



Westvale Park Primary Academy Teaching Assistant (EYFS)

Job Description

Job Title:	Teaching Assistant (EYFS)
Reporting to:	Early Years Phase Lead
Location:	Westvale Park Primary Academy
Type of position:	Permanent – Term Time Only

The Role

- To work effectively as part of the Foundation Village team, providing a stimulating and caring environment for children aged between two years and 5
- To support team members in providing a high standard of care and education

Professional characteristics:

- To be a positive, willing, contributing and adaptable member of the team at all times, i.e. a strong team player
- To welcome parents to the classroom, recognising them as partners in their child's education.
- Demonstrate positive and consistent behaviour strategies towards the children
- To be polite and co-operative with all colleagues and to be adaptable to different styles of teaching and learning that the teacher may adopt
- To be imaginative and fun, enjoy singing songs and dressing up
- To be committed to equal opportunities and to be aware of and respect the cultural and religious backgrounds of the children
- To be flexible, adaptable and alert to unexpected and new situations that may arise within the daily routine
- Be aware of the need to reflect on one's performance and to accept constructive criticism as a tool for improvement. Accept appraisal as part of the role
- Take advantage of training courses and report back on the knowledge gained.
- To welcome, assist and support new members of staff/pupils
- To arrive punctually and maintain high standards of time keeping and reliability. Inform the Head of School on her mobile phone by 7.00am, if absence is likely
- Maintain confidentiality at all times
- Dress cleanly, neatly and appropriately
- To attend and actively participate in INSET days and relevant staff training
- To ensure that everyone is treated as an individual with respect and full consideration, in line with the nursery and Aurora Academies Equal Opportunity Policy

Responsibilities:

Children:

- To be familiar with Development Matters and other relevant documentation e.g. policies, progression documents, thrive guide, OfSTED framework and DfE guidance
- To ensure that OFSTED regulations are adhered to including maintaining ratios
- To comply with Child Protection and Safeguarding procedures; maintaining respect and confidentiality with regard to children and families; having the attitude 'that it could happen here'. Reporting concerns to the DSL and using our online reporting tool CPOMS
- Model excellent practice within the setting, plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and out-of-setting contexts, which enable children to develop and learn ensuring the consistent and high quality delivery of the Early Years Foundation Stage
- To make observations on children and add to the child's online 'Learning Journey' portfolio.
- Be aware of health and safety risks and be accountable for children at all times
- Accept responsibility for working with groups of children and with the whole class when appropriate e.g. story times and PPA cover
- To look for ways to facilitate pupils individually or in small groups in developing their reading and numeracy skills in accordance with the principles of good learning practice adopted by the school.
- To discuss the child's educational and emotional needs with the class teacher and to be available for parents' meetings, if necessary
- To encourage an independent attitude towards learning and children looking after their own belongings
- To supervise and maintain positive behaviour of pupils during the midday break, in dining areas, about the school premises and in play areas
- To ensure safe supervision and an active role in playground duties in conjunction with other colleagues as and when appropriate
- To give comfort and security to children
- To clean and change soiled and sick children ensuring appropriate safety procedures
- To develop and maintain good working relationships with parents, carers ensuring engagement of families from first point of contact with the nursery, taking into account parent and children's views
- To support with transition arrangements in the village ensuring that children are supported in seamless transition within the village/school setting and to establish a professional relationship with other local settings and other phase teams within our own school
- To enable children to acquire self-help skills including dressing, feeding, toilet training and an awareness of personal hygiene
- A willingness to undertake first aid training and support the administration of medication; following school procedures

Learning Environment:

- To take an active role in planning meetings and assist with the School Improvement Plan
- Help to provide, maintain and take some responsibility for an aesthetically pleasing environment, including displays
- To support the teacher in administration duties e.g. filing of children's work and organising reading books
- To help prepare the class ready for each day by setting out resources and tidying up equipment, ensuring all resources are cleaned on a rota basis as appropriate
- To assist in the preparation and adaptation of teaching materials, as necessary
- To assist with instruction in the use of equipment (e.g. computer/online safety) and, where appropriate, the correct and safe use of tools and play equipment e.g. scissors, saw, climbing frame
- To supervise children undertaking potentially dangerous equipment in-group activities such as forest school or cookery

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

Name of Employee:	
Signed:	
Date:	



Westvale Park Primary Academy

Person specification for Teaching Assistant (EYFS)

Person Specification

Knowledge and Experience

- GCSE Maths & English
- Willingness to undertake training for Level 2 or Level 3 Childcare Qualification
- Ability to follow instructions or work on own initiative as necessary
- Ability to communicate effectively with parents, carers and other professionals
- Ability to keep accurate records
- Ability to implement high health and safety standards
- Ability to work effectively as part of a team
- Ability to establish positive relationships with children

Personal Qualities

- A commitment to giving children and families the opportunity to reach their full potential
- A commitment to Equal Opportunities
- Willingness to participate in further training and developmental opportunities
- A commitment to continuing professional development
- A genuine love for children and a desire to enhance learning through play
- A fun and positive persona
- An ability to be flexible and use initiative

Desirable Criteria – although training offered

- Evidence of further recent and relevant training or qualifications
- Qualified in Paediatric First Aid
- Level 2 or 3 Childcare Qualification
- Working knowledge of current legislation
- A clear understanding of children's development
- A clear understanding of the Early Years Foundation Stage Skills
- Extra-curricular talents that you want to share with the children and staff e.g. crafts, sports, baking