



## **EYFS Teaching Assistant Job Description**

### **1. Line of responsibility:**

The EYFS Teaching Assistant will be directly responsible to the Teacher or Key Stage Leader. Apart from other colleagues in the school, the main contacts of the job are: Headteacher, teaching staff, other support staff and pupils.

### **2. Main Purpose of the Job:**

- Under the guidance of teaching/senior support staff, provide support for pupils who require help to enable access to learning and to assist in the management of pupils;
- Provide specialist support in the early years foundation stage and to supervise groups and occasionally whole classes for a session in the classroom or outside the main teaching area as required;
- To provide a high standard of physical, emotional, social and intellectual care for children within the setting;
- To offer support to colleagues and parents;
- To work as part of the team to enable the setting to continue to deliver an outstanding standard of care; and
- To build and maintain strong 'parent as partner' relationships to enable the child to develop and flourish and that their needs are always considered.

### **3. Main Duties:**

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher.

An EYFS Teaching Assistant will work with a group of children for a session/lesson, this may involve contributing to the planning, preparation, assessment and reporting.

The EYFS Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and Diamond Learning Partnerships Policies.

### **4. Support for pupils**

- To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of support plans;
- Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities;

- Give regular feedback on children's development to the class teacher and file records;
- Attend to children's personal needs, including pastoral, social, health, physical hygiene, and minor first aid and welfare matters;
- Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs;
- Promote the inclusion and acceptance of all pupils;
- Encourage pupils to act independently as appropriate;
- To occasionally supervise whole classes as required;
- To provide a happy, stimulating, safe, and secure environment where all children are encouraged to meet their potential and where their physical, emotional, and intellectual needs are met; and
- To liaise with parents to ensure that they are happy with the standard of care and have sufficient knowledge of their child's progress.

## **5. Support for Teachers**

- To work in accordance with the requirements of the teacher and in accordance with all EYFS and national curriculum policies and procedures and regulatory bodies;
- To contribute to the planning of the activities within the setting in line with the requirements of the EYFS/Foundation Phase and/or the national curriculum;
- To implement all required activities in order to meet children's needs and to provide development opportunities;
- To work as a member of the team and encourage communication throughout the nursery;
- Provide curricular clerical/admin support, e.g. photocopying, making lists, collection of monies;
- Under the direction of the teacher prepare the classroom for lessons and clear afterwards, as appropriate;
- To keep accurate developmental records and carry out daily observations of the children;
- Undertake pupil record keeping and updating learning journals, information and data, producing reports as required;
- To keep an accurate register of attendance of children and staff within the setting;
- Assist in the development and implementation of behaviour management strategies;
- Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher; and
- Monitor pupils' responses to learning activities and accurately record achievement/developments as directed.

## **6. Support for the Curriculum**

- Undertake structured and agreed learning activities/programmes, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording

achievement and progress and providing feedback to the teacher;

- Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
- Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources; and
- To effectively deliver the EYFS/Foundation Phase ensuring that the individual needs and interest of children in the setting is met (in conjunction with other team members).

## **7. Support for the School**

- Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff;
- Assist in maintaining high standards of health and safety at all times;
- To report accidents and to complete risk assessments in line with policies;
- To maintain the cleanliness and maintenance of the classroom and outdoor learning areas and the equipment to conform to Health and Safety requirements at all times.;
- Maintain good relationships with colleagues and work together as a team;
- Assist in the supervision of classroom and outdoor activities;
- Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present;
- Contribute to the overall ethos/work/aims of the school;
- To maintain the confidentiality of the EYFS and the children within your care;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- To ensure that all children are treated fairly and consistently at all times in line with the Equal Opportunities Policies;
- To attend regular staff/room meetings outside of working hours;
- To maintain and exceed the care standards as monitored by OFSTED;
- To ensure the security and safety of other staff and children at all times; and
- To be alert to issues of safeguarding children and child protection, ensuring that the welfare and safety of children attending the school is promoted and safeguarded and to report any child safety/protection concerns to the Designated Person/SLT immediately using current safeguarding policies, procedures, and practice.

## **8. Training**

All Teaching Assistants are required to participate in training, including relevant learning strategies and other learning activities and performance management where required. Courses may need to be undertaken from time to time and hours may be varied to accommodate such training.