



Post title	Early Years Assistant
Division / Section	Schools & Lifelong Learning
Department	Communities & Families
Responsible To	Head of Centre/Head Teacher/Business Manager
Number of post holders	
Acting up/ Secondment	

Purpose of Job

To work collaboratively as a member of the early years team within all council early years provision. Assisting in meeting the educational, care and welfare needs of all children ensuring those with additional support needs who are able to attend a mainstream provision, can effectively access the curriculum. To be flexible and assist in carrying out general clerical duties as and when required in support of children’s learning. To provide support and assistance in the day-to-day operations of the School/Early Years Centre as directed by the Head Teacher/Head of Centre or nominated staff.

MAJOR TASKS/JOB ACTIVITIES

Under the direction and supervision of teaching or nominated staff, support children in the playrooms and throughout the learning environment through organised activities, providing support, assistance and encouragement to help each individual child achieve the best learning and development outcomes possible.

- providing support to teachers, early years staff and children in all learning environments e.g. supporting all aspects of early learning and development including early language, mathematics, health and well being, lunch routines and other general early years activities;
- assisting in supporting young children’s creativity and skills for life and learning through play and through implementation of planned programmes;
- providing help to children in organising their day and to follow instructions;
- assisting in the provision of a high level of individual and personal care to children with additional support needs e.g. feeding, toileting, changing, dressing, applying medical aids, assisting children with specialist apparatus by means of an agreed individualised care plan; whilst encouraging independence and ensuring safety and comfort
- assisting in providing relevant information through record keeping, attendance at appropriate meetings as designated by the head teacher/Head of Centre or nominated staff member and contributing to the ongoing review of child programmes;

- assisting in supporting record keeping by e.g. contributing towards the individual child's personal learning profile;
- within an agreed framework, assisting in implementing the School or Early Years improving relationships and behaviour management policy;
- working as part of the school/early years setting staff team, ensuring the ongoing health, safety and welfare of the children including liaising with parents, professional agencies and individuals and bringing any matters concerning child protection to the attention of the teaching/senior early years staff in accordance with school/early years setting procedures and guidelines;
- administrative elements of child welfare requirements, e.g. routine documentation and information dispersal, providing comfort and care for minor accidents, upsets or ailments e.g. cuts and bruises (reporting to teaching/early years staff if considered serious);
- following standard procedures for risk assessment within and out with the playrooms environment when required.
- assisting in programmes for children moving into mainstream schools/early years setting and other specialist provision e.g. supervising and escorting the child to the receiving school/establishments, assisting with allocated tasks, encouraging the child to participate in group activities.
- participating in appropriate professional staff development opportunities, in service, refresher training as deemed appropriate.

Supervision and Management of People (Numbers and type of staff)

None

Creativity and Innovation

Using knowledge of the curriculum, work under the guidance of teaching/early years staff to identify learning/developmental problems in individual child and the development of strategies and solution.

Organising and gathering related materials for individual and group learning and development opportunities. Preparing areas where early learning and childcare (for children birth to starting primary school) will be taking place.

Inputting when required knowledge of individual children and risk assessment issues into the routine planning by teachers/early years staff of educational programmes and timetables, individualised plans including learning, health, behaviour and care as part of the school/early years service overall delivery.

Playing an active role across a wide range of activities in helping to set up and supervise activities e.g. in child support, encouraging self organisation by children and providing assistance when necessary.

Sharing creative solutions through liaising with colleagues, sharing skills, past work experience and sources of information to enhance child learning

Providing emotional support and reassurance and assisting children in developing their social skills with teaching/early years staff and peers to encourage interaction, trust and self confidence in the setting.

Assisting teaching/early years staff in observing and monitoring child behaviour supportively to encourage self reliance, positive behaviour and resolution of their own difficulties with others, devising intervention methods if necessary which are fair and appropriate in with school/early years guidance.

Contacts and Relationships

Assist the teacher/early years staff with the day to day implementation of the individual child's plan, bring individual needs to the attention of the teaching/early years staff in order to inform and liaise with appropriate professionals from outside agencies and colleagues across the Council; e.g. health care workers, speech and language /occupational health/physiotherapy therapists

Work with teachers, business managers, early years staff sharing information and working practices; highlighting problems/progress of children and bringing to the attention of the playrooms teacher/early years staff to ensure consistent and appropriate provision of education and care which meets individual child's need.

Parents – Sharing information provided by parent about child needs and home life with relevant school/early years staff and providing feedback on a child's day at school/early years setting where appropriate in line with school/establishment guidance.

Decisions (Discretion)

Using observations skills and knowledge of individual children, make decisions and carry out the required actions in accordance with school/early years setting policies, procedures and the individualised planning in place about child care and provision throughout the school day e.g. toileting or changing whilst adhering to preference of child regarding their routines.

Following the approved course of action to raise concerns regarding information from individual child or their families or through self-observation of a child's circumstances, behaviour or well being with the playrooms teacher/head teacher/senior early years staff for taking the matter forward e.g. with social workers or police.

Informing teaching staff/senior early years staff of any relevant factors in order that a decision can be made regarding sending a child home due to illness/injury.

In accordance with school policy, responding appropriately to outdoor situations e.g. reporting dangerous activities, etc;

Decisions (Consequences)

Ensuring own actions comply with care and learning plans and other school/early years setting policies so that children are encouraged and supported to reach their maximum potential and participate positively in school and in nursery.

Support plans to meet the needs of individual child e.g. by contributing own knowledge of child's behaviour and coping mechanisms or circumstances from conversations with parents and colleagues.

Resources

None

Environment – Work Demands

May be allocated particular children or groups of children and/or specific playrooms/early years settings to work in for specified period e.g. on a term by term basis/designated early years all year round provision.

Responsible for ensuring their own actions comply with the school/early years setting and children's objectives to be achieved.

There may from time to time be variations to tasks allocated to individual Early Years Assistants depending on changing school/early years, resources or child circumstances.

Coping with interruptions from children and overseeing the activities of several children in a playrooms/early years setting in conjunction with the teacher/early years staff.

Environment – Physical

Setting and up play equipment in playrooms and outside areas and putting them away at the end of the day on a daily basis. This involves moving equipment such as bicycles, water and sand trays, lifting boxes, equipment and books from store to playrooms and within playrooms. The time spent on these activities varies from establishment to establishment depending on layout of building, size etc. On average this should be no more than 30 minutes per day.

Occasionally using wheelchairs and other mobility equipment or assisting directly child's with mobility needs e.g. transferring from chair to toilets etc.

Occasionally pushing manual wheelchairs for activities and outings /around the school/early years setting and assisting with the transfer of children into seats in school/early years transport in confined spaces, ensuring child secure.

Occasionally children may need to be changed from soiled to clean clothing in changing areas within the setting.

Clearing and cleaning playrooms when required with other early years staff; e.g. contents of cupboards, play resources, display materials.

Assisting children within the playroom by leaning, standing or kneeling for prolonged periods of time. The percentage of time depends on the individual needs of the children attending the establishment

Environment – Working conditions

Working in playrooms - sitting on and standing up from very small chairs, bending over to be at child height for younger children and working at low level sinks e.g. washing paint pots.

Occasionally dealing with bodily fluids /changing and cleaning children as required.

Supervising the playground/outdoors within early years settings in all weathers and standing for long periods. The amount of time spent outdoors depends on the individual establishment and the planned activities throughout the year.

Environment – Work Context

Working, solely or with colleagues, with an individual or a small number of allocated children with additional support needs during the school/early years setting's day.

Occasionally dealing and intervening when appropriate with challenging behaviour and/or physical or verbal threats or challenge.

Protecting self when dealing with bodily fluids and soiled clothing.

Knowledge and Skills

There is a requirement to be registered with SSSC or equivalent and gain a SVQ level 2 qualification within 5 years.

Good basic education and standard of Maths and English to SQA standard grade level or equivalent, or previous relevant experience

Good communication skills – verbal and written.

Good planning and organisational skills.

Be child focussed and have ability to acquire and apply the necessary knowledge within the setting about the learning and care needs of all children 0-5 years including those with additional support needs.

Health and Safety

The Council must abide by relevant health & safety and employment law, as well as the common law duty of care. All members of staff are required take care for their personal health and safety and that of others

who may be affected by their actions or inactions. You are therefore required to carry out your duties in a safe manner in accordance with instructions and in compliance with safety rules/procedures, regulations and codes of practice. You are required to advise your line manager if you become aware of any unsafe practice or condition or if you have any other safety concerns and should comply with accident and near-miss reporting procedures.

If you supervise, manage or lead other staff, you are also responsible for ensuring that the Council's operations are carried out in such a way that ensures, so far as is reasonably practicable, the health, safety and welfare of those staff and that of any others who may be affected. You will therefore conduct relevant risk assessments and assign duties with appropriate instructions, in compliance with safety rules/procedures, regulations and codes of practice. You will address and/or escalate any issues of any unsafe practice, condition or any other safety concerns you identify or that are brought to your attention, taking appropriate advice as necessary and will ensure that accident and near-miss reporting procedures are understood and complied with.

Organisation Structure

Staffing Structure for Early Years Settings

