



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

NURSERY TEACHING ASSISTANT

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

Working under the direction of the Nursery Teacher, the Teaching and Learning Assistant will:

1. Support the delivery of an ambitious and engaging EYFS curriculum through high-quality interactions, purposeful play and meaningful learning experiences.
2. Contribute to the creation of a language-rich, stimulating and nurturing learning environment both indoors and outdoors.
3. Support pupil's communication and language, personal, social and emotional development, physical development and early learning.
4. Ensure children are safe, happy, and fully engaged in learning.
5. Observe, assess and contribute to planning next steps in learning.
6. Promote independence, resilience, positive behaviour and school readiness.
7. Work collaboratively with colleagues, parents and external agencies to secure the best outcomes for all children.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Support for Pupils

- 1.1 Build warm, nurturing and professional relationships with pupils, promoting their emotional wellbeing and sense of belonging.
- 1.2 Support pupils learning through purposeful play and high-quality interactions.
- 1.3 Promote pupils' communication and language through conversation, questioning, storytelling, singing and sustained shared thinking.
- 1.4 Develop pupils' vocabulary and spoken language through daily interactions and planned learning opportunities.
- 1.5 Encourage curiosity, independence, confidence and resilience.
- 1.6 Support pupils personal, social and emotional development.
- 1.7 Promote positive behaviour and help pupils understand and follow routines and expectations.

- 1.8 Support pupils in developing self-care skills including toileting, dressing, handwashing and healthy eating routines.
- 1.9 Ensure all pupils can access learning opportunities regardless of need, background or starting point.
- 1.10 Support pupils with SEND, EHCPs and additional needs in line with agreed support plans.
- 1.11 Supervise pupils safely during indoor learning, outdoor learning, lunchtimes, visits and enrichment activities.
- 1.12 Ensure safeguarding and welfare requirements are consistently met.

2. Support for Teaching and Learning

- 2.1 Work with the teacher to deliver a high-quality EYFS curriculum aligned to the EYFS Framework.
- 2.2 Support the planning, preparation and delivery of engaging learning experiences.
- 2.3 Contribute to the development, enhancement and maintenance of high-quality continuous provision.
- 2.4 Prepare stimulating indoor and outdoor learning environments that promote exploration, creativity and problem-solving.
- 2.5 Support learning across all areas of the EYFS curriculum.
- 2.6 Deliver targeted interventions and small-group activities as directed by the teacher.
- 2.7 Support the development of early literacy, communication and language, and early mathematics.
- 2.8 Observe pupils learning and make meaningful contributions to assessment records.
- 2.9 Record pupils' achievements, progress and next steps accurately and consistently.
- 2.10 Monitor and evaluate pupils' responses to learning activities and provide feedback to the teacher.
- 2.11 Contribute to the identification of pupils who may require additional support or intervention.
- 2.12 Use observations to inform provision and support pupil's individual developmental needs.
- 2.13 Assist in preparing resources, displays and learning materials which enhance learning.
- 2.14 Promote high expectations for pupils' achievement and behaviour.

3. Communication and Language Development

- 3.1 Model high-quality spoken language at all times.
- 3.2 Engage pupils in rich conversations that extend thinking and understanding.
- 3.3 Support pupils who have speech, language and communication needs.
- 3.4 Deliver language-focused interventions as directed.
- 3.5 Create opportunities for pupils to develop listening, attention and speaking skills.
- 3.6 Encourage a love of stories, books, rhymes and songs.
- 3.7 Promote vocabulary acquisition through planned and incidental learning opportunities.

4. Support for Parents and Families

- 4.1 Develop positive and professional relationships with parents and carers.
- 4.2 Share information regarding pupils' wellbeing, learning and development under the direction of the teacher.
- 4.3 Support pupils transition into Nursery and onward into Reception.

- 4.4 Promote strong home-school partnerships which support pupils learning.
- 4.5 Encourage parental engagement and participation in their child's development.

