



**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment**

**LEVEL 3 TEACHING ASSISTANT – EYFS - JOB DESCRIPTION  
PERMANENT POSTION**

**Job Purpose:**

Support the classroom teacher with the teaching and learning in the classroom.

**Main responsibilities**

**Support for children**

- Provide general support to the class teacher in the management and organisation of the pupils and the classroom.
- Establish and maintain supportive relationships with individual pupils and small groups to ensure they understand and can achieve the tasks.
- Encourage and promote inclusion of all pupils ensuring they have equal access to opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of children and young people within school.
- To broaden and enrich pupils' learning.
- Take responsibility for planning and delivering learning activities, as agreed with the class teacher, with pupils including those who would benefit from a different learning approach including SEND pupils and pupils where English is not their first language.
- Liaise with the SENCO and specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the class teacher.

**Support for the curriculum**

- Support the delivery of the EYFS curriculum including planning and delivering learning and teaching activities and adjusting them when necessary.
- To use and prepare equipment, plans and resources necessary to support learning activities taking into account pupils' interests, language and cultural backgrounds.
- Provide targeted support to pupils to enhance learning and improve attainment.

**Support for the teacher**

- Work with the teacher to develop lessons, work plans and the classroom environment.
- To assess, feedback and record the achievements and progress of pupils through agreed monitoring systems.
- To establish and maintain constructive relationships with parents/carers.
- To develop behaviour management strategies and to be proactive in managing behaviour to promote self-regulation, independence and integration.
- Contribute to the development of IEPs for children with special needs.
- Organise the learning environment and develop appropriate classroom resources as required.

**Support for the school**

- Develop and maintain effective working relationships with other staff and parents or carers.
- To be responsible for promoting and safeguarding the welfare of children and young people within school.
- To attend and participate in regular meetings and in training and other activities as required.
- Act as a mentor for less experienced teaching assistants on best practice and methods of overcoming difficulties.

**Other**

- Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

**LEVEL 3 TEACHING ASSISTANT – EYFS – PERSON SPECIFICATION**  
**PERMANENT POSITION**

CRITERIA	ESSENTIAL/DESIRABLE	EVIDENCE
<b>Safeguarding</b>		
Ability to safeguard and promote the welfare of children and young people has a good understanding of the safeguarding agenda and can show a personal commitment to safeguarding.	E	Application/Reference/Interview
<b>Qualifications and Experience</b>		
Experience of working in Early Years/Foundation Stage	D	Application/Interview
Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools,	E	Application/Interview
Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare	E	Application/Reference/Interview
GCSEs at grades 9 to 4 (A*to C) including English and maths Experience of working with children	E	Application/Interview
Experience of planning and leading teaching and learning activities	E	Application/Reference/Interview
<b>Skills and Knowledge</b>		
Good literacy and numeracy skills	E	Application/Interview
Good organisational skills	E	Application/Interview
Ability to build effective working relationships with pupils and adults	E	Application/Interview
Skills and expertise in understanding the needs of all pupils	E	Application/Interview
Knowledge of how to help adapt and deliver support to meet individual needs	E	Application/Interview
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils	E	Application/Interview
Excellent verbal communication skills	E	Application/Interview
Active listening skills	E	Application/Interview
The ability to remain calm in stressful situations	E	Application/Interview
Knowledge of guidance and requirements around safeguarding children	E	Application/Interview
Good ICT skills, particularly using ICT to support learning	E	Application/Interview
Understanding of roles and responsibilities within the classroom and whole school context	E	Application/Interview
Committed to promoting high quality and consistent practices.	E	Application/Interview
<b>Personal Qualities</b>		
Enjoyment of working with children	E	Application/Interview
Sensitivity and understanding, to help build good relationships with pupils	E	Application/Interview
A commitment to upholding the school's vision and values	E	Application/Interview
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E	Application/Interview
Commitment to maintaining confidentiality at all times	E	Application/Interview
Commitment to safeguarding pupil's wellbeing and equality		

