



Hurst Drive Primary School

Headteacher: Mr D Short

Tel: 01992 624099

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Web: www.hurstdrive.herts.sch.uk

Email: admin@hurstdrive.herts.sch.uk



Hurst Drive Primary School – Early Years Foundation Stage Teaching Assistant (EYFS TA) – Job Description & Person Specification

1. Introduction

Hurst Drive Primary School is a two-form entry school situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. Placed in extensive grounds, including a very large field, pond and woodland area, the school serves a diverse local community with children who are kind, polite and a pleasure to teach.

Vision Statement

At Hurst Drive Primary School, our vision is 'Success for all'.

On our journey to achieving success for all, Hurst Drive Primary School will involve everyone in maintaining high expectations to create an outstanding teaching and learning environment, where the curriculum extends beyond the classroom, and all learning opportunities prepare children for the ever-changing world.

2. Title and Grade of Post

Post Title: Early Years Foundation Stage Teaching Assistant (EYFS TA)

Pay Scale: H2

3. Purpose of the Job

To follow instructions and guidance from class teachers and the Senior Management Team to maintain the learning environment both indoors and outdoors, facilitate pupils' learning both inside and outside the classroom, and assist the class teacher and any EYFS practitioner with the management of pupils' behaviour.





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4. Employment Duties

This is a support staff post within the school's staffing structure which involves working closely with the Inclusion team. The post is otherwise subject to the National Agreement on Pay and Conditions of Service (the 'Green Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment. All staff in school will be expected to accept, in good grace, reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective running of the school.

As a member of the school staff, the post holder will be required to:-

- Comply with policies and procedures relating to child protection, health and safety, equality, confidentiality and data protection; and
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development.

5. Relationships

The post holder is responsible to the Inclusion Leader and other members of the Senior Management Team, for duties relating to the attainment and pastoral support for children, particularly those assigned to work with the post holder.

The post holder is expected to interact on a professional level with pupils, parents, carers and colleagues – including outside agencies – and governors, seeking to establish and maintain productive relationships with them in order to promote mutual understanding of the school's safeguarding procedures, the school's approach to behaviour management and the school's curriculum.





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6. Particular Responsibilities

The post holder will be required to work flexibly as part of the teaching support staff with guidance and training from or organised by the Inclusion Leader or class teacher in the following areas:

i. **Support for Children**

- Develop positive working relationships with children, providing tailored support for pupils, including those with special needs, ensuring their safety and access to learning activities inside and outside the classroom;
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes;
- Set challenging and demanding expectations of every child and promote self-esteem and independence; and,
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

ii. **Support for the Curriculum**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;
- Undertake programmes of intervention, recording achievement and progress and feeding back to the teacher;
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use (e.g. setting up the outdoor area); and,
- Assist in creating displays of pupils' work and displays of prompts for learning both inside and outside the classroom.

iii. **Support for Whole School**

- Appreciate and support the role of other professionals;





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- Attend and participate in relevant meetings and training, as required;
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time, if required and within designated hours;
- Accompany teaching staff and pupils on visits, trips and out of school activities, as required, and take responsibility for a group under the instruction of the class teacher;
- Understand that teaching assistants are assigned to a class for an academic year, however, the Headteacher will deploy teaching assistants as the needs of the school dictate;
- Be a role model for pupils and colleagues in terms of professional behaviour and attitude, maintaining a positive, can-do attitude always, and through maintaining an impeccable punctuality and attendance record;
- Uphold confidentiality and comply with policies and procedures relating to safeguarding, particularly the Child Protection Policy, Supporting Children with Medical Needs Policy, Health and Safety Policy and the School Behaviour Policy; and,
- Actively support the school and its Equality Policy and Objectives to ensure that all pupils have an equal access to opportunities to learn and develop.

I _____ have read, understood and accept the particular responsibilities and duties assigned to an Early Years Foundation Stage Teaching Assistant (EYFS TA) at Hurst Drive Primary School.

Signed: _____

Date: _____





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Person Specification		
	Essential	Desirable
Experience	<ul style="list-style-type: none"> Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection. Good understanding of the EYFS Curriculum and Development Matters. Good understanding of child development and learning. 	<ul style="list-style-type: none"> Some experience working with children with SEN and/or Speech and Language delay.
Qualifications / Training	<ul style="list-style-type: none"> NVQ Level 2 or equivalent in Early Years or Teaching Assistance. Competent maths and English skills, preferably to GCSE Grade C minimum or equivalent. Ability to effectively use ICT to support learning. 	<ul style="list-style-type: none"> A first aid qualification, including paediatric first aid.
Knowledge / Skills	<ul style="list-style-type: none"> Knowledge of child development from 0-5 years. The ability to communicate effectively both orally and in writing. Good personal organisation (i.e. gets the job done right and on time) Ability to work independently and as part of a team. Ability to show initiative in a range of situations. Ability to work with sensitivity and respect. Ability to interact positively with pupils, parents and colleagues. Some experience of planning as part of a team (e.g. developing areas of learning in the outdoor area). Participate in training and development activities. 	
Personal Qualities	<ul style="list-style-type: none"> Confidence, warmth, sensitivity, reliability, and enthusiasm. Good interpersonal skills. Dedicated and loyal. 	
Equal Opportunities	<ul style="list-style-type: none"> Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin. 	

