

**Job Description**

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| **JOB TITLE:** | Nursery Classroom Teaching Assistant |
| **SCHOOL:** | Akaal Primary School |
| **RESPONSIBLE TO:** | Headteacher |

**The following generic teaching assistant job description is provided for information only. Final job descriptions will be agreed between NST and the individual to reflect experience, actual duties and responsibilities.**

***Responsible for:*** Working collaboratively with teachers and colleagues to support effective classroom practice and, where appropriate, guiding or mentoring less experienced support staff or volunteers under the direction of the class teacher or senior leadership.

***Purpose of the post:***

To support the delivery of high-quality early years education and care for children aged 2–5, promoting a safe, nurturing, and stimulating environment in line with the Early Years Foundation Stage (EYFS) framework. Under the guidance of the class teacher and senior staff, the post holder will:

* Support the planning and delivery of engaging, age-appropriate learning experiences that meet the EYFS curriculum goals.
* Help create a positive, inclusive, and supportive learning environment that encourages children’s emotional, social, physical, and cognitive development.
* Assist with observing, assessing, and recording children’s progress, contributing to individual learning plans.
* Build positive, professional relationships with children, parents/carers, and colleagues to support each child’s development.
* Promote the health, safety, and well-being of all children in your care at all times.
* Help organise and maintain classroom resources to ensure they are safe, clean, and accessible.
* Maintain accurate records and contribute to safeguarding documentation as required.
* Participate in school events, staff meetings, and professional development sessions.
* Work collaboratively with the class teacher and other staff to support children's learning and well-being.
* Support positive behaviour and emotional regulation in line with the school’s behaviour policy.
* Uphold and promote the school's values, policies, and safeguarding procedures at all times.
* Encourage children to develop curiosity, confidence, and a love for learning.
* Contribute to the collective responsibility for the well-being, education, and behaviour of all pupils in the setting.
* Support the holistic development of children, helping them fulfil their potential and develop as respectful, responsible members of the community.
* Support the religious, spiritual, moral, social, linguistic, and cultural development of all pupils.

***Professional Values and Practice:***

All staff are a part of the Nishkam Education team and are required to support the ethos, mission and values and of the Trust. You will also be expected to work closely with colleagues at other Nishkam Schools to support strategic development and share good practice, working collaboratively to ensure that the Nishkam Schools are presented in a positive perspective.

As well delivering the outcomes for teaching and learning, and raising their educational achievement, you will have high expectations of all pupils, promoting their religious, linguistic, social, cultural and emotional needs. We will also work collaboratively to meet the needs of colleagues, parents/carers, families and pupils.

Work with others and pupils with respect and consideration, and demonstrate and promote positive values and attitudes.

Work within the statutory frameworks and NST policies, participate in continuous professional development, take increasing responsibility for their own personal professional development and engage actively in the performance management process.

***Areas of Responsibility and Key Tasks:***

1. Nursery and Pupil Support

* Support the class teacher in delivering high-quality learning and care across the curriculum.
* Work with individuals and small groups to support learning objectives and pupil progress.
* Provide targeted support to children with additional learning needs or identified SEND.
* Assist in the assessment, recording, and tracking of pupils’ progress with the EYFS.

2. Learning Environment and Resources

* Help prepare and maintain a purposeful, orderly, and supportive early years environment.
* Set up and clear away learning materials and resources as needed.
* Support the implementation of classroom routines and promote positive behaviour management.

3. Pastoral and Emotional Support

* Support the well-being, social development, and safety of all pupils.
* Foster positive relationships with pupils, encouraging inclusion, independence, and confidence.
* Respond to individual emotional and behavioural needs under the guidance of the teacher or SENCO.

4. Safeguarding and Welfare

* Be familiar with and uphold the school’s safeguarding procedures, including reporting concerns.
* Supervise pupils during transitions, playtimes, and lunchtimes to ensure safety and engagement.
* Assist with personal care tasks when required, particularly in early years or SEN contexts.

5. Parental and Team Collaboration

* Communicate effectively with parents and carers under the guidance of the class teacher or school leadership.
* Work collaboratively with teachers, support staff, and external professionals to enhance pupil outcomes.
* Attend team meetings, INSET days, and training sessions as required.

6. Administrative Support

* Support teachers with administrative tasks such as preparing displays, photocopying, or organising learning materials.
* Contribute to the planning and evaluation of learning activities.

**Personal Specification**

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application.

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| **Job related knowledge, attributes and skills** | Candidates should:* Demonstrate understanding and support for the school’s ethos and values.
* Possess a relevant Level 2 or 3 qualification in Supporting Teaching and Learning
* Show knowledge of the EYFS and/or National Curriculum.
* Understand the developmental needs of children and how to support learning and behaviour effectively.
* Demonstrate strong communication and interpersonal skills.
* Show initiative and flexibility when working independently or as part of a team.
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| **Experience and Abilities** | Candidates should:* Have experience working with children in an educational setting (ideally in EYFS, KS1, or KS2).
* Understand strategies to support SEND and EAL pupils effectively.
* Be confident supporting early literacy, phonics, and numeracy activities.
* Have experience managing classroom routines and supporting behaviour positively.
* Demonstrate a willingness to contribute to all aspects of school life.
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| **Personal Qualities** | Candidates should:* Through their actions demonstrate a support for the aims and ethos of the school;
* Demonstrate a commitment to work closely with families to meet the needs of all children;
* Demonstrate the ability and commitment to work closely with, and support the Head teacher both during and beyond the school day;
* Demonstrate a strong commitment to supporting the importance of the school as part of the community;
* Possess well developed interpersonal skills and the ability to develop and maintain good relationships with pupils, staff and parents;
* Demonstrate personal and professional integrity;
* Possess the ability to work under pressure whilst maintaining a cheerful disposition;
* Demonstrate evidence of excellent organisational skills;
* Demonstrate evidence of a flexible attitude towards responsibilities in school;
* Demonstrate evidence of contribution to all areas of school life;
* Demonstrate evidence of setting a good example to children in personal presentation and conduct;
* Possess a sense of balance with a life outside school;
* Possess a sense of humour
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| **Desirable** | * Paediatric First Aid qualification.
* Experience working in an early years or school-based nursery setting.
* Understanding of SEND practices and inclusive support strategies.
* Knowledge of safeguarding procedures and child protection.
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