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| Job Title | Level 2/3 EYFS Teaching Assistant |
| Department | Grove Street Primary School |
| Prepared by and date | Lisa Walsh - May 2026 |

Employee Specification Form

| Essential Personal Attributes | | Stage Identified | Desirable Personal Attributes | Stage Identified |
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| Qualifications | <ul style="list-style-type: none"> NVQ Level 2 / 3 for teaching assistants Minimum English and Mathematics G.C.S.E Grade C+ (or equivalent) Early Years Training | App/letter | <ul style="list-style-type: none"> Early Years Degree Therapeutic Teaching / Trauma Informed training Paediatric First Aid qualification Read Write Inc. phonics training desirable (or willingness to complete training) | App |
| Experience | <ul style="list-style-type: none"> Experience of working with children within EYFS Experience supporting children through play-based learning and continuous provision Experience delivering phonics teaching and/or targeted interventions Experience supporting children's early language, communication and social development Experience creating positive relationships with children and families Experience working collaboratively as part of a team | App/letter | <ul style="list-style-type: none"> Experience of working in more than one type of Early Years setting | App/letter |

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| | <ul style="list-style-type: none"> • Experience supporting children with additional needs or barriers to learning | | | |
| Knowledge and skills | <ul style="list-style-type: none"> • Strong understanding of the EYFS Framework and child development • Knowledge of child centred approaches to learning • Understanding of the importance of high quality adult interactions in promoting learning and language development • Ability to support and extend children’s vocabulary, curiosity and communication skills • Understanding of continuous provision and effective indoor/outdoor learning environments enhancements and provocations for learning • Knowledge of early phonics and reading development • Ability to create warm, nurturing and inclusive relationships with children • Strong communication and teamwork skills • Ability to observe children carefully and support assessment for learning • Ability to use initiative and adapt support to meet children’s individual needs | App/ letter | <ul style="list-style-type: none"> • Evidence of working collaboratively with other staff • Knowledge and understanding of inclusion within every aspect of the school and the classroom • Understanding of trauma informed practice and the impact of ACES on children’s wellbeing • Understanding of the importance of outdoor learning in developing children’s independence and self-confidence | App/ letter |

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| | <ul style="list-style-type: none"> • Commitment to inclusion, safeguarding and ensuring every child feels safe, valued and successful • Enthusiasm, creativity and a genuine passion for Early Years education • Knowledge of child protection / safeguarding procedures and confidentiality | | | |
| Special Requirements | <ul style="list-style-type: none"> • To have a passion for working with Early Years children • Be highly motivated and enthusiastic • An understanding and genuine respect for children who can sometimes struggle to regulate their emotions • Flexibility, and able to adapt to changing circumstances and new ideas • Honesty, integrity, empathy, humility, and humour • Highly developed social, emotional intelligence and strong emotional resilience • Ability to work independently on own initiative and also contribute as part of a team | Letter / Int | <ul style="list-style-type: none"> • Willingness to contribute towards wider school life • A commitment to continuing professional development and training | Letter/ Int |