

Early Years Learning Support Assistant	
Department	Children, Young People, Education and Skills
Section	Education
Reports to	Class Teacher / EYFS Lead / Team Manager
Grade	ESSF05
Job Number	ESSF1001
JE Date	16/05/2025
Job Purpose	
<p>To work collaboratively with teachers as part of a professional team to support teaching and learning for all children.</p> <p>Deliver targeted support or specialised support to both the Teacher and children in all aspects of the curriculum, age range or additional needs.</p> <p>Adds value to adaptive teaching and learning opportunities planned and directed by the teacher which supports the development of independent learning skills associated with improved learning outcomes.</p>	
Job Specific Outcomes	
1.	Deliver learning activities under the professional direction and supervision of qualified staff, which enhance children's social, educational learning and development.
2.	Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting learning according to children's needs as appropriate or adapt to suit a small group.
3.	<p>Support children with social and emotional well-being, reporting concerns to the teacher as appropriate, in line with behaviour & safeguarding policies and procedures. Support children's transition and induction, which may include visits to homes and other settings¹.</p> <p>De-escalate difficult and challenging issues.</p>
4.	Contribute to the observation, assessment and planning procedures. Contribute to children's learning documentation.
5.	Build and maintain positive relationships with parents / carers and other

¹ After the completion of a risk assessment and in compliance with policies and procedures

	professionals.
6.	Attend to children's personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting concerns to the teacher as appropriate. Physically assist children in activities, where mobility is an issue.
7.	After relevant training, adhere to all intimate care plans, safer handling plans, lifting and handling procedures and equipment instructions.
8.	Comply with all GoJ, CYPES and school policies and procedures, especially those that relate to child protection, health and safety, confidentiality, data protection and legislation.
9.	Supervise children out of lesson times, including before and after school ¹ , at lunchtimes and on school trips - ensuring that all needs are met.

PERSON SPECIFICATION

Specific to the role

Training marked () is a statutory requirement for any member of staff who is employed in a school nursery or Reception class under the terms of The Day Care of Children (Jersey) Law 2002 and The Education (Jersey) Law 1999.*

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications This relates to level of education and professional qualifications and / or specific occupational training required.	NVQ / CACHE level 2 or equivalent in Early Years childcare and Education (or equivalent) which must have evidence of assessed practice* Numeracy and literacy skills equivalent to Level 2	

¹ If within contracted hours

<p>Knowledge</p> <p>This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).</p>	<p>Safeguarding annual CPD update*</p> <p>Requires knowledge of procedures for supporting learning and play activities, including adapting activities to suit the needs of children in early years*</p> <p>Safeguarding Level 1</p> <p>JCF Level 1: Introduction to Jersey's Children First (Online Learning Course)*</p> <p>JCF Level 2: Jersey's Children First Essentials (Online Learning Course)*</p> <p>Food Safety and Hygiene Level 2 if handling food (updated every 3 years)*</p> <p>Paediatric First Aid (updated every 3 years)*</p>	<p>Working knowledge of curriculum and other relevant learning programmes / strategies.</p> <p>Working knowledge of relevant policies, codes of practice and awareness of relevant legislation.</p>
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	Awareness of confidentiality and data protection principles.	
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.	<p>Ability to attend to the children's personal needs, and implement related personal programmes, including social, health, physical, hygiene and welfare matters.</p> <p>Care for sick, distressed and injured children in line with agreed policies and procedures.</p> <p>Resilience and a willingness to learn and develop their practice including self - study.</p> <p>Ability to demonstrate own work to others.</p> <p>Use of Technology to support job role (e.g. Outlook, Word, Excel,</p>	<p>Relevant training in MAYBO for children who may require assistance learning when in a state of anxiety.</p> <p>Training in the relevant Inclusion strategies and a commitment to further training relevant to this role.</p>

	TEAMS).	
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Commitment to improving the lived experience of children and their families. A need to show compassion, be focused, helpful and reflective. Ability to keep calm in sometimes very difficult circumstances and the ability to intervene when necessary. Proven ability to communicate effectively.	The understanding of the range of specialised support services, agencies, providers and knowledge of their effective use.
Experience This is the proven record of experience and achievement in a field, profession or specialism or could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).	Experience of working with or caring for children.	2 years' experience working with or caring for children.