

Heron Hill Primary School

Headteacher: Mrs L Middleton
Deputy Headteacher: Mrs M Wilkinson

Required from November 2026

EYFS TEACHING ASSISTANT
LEVEL 2+, Grade 5 (FTE £26,847 per annum pro rata) 30 hours per week, term time only, fixed term until 31/08/2027

Heron Hill Primary School is committed to the principles and practice of safer recruitment, safeguarding and promoting the welfare of all children. This post is subject to an Enhanced DBS Check and excellent professional references.

Heron Hill Primary School is a two-form entry primary school that holds our school values of respect, responsibility, relationships and resilience at the heart of all we do. We are proud to support our pupils in learning to be kind, respectful, responsible citizens who can go on to make a positive mark on the world in which they live.

We are seeking to appoint an enthusiastic and inspirational professional to work as part of our support staff team. We are seeking an adaptable, flexible, keen practitioner who is ready to contribute to ensuring a high standard of educational provision for all pupils in our Reception setting.

The successful candidate will:

- Hold a L2/3 TA qualification
- Have experience of working with EYFS-aged pupils.
- Have experience of working with a range of pupil needs.
- Be willing to engage in ongoing professional learning and development linked to EYFS and supporting pupils.

Heron Hill is a school with a huge heart and a solid community ethos; the successful candidate will therefore need to demonstrate a willingness to be fully involved in the life of the school.

We welcome visits to school so that you are able to see our school in action and experience our school culture in person. If you are interested in this role and would like to apply, please contact our school office team on admin@heronhill.cumbria.sch.uk for an application pack.

Closing date for applications:	Friday 6th November 2026 (by 9am)
Shortlisting:	Friday 6th November 2026
Interview:	Tuesday 10th November 2026



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Person Specification

	ESSENTIAL	DESIRABLE
Professional Qualifications/ Training To be considered: • Initial training • Further study • In-service training	• NVQ Level 2 or equivalent. • GCSE Grade C or above or equivalent in English and Mathematics. • Commitment to and evidence of further professional development.	• Level 3 NVQ or currently working towards Level 3. • Evidence of qualification/training relating to Early Years education or SENDs provision. • Safeguarding Level 1 trained. • Paediatric First Aid trained. • Enthusiasm and commitment to teaching and learning using the outdoors. • Team Teach/Positive Handling trained. • Experience of preparing pupils for Reception.
Employment Experience To be considered: • Range of experience	**Experience of:** • Working within the Early Years Foundation Stage, using a play-based approach to help children learn and develop. • Working with SEND pupils on a 1:1 basis and supporting small groups in Early Years. • Encouraging and supporting positive behaviour. • Working as part of a team with a shared vision of excellent EYFS provision. • Supporting phonics and small group learning. • Working with children who have special educational needs and social, emotional and mental health needs (SEMH). • Excellent positive behaviour management skills.	**Experience of:** • Contributing to continuous and enhanced provision alongside the delivery of phonics and small group sessions. • History of forming strong relationships with parents and the wider school community to support home-school partnerships. • Working with external professionals e.g. Specialist Advisory Teachers, Speech and Language professionals, etc.



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Person Specification (continued)

	ESSENTIAL	DESIRABLE
Professional Skills To be considered: • Educational philosophy • Curriculum expertise • Pupil safeguarding and well-being	• Enthusiasm and commitment towards a play-based approach in the Early Years with a clearly articulated philosophy regarding what is important for youngest learners to thrive. • A strong working knowledge of the needs of young people aged from birth to 5. • Awareness and Commitment to promoting the well-being and mental health of children. • Ability to form and maintain appropriate, positive relationships and personal boundaries with children and adults at all times. • Emotional resilience in working with pupils with SEND.	• Experience of using online recording platforms, such as Tapestry, to share learning with families. • Experience taking learning beyond the classroom (e.g. outdoor learning, Forest School, trips and visits). • Evidence and knowledge of current issues relating to special educational needs and inclusion.
Personal Skills	• High expectations and aspirations for all children and the Early Years environment. • Confident, articulate, enthusiastic and passionate. • Ability to communicate effectively. • Ability to establish strong relationships with colleagues and parents/carers. • Ability to use own initiative. • Willingness to offer own ideas and contribute to planning. • Positive vision for all pupils. • Commitment and enthusiasm for working as part of a team and the ability to inspire others. • Sense of humour and perspective. • Excellent time management. • Excellent personal organisation. • Willingness to be involved in the wider life of the school.	• An understanding of current initiatives in education and their impact on children's learning. • Confident in the use of ICT.



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EYFS Teaching Assistant

Job Description

PURPOSE AND KEY RESPONSIBILITIES:

- To work as part of the EYFS team to deliver high standards of care, development and learning for the EYFS children in a fun, welcoming and safe environment.
- To support teaching staff to develop engaging and aspirational play-based learning opportunities for EYFS children.
- To provide thirty minutes of lunchtime support every day.

SUPPORT FOR PUPILS:

- Model and exemplify the school's 3 core values: Respect, Responsibility and Relationships.
- Supervise and provide particular support for EYFS pupils during their play, including those with special needs, ensuring their safety and full access to a wide range of creative learning activities and opportunities.
- Support with personal care needs of EYFS pupils.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establish strong relationships with pupils and families and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Have high expectations and consistently promote children's self-esteem and independence.

SUPPORT FOR TEACHERS:

- Contribute to the creation and maintenance of purposeful, aspirational and welcoming EYFS environments, in accordance with the teacher's planning.
- Use strategies, in liaison with the teacher, to support pupils to achieve their learning goals.
- Assist with the planning of learning activities and the displaying of pupils' work.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Use the online learning journal, Tapestry, to record observations in a professional manner.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with our values of *respect, responsibility, relationships, reslilience* and established policy and encourage pupils to learn from their mistakes.
- Establish and maintain constructive, positive relationships with parents/carers.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

Job Description (continued)

SUPPORT FOR THE SCHOOL:

- Comply fully with policies and procedures relating to child protection, prevent, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person, e.g. Teacher, DSL, Senior Leader.
- Support inclusion and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims and values of the school.
- Work positively and collaboratively with other professionals, including external agencies.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, e.g. at lunchtime, as directed.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Staff Management Responsibilities

There are no staff management responsibilities associated with this post.