedures.

Behaviour and Personal Development

- Support children to develop positive behaviour, self-regulation, resilience and social skills.
- Use agreed school approaches to promote positive behaviour and relationships.
- Respond calmly and consistently to challenging behaviour and seek support where necessary.
- Use physical intervention only where absolutely necessary to avert immediate danger or manage behaviour, in accordance with school policy and statutory requirements.
- Record and report significant incidents appropriately and ensure parents/carers are informed where required.

Safeguarding, Health and Welfare

- Promote and safeguard the welfare of children and comply with the school's safeguarding and child protection procedures.
- Remain alert to signs that a child may be at risk of abuse, harm or neglect and report concerns promptly through the appropriate procedures.
- Follow school requirements relating to safeguarding, Prevent, confidentiality, data protection, online/device safety and safe working practices.

- Maintain appropriate confidentiality while sharing information where safeguarding or professional duties require it.
- Follow health and safety, first aid, food hygiene, medication, emergency and risk-management procedures as appropriate to the role.
- Support children's personal care needs respectfully and sensitively.
- Ensure children are supervised appropriately and support safe practice on visits, trips and outings.

Professional Development and Team Working

- Work positively as part of the EYFS and wider school team.
- Participate in supervision, professional discussions, training and continuing professional development.
- Use professional relationships to reflect on practice, children's needs, safeguarding concerns, well-being and professional development.
- Be willing to undertake further training relevant to the role and the needs of the school and children.
- Work collaboratively with teachers, support staff, parents/carers and external professionals.

Professional Conduct

- Maintain high standards of professionalism, reliability, punctuality and confidentiality.
- Communicate clearly, respectfully and appropriately with children, families, colleagues and professionals.
- Demonstrate initiative while recognising the limits of the role and seeking guidance when required.
- Follow school policies, procedures and reasonable management instructions.
- Act as a positive role model for children and contribute to a caring, respectful and inclusive school culture.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
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Other Duties

- Support school activities, clubs, educational visits and outings as required.
- Undertake other duties that are reasonably consistent with the responsibilities and grade of the post.
- Contribute to the effective day-to-day operation of the EYFS provision and the wider school.

Person Specification

Criteria	Essential	Desirable	Evidence / Notes
Experience	Experience of working in an Early Years setting	Experience of leading learning, interventions and EYFS learning sequences.	Application / interview / references
Qualifications and training	Teaching Assistant/ Early Years Assistant qualification; good standard of education; GCSE English and Maths at grade C or equivalent; safeguarding, Prevent and GDPR training; willingness to undertake further training.	Early Years qualification Paediatric First Aid; Forest School; Restorative Practice; Team Teach; Story Massage; Lego-based expression or other relevant specialist training.	Application / certificates / interview
Knowledge and understanding	Good understanding of the EYFS curriculum and child development; knowledge of phonics, English and Mathematics; understanding of strategies to support learning, behaviour, social and emotional development and SEND; understanding of safeguarding, confidentiality, health and safety and data protection.	Knowledge of specialist interventions, speech and language support and alternative strategies for individual needs.	Application / interview
Teaching and learning skills	Ability to support and lead learning activities; adapt provision to individual needs; use effective interactions and questioning; contribute to observation and assessment; support children's independence and self-help skills.	Experience delivering targeted or specialist programmes.	Application / interview / practical evidence
Communication and interpersonal skills	Clear and effective communication; ability to build positive relationships with children, parents/carers and colleagues; ability to work collaboratively with professionals.	Experience supporting multi-agency work.	Application / interview
Personal qualities	Caring, patient, tolerant, reliable, flexible and able to use initiative; committed to inclusion and children's welfare; able to remain calm and consistent.	Evidence of reflective practice and ongoing professional development.	Application / interview
Physical and other requirements	Suitability to work with children; willingness and ability to support personal care, moving and handling	Current relevant certificates or additional specialist experience.	Application / interview / pre-employment checks

	and active supervision as required; ability to participate in indoor and outdoor provision and school activities.		
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Safeguarding Statement

Welton Primary School is committed to safeguarding and promoting the welfare of children. All staff are expected to share this commitment, follow the school's safeguarding and child protection procedures, and contribute to a culture in which concerns are identified, reported and acted upon appropriately.

Equality, Inclusion and Professional Standards

The postholder is expected to promote equality, diversity and inclusion, treat children and adults with dignity and respect, and contribute positively to a safe, welcoming and inclusive school environment.

Review

This job description and person specification describe the main responsibilities and requirements of the post. They may be reviewed and amended in consultation with the postholder to reflect the needs of the school and changes in statutory requirements or professional practice.