5. Support for the School

- 5.1 Support the maintenance and enhancement of the school's ethos and mission through exemplary professional conduct.
- 5.2 Maintain strict adherence to safeguarding, child protection, health and safety, confidentiality and data protection procedures.
- 5.3 Support an inclusive culture where every child is valued and respected.
- 5.4 Contribute positively to whole-school improvement priorities.
- 5.5 Attend and participate in meetings, training and professional development activities.
- 5.6 Work collaboratively with colleagues and external agencies when required.
- 5.7 Support educational visits, enrichment activities and wider school events.
- 5.8 Undertake administrative duties associated with the role as required.
- 5.9 Contribute to maintaining a safe, stimulating and welcoming learning environment.

6. Other Responsibilities

- 6.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 6.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 6.3 Contribute to the wider life of the Trust and the Star community.
- 6.4 Carry out any such duties as may be reasonably required by the Trust.

7. Records Management

- 7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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JOB DESCRIPTION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
QUALIFICATIONS				
1.	Level 3 Early Years qualification recognised by the Department for Education (e.g. Level 3 NVQ in Children's Care, Learning and Development).	E	✓	
2.	GCSE in English and Maths at grade 9-4/A*- C.	E	✓	
3.	Paediatric First Aid qualification.	D	✓	
4.	Additional training relating to speech and language, SEND or child development.	D	✓	
EXPERIENCE				
5.	Experience of working with children aged 3–5 years.	E	✓	✓
6.	Experience within a Nursery or Early Years setting.	E	✓	✓
7.	Experience supporting children's learning through play.	E	✓	✓
8.	Experience of observing, assessing and recording children's progress.	E	✓	✓
9.	Experience supporting children's communication and language development.	E	✓	✓
10.	Experience working effectively as part of a team.	E	✓	✓
11.	Experience supporting children with SEND.	D	✓	✓
12.	Experience delivering targeted interventions.	D	✓	✓
13.	Experience working within areas of social disadvantage.	D	✓	✓
14.	Experience working with families from diverse backgrounds.	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
15.	Strong understanding of child development from ages 3–5 years.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
16.	Good knowledge of the EYFS Framework and Development Matters guidance.	E	✓	✓
17.	Understanding of high-quality Nursery provision and continuous provision.	E	✓	✓
18.	Understanding of how children learn through play.	E	✓	✓
19.	Knowledge of communication and language development.	E	✓	✓
20.	Understanding of school readiness.	E	✓	✓
21.	Strong behaviour management and relationship-building skills.	E	✓	✓
22.	Ability to create positive relationships with children, parents and colleagues.	E	✓	✓
23.	Ability to work independently and as part of a team.	E	✓	✓
24.	Good organisational and record-keeping skills.	E	✓	✓
25.	Good ICT skills.	E	✓	✓
26.	Commitment to safeguarding and promoting children's welfare.	E	✓	✓
27.	Knowledge of speech, language and communication needs.	D	✓	✓
28.	Knowledge of SEND processes and inclusive practice.	D	✓	✓
29.	Understanding of early intervention approaches.	D	✓	✓
30.	Understanding of attachment and trauma-informed practice.	D	✓	✓
PERSONAL QUALITIES				
31.	A passionate belief in the school's mission statement.	E	✓	✓
32.	Passionate about giving children the very best start in life.	E	✓	✓
33.	Demonstrates exceptionally high expectations for all children regardless of background or starting point.	E	✓	✓
34.	Warm, nurturing and enthusiastic.	E	✓	✓
35.	Highest levels of professional and personal integrity.	E	✓	✓
36.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
37.	Personal resilience, persistence and perseverance.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
38.	A strong commitment to the Trust value of 'Service, Teamwork, Ambition and Respect'	E	✓	✓
39.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
40.	Commitment to continuous professional development.	E	✓	✓
41.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