



facta non verba – actions not words

JOB DESCRIPTION

EYFS TA

Promote and exemplify the school vision:

'To provide within a nurturing and respectful community, a diverse and inspirational learning experience delivered by skilled, passionate staff to motivated pupils. We aim to empower each child towards striving for excellence and fulfilling their full potential'.

Promote the School Values:

C – care

O - opportunity

R - respect

E – excellence

Key Responsibilities:

- To work under the guidance of the class teacher and EYFS Lead in the planning and implementation of learning and care programmes for children aged 2–5 years, supporting individuals, small groups and the whole class.
- To provide a high standard of both educational and pastoral care, recognising the needs of very young children, including those requiring support with personal care, routines and emotional development.
- To support the creation of a safe, stimulating and nurturing environment, both indoors and outdoors, appropriate to all stages of early development.
- To promote the inclusion of all pupils, ensuring equal access to learning and opportunities.
- To promote and safeguard the welfare of children at all times.

Relationships (including accountability):

- Accountable to the Head and EYFS Lead.
- To establish positive, professional relationships with colleagues and parents, fostering strong home–school partnerships, particularly important in early years provision.

- To contribute to a collaborative EYFS team ethos.
- To participate in ongoing professional development

Duties and Responsibilities:

Support for pupils

- To build warm, trusting relationships with children, acting as a consistent and caring role model.
- To support children’s learning through play-based, exploratory and sensory experiences appropriate to their stage of development.
- To meet children’s personal, social and emotional needs, including toileting, feeding, rest and transitions, promoting independence at every stage.
- To help develop curiosity and early learning through stories, songs, games, creative activities and imaginative play.
- To support children in developing language and communication skills, particularly with younger pupils.
- To encourage positive interactions, cooperation and engagement in activities.
- To support the delivery of the EYFS framework, including observation-based learning and development.

Support for the teacher

- To work closely with the teacher to support the planning and delivery of the EYFS curriculum across the full age range (2–5).
- To prepare and maintain both classroom and outdoor learning environments, ensuring they are engaging, safe and well-resourced.
- To contribute to observations and assessments, supporting accurate tracking of developmental progress.
- To prepare resources and support transitions throughout the day (arrival, meals, rest, home time).
- To contribute to displays that reflect children’s learning and development.

Support for the school

- To support the delivery of a high-quality full-year provision, including during holiday periods where applicable.
- To comply with all policies relating to safeguarding, health and safety, SEND and data protection.
- To support pupils’ emotional wellbeing, modelling positive behaviour and consistent routines.
- To assist in outings, trips and enrichment activities where required.
- To provide pastoral care, particularly supporting younger children in settling, transitions and developing independence.

Support for the curriculum

- To support early development in communication and language, personal, social and emotional development, and physical development, alongside literacy, numeracy and early computing skills.
- To keep up to date with developments in EYFS practice and early childhood development.
- To help adapt and create resources appropriate for a wide age range (2–5 years), considering children’s individual needs, interests and backgrounds.

Health & Safety:

- Responsibility for own Health and Safety and that of pupils and colleagues.
- Responsibility for the care and safety of classroom resources and equipment.
- Maintaining good order and discipline among pupils (whether on duty or not) and safeguarding their health and safety both on School premises and when authorised to be in charge of them outside School
- To be familiar with and work within the required Health and Safety standards as laid out in the school’s policy and administered through the Health and Safety Officer.
- To ensure the safety, wellbeing and supervision of young children at all times, particularly given the needs of under 3s and rising 3s.

General:

- To carry out duties across the full working year, including supporting provision during holiday periods where required.
- Assisting with other supervision and covering for absent colleagues when required.
- Support in co-curricular activities and initiatives, according to particular strengths.
- Participating in staff meetings, attending assemblies and other School functions as required.
- Reappraising professional performance, participating in training courses and keeping informed of current legislation and best practice.
- To ensure punctuality and example in attitude, manners and dress at all times.
- To assist with supervision, cover and co-curricular activities as appropriate.
- To maintain high standards of professionalism, punctuality and presentation.

Safeguarding Children:

The post holder’s responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and always ensure compliance with the School’s Child Protection Policy Statement. If while carrying

out their duties, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to one of the School's Designated Safeguarding Leads or to the Head Teacher. This job description is not intended to be all embracing and the post holder shall be required to carry out other duties as necessary and required, commensurate with training and experience.