

Job Description

EYFS Teaching Assistant with SEN Focus

School: Malvern Wells CE Primary School

Grade: Teaching Assistant Grade 2



This post is offered on a fixed-term basis for the remainder of the 2026/27 academic year, initially until 31 August 2027.

There is potential for the contract to be extended beyond this date, subject to the school's staffing requirements, organisational needs and available funding at the time. Any extension would be reviewed and confirmed by the school in advance of the contract end date and should not be assumed.

Hours: 30 hours per week, term time only

Responsible to: Reception Class Teacher (SENDCo) and Head of School

Our vision

At Malvern Wells CE Primary School, our vision is to let every child's light *shine*.

We are looking for an experienced, compassionate and skilled Teaching Assistant to join our Reception team. The postholder will work under the direction of the Reception Class Teacher, providing additional support for the class and for a number of children with complex and additional needs.

We want someone who is committed to seeing each unique child achieve, belong and shine throughout their first year in school.

Purpose of the role

The Teaching Assistant will support the Reception Class Teacher with the learning, development, care and supervision of children, including those with complex needs.

The postholder will help children to access an ambitious Reception curriculum through high quality play based provision, adapted activities and carefully planned support.

Support should always be purposeful and proportionate. The postholder will use the least invasive effective approach, stepping in when a child needs help and stepping back when they are ready to participate more independently.

Main responsibilities

Working under the direction of the Reception Class Teacher, who is our SENDCo, the postholder will:

- Build warm, secure and professionally appropriate relationships with children.
- Support children with a range of needs, including communication and language needs and social, emotional and mental health needs.
- Work with individual children and small groups using activities, resources and approaches planned or agreed by the teacher.

- Follow individual provision maps, support plans, risk assessments, healthcare plans and Education, Health and Care Plans where applicable.
- Use agreed strategies recommended by the teacher, SENDCo and external professionals.
- Recognise that behaviour is communication and respond with calmness, consistency and curiosity.
- Support children to communicate their needs, regulate their emotions, follow familiar routines and participate successfully in classroom life.
- Use visual supports, modelling, repetition and clear language where appropriate.
- Notice early signs of anxiety, dysregulation or sensory overload and respond using agreed approaches.
- Use the least invasive effective support, promoting children's dignity, agency, peer relationships and growing independence.
- Avoid creating unnecessary dependence on an adult, reducing support thoughtfully when a child is ready.
- Support children's learning through purposeful interaction, modelling, questioning and play.
- Know when to join and extend children's play and when to step back and allow independent exploration.
- Prepare and adapt resources and areas of provision as directed by the Reception Class Teacher.
- Support children who are learning to be readers through stories, rhymes, purposeful talk, phonological awareness, systematic synthetic phonics and regular reading practice.
- Follow the school's chosen phonics programme accurately and consistently.
- Encourage children to listen to, enjoy and talk about books, building their confidence, vocabulary and love of reading.
- Support children with personal care, toileting, eating and dressing where required, always protecting their dignity and encouraging independence.
- Observe children carefully and provide the teacher with clear and relevant feedback about their learning, communication, engagement and wellbeing.
- Contribute to records and reviews as directed, without taking responsibility for formal assessment or decisions about provision.
- Maintain a safe, calm, welcoming and well organised Reception environment.
- Work respectfully with families, sharing routine information as agreed and referring concerns or sensitive matters to the teacher or SENDCo.

- Safeguard and promote the welfare of every child, reporting concerns immediately through the school's safeguarding procedures.

Working within our Malvern Wells community

The postholder will:

- Work positively within our staff community, championing colleagues and recognising the contribution each person makes.
- Live out our values of Community, Commitment, Compassion and Courage through their relationships and daily practice.
- Be a reflective practitioner who learns from both the good days and the less good days, always striving to become incrementally more effective.
- Be open and responsive to coaching, guidance and professional challenge.
- Use initiative appropriately, recognising the flexibility and shared responsibility that working within a small school requires.
- Be willing to notice where help is needed and step in to support children and colleagues across the school.
- Communicate openly and professionally, contributing to a culture in which we support, encourage and learn from one another.

Knowledge, experience and qualities

The successful candidate will:

- Hold a recognised Level 2 qualification relevant to Early Years or supporting teaching and learning.
- Have strong practical knowledge of the Early Years Foundation Stage framework and high quality play based provision.
- Have relevant experience of working within the EYFS.
- Have experience of supporting children with complex or additional needs.
- Understand children's communication and language development.
- Understand social, emotional and mental health needs and how these may present in young children.
- Have secure knowledge of early reading and systematic synthetic phonics.
- Understand the importance of attachment, co regulation, predictable routines and emotionally available adults.
- Be calm, patient and emotionally resilient when children are distressed or dysregulated.

- Be able to follow direction, use initiative appropriately and recognise when further guidance is required.
- Be reliable, reflective, flexible and committed to professional learning.
- Believe deeply in the potential of every child and see the child before the behaviour, need or diagnosis.

Safeguarding

Malvern Wells CE Primary School is committed to safeguarding and promoting the welfare of children. The successful candidate will be subject to all required safer recruitment checks, including an enhanced Disclosure and Barring Service check, satisfactory references, identity and right to work checks, qualification checks, an online search and childcare disqualification checks where applicable.

This job description identifies the main responsibilities of the role. The postholder may be asked to undertake other reasonable duties that are consistent with the purpose and grade of the post.