HR191	**POSITION DESCRIPTION**	UNIVERSITY OF CAPE TOWN IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

NOTES

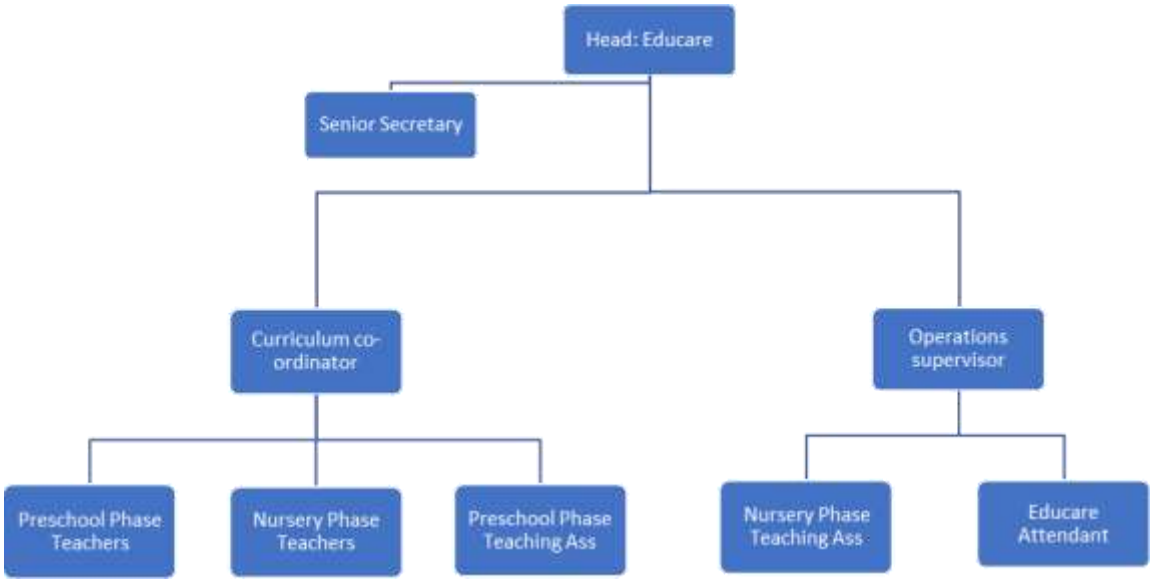
- Forms must be downloaded from the UCT website: http://forms.uct.ac.za/forms.htm
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	NURSERY PHASE TEACHING ASSISTANT		
Job title (HR Practitioner to provide)	NURSERY PHASE TEACHING ASSISTANT		
Position grade (if known)	PC 3	Date last graded (if known)	Unknown
Academic faculty / PASS department	Properties and Services		
Academic department / PASS unit	PASS		
Division / section	UCT Educare Centre		
Date of compilation	**May 2020** Professional registration and licensing requirements have been updated (page 6, dated 23 June 2026). The NCF, SACE and Basic Computer requirements have been revised from a mandatory requirement to an advantageous criterion. OD was consulted, and HRBP confirmed that the changes do not affect the job grade.		

ORGANOGRAM

(Adjust as necessary. Include line manager, line manager's manager, all subordinates and colleagues. Include position grades)



PURPOSE

The main purpose of this position is to provide a professional, and high-quality Educare service in the Nursery phase Section, in line with the principles of the UCT Educare Centre. To ensure that children develop optimally, providing stimulation and care of the children in a healthy and safe environment.

CONTENT

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
1	Assist in providing health care to the children and with basic Health and Safety	60%	• Maintain a secure and relaxed atmosphere in the classrooms for children to feel safe • Treat all children with dignity and respect (no hitting or verbal abuse) • Supervise the daily feeding of children as per Educare policy • Make sure that all parents and visitors feel welcome • Interact with children during lunch times to help develop social skills • Set out Tula beds in preparation for rest times • Assist the Nursery Phase Teacher in changing the children's clothing and ensure that they are neat and tidy when leaving school • Apply first-aid knowledge to cope with minor injuries and record in accident book • Keep the classrooms, sleeping area for babies, toilets, foyer and kitchen / mini hall in clean and safe conditions through constant supervision and proper maintenance of respective locations • Perform general tasks in the classrooms: washing tables, picking up waste, clean countertops, cleaning toilets and mopping floors • Sanitize toys and equipment on a daily basis • Keep a watchful eye during routine activities, e.g. potty training/ disposable nappies, hand washing, eating, etc. • Report equipment or materials which need repairing and/or leaking taps or sanitation problems • Assist in keeping the building and playground in clean and safe conditions through constant supervision and proper maintenance of equipment • Know the evacuation plan and the use of the fire extinguishers • Abide by the UCT HIV/AIDS Policy	• Mutual interest and enthusiasm between teacher and children in, or create a happy, relaxed learning environment • Respective locations will be clean, neat and tidy • Understand the Declaration of Children's Rights and discipline policy • Lunch times are calm, relaxing and children are able to eat by themselves • Children's personal bedding is used, and they are placed head to foot so that they do not breathe into each other's faces • Child is reassured and wound is cleaned to prevent infection • Classrooms will be neat and tidy • Toys and equipment, where possible, will be germ free • Apply the nappy changing and hand washing policy to prevent the spread of germs and the toddlers will be encouraged to use the toilets independently • Maintenance will repair equipment and materials • Participate competently in the event of an evacuation • Apply the UCT HIV/AIDS Policy

2	Support and assist the teacher in the implementation of the learning programme	30%	Reinforce learning concepts presented by the teacher by assisting children to master learning activities Distribute materials such as paper and crayons and sharpening crayons and sharpening pencil crayons Prepare the children and environment for routine times Supervise the classroom while the teacher is out of the room (tea and lunch) Enforce the rules Communicate messages to and from the teacher daily Provide verbal input relating to the child's development to the teacher - ongoing Reinforce the correction policy Work with, and supervise large and small groups of children as well as individual children with regards to inside and outside activities Set out outdoor activities as directed by the teacher Assist the teacher with the children in the afternoons **Do playground checks for hazards, report and record broken and hazardous outside fixtures** Report equipment or materials which needs repairing such as leaking taps, sanitation problems Perform general tasks in the classroom: washing tables, picking up waste, clean countertops **Understand and use observation skills continuously** to provide feedback to teacher	• Children acquire further skills and knowledge and learning is understood as cooperative and productive activity • Leaning areas are well resourced with a wide variety of rich and diverse materials to choosefrom • Routine times are managed in a calm andorderly manner • Children are playing in a constructive, calm and safe environment • Children know the rules • Apply the discipline policy • Children can choose from a wide variety of outdoor activities • Children are playing constructively inside and outside respectively and supervised according to the required ratio • The remaining lunches/snacks are eaten by children andall personal belongings are packed in the bags

3	General	10%	• Refer any messages/queries to and from teacher • Check that all equipment is stored away each day • Make sure that all parents, visitors feel welcome • Make sure that all parents and visitors feel welcome and if necessary, prepare refreshments • Attend regular staff meetings (after hours) management committee meetings, workshops as required • **Practice flexibility and adaptability by being willing to move to a different/other age group yearly (multi-skilling)** • Be certain to know the evacuation plan and the use offire extinguishers • Assist in keeping the building and playground in clean and safe conditions through constant supervision and proper maintenance of equipment • Attend and conduct first-aid classes and evacuation drills • Abide by UCT HIV/AIDS policy • Understand and reinforce correction procedure • Work together as a team • Guide and support contract staff in your class duringrelief teaching	• Follow the communication policy and use discretion and be sensitive to parents and teacher • Indoor and outdoor play area is left tidy • Organized parent meeting • Parents and visitors feel comfortable • Share and apply skills • Cooperative team player

MINIMUM REQUIREMENTS

Minimum qualifications	NQF 1 in ECD or related field			
Minimum experience (type and years)	2 years in ECD environment			
Skills	Observation, verbal reporting, conflict resolution, problem solving, listening, communication skills, interpersonal skills, analytical thinking, level headedness, think objectively, innovative, visionary skills, leadership skills, negotiation, persuasiveness, resilience, perseverance, organizational, planning skills, execute fairness, commitment to position, effective engagement with others, computer skills			
Knowledge	ECD education-theory and practical, whole child approach, NCF-ELDA's, Principles and Aims			
Professional registration or license requirements	• First aid certificate (updated every 2 years) • Advantageous: Basic computer skills • Advantageous: SACE certification • Advantageous: NCF certification			
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Honesty to handle cash or finances'.)				
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Adaptability /Flexibility- Maintains an effective work style when experiencing changes in work tasks, processes or environment Remains focused on task despite changes Keeps own emotions from interfering with work Recognizes and adopts positive aspects of change Responds to change with appropriate sense of commitment Actively engages in change to better understand the effects on own role	1	**Analytical thinking / Problem solving**- Effectively uses existing procedures, processes, and tools to identify and solve routine problems Appropriately applies learned concepts, procedures, or "rules of thumb" to analyse data Identifies the information needed to solve a problem Recognises a match or mismatch between current data and a known standard	1
	Building interpersonal relationships- Works well with people from diverse backgrounds, Works to be accepted by peers and co-workers	1	Client / Student Service and Support- Asks questions to identify needs and expectations Responds with the appropriate level of urgency Takes into account the impact on the client/student when carrying out one's own position tasks Takes personal ownership in ensuring that expectations are met Asks questions about the satisfaction with the service provided	1
	Coaching / Developing Others- Takes specific steps to develop others so that they can take on more independent responsibility Provides informal suggestions to others to develop their knowledge, awareness, and skills Specifically explains correct procedures or desired performance Devotes significant time to provide task-related help to others	1	**Communication**- Appropriately expresses one's own opinion Listens closely to the message being delivered Waits until the speaker has ended the intended message before responding Accurately reports mistakes, errors, and unintended outcomes without glossing over what went wrong	1

	Conceptual thinking- Sees patterns, trends, or missing information when analysing relatively simple data Notices when a current situation is similar to a past situation and identifies the similarities Keeps the big picture in mind when working on issues	1	**Continuous learning**- Actively approaches others to gain a better understanding of own strengths and development needs Acts independently to create a development action plan to respond to own development needs Selects appropriate development activities and pursues them Looks at the lessons to be derived from a failure, mistake or negative event	1

	Creativity and innovation- Generates ideas for own area of responsibility Tries new methods for completing required tasks more efficiently Contributes ideas in team meetings	1	**Decision-making/ Judgement-** Uses sound judgement to make appropriate and timely decisions in well-structured or routine situations Weighs the advantages and consequences of alternative options before deciding on the approach to take Knows when to escalate a decision to a higher level Makes decisions that have an impact on own area of responsibility	1
	Energy- Has sufficient strength and vitality to perform duties required Works long hours without losing effectiveness Maintains a strong pace over time Performs well-structured or routine mental work effectively Performs routine, mildly physically taxing work effectively Adapts working methods in order to achieve objectives with energy available	1	**Follow up-** Establishes follow up dates Proactively contacts others to follow up on progress	1
	Formal presentation- Presents clearly and articulately when speaking with an individual or before a group Uses appropriate body language Adapts speech, presentation or conversation to the audience Thinks through the message in advance and organises the information in a logical flow Presents verbal information in an understandable form Effectively handles questions when communicating one-on-one or in a group situation	1	**Individual Leadership** Contributes to the successful functioning of their team Understands what is expected of them and responds appropriately to requests for improvement -	1

	Impact/Influence- Has a clear idea of the desired outcome Delivers several different arguments to support a position or gain acceptance Points out the benefits to others of desired actions for the purpose of gaining this acceptance Concisely and effectively describes problems and situations so progress toward creating solutions can be made Has awareness of the point of view of others when presenting an idea	1	**Information management-•** Aware of the knowledge and information relevant to their roles and the value this brings to the university • Reviews and communicates gaps in knowledge and information which hinder the achievement of objectives • Shares knowledge and information appropriately and participates in activities to facilitate sharing • Understands and complies with information management standards and guidelines • Effectively uses standard retrieval and distribution tools • Uses appropriate knowledge and information resources • Complies with information confidentiality and security standards	1

	Initiating action / initiative- Demonstrates drive and energy in performing the position • Recognises and acts on opportunities to address present problems and sees what needs to be done • Acts without being told or forced by events; is self-directed • Responds to situation or opportunities with appropriate sense of urgency • Works to achieve more than average results	1	**Managing conflict-** Identifies conflict situations needing attention • Aims to remain objective in a conflict situation • Avoid bringing up topics that do notdirectly contribute to the resolution of conflict • Treats conflict as an opportunity to gain a better understanding of ideas that differ from own and to clarify own viewpoints • States own point-of-view without criticising the other person's • Responds to opposing views in a non- defensive manner • Prioritise needs and goals, deciding what they are willing to give up and under what circumstances • Communicates openly and respectfully when addressing problems	1
	Meeting facilitation / leadership / participation- Participates in team/unit/departmental committees • Shows good meeting etiquette • Offers input and ideas • Checks for understanding • Listens to and acknowledges others • Makes procedural suggestions • Builds on other's ideas • Commits to follow up action	1	**Negotiation-•** Questions others to gain clarity on their needs and desired outcomes • Keeps calm and uses assertive, tactful and diplomatic behaviour. • Listens carefully to the arguments of the other party • Responds to opposing views in a non- defensive manner • Makes sure there is an agreed deadline for resolution • Lists all the issues which are important to both sides and identify the key issues • Identifies any areas of common ground • Explains the benefits of own argument putting points across clearly and concisely	1

			• Listens to possible alternative solutions offered by other parties in thediscussion • Makes concessions when required to reach agreement	
	Persuasiveness / sales ability- Applies logic to persuade others in straightforward situations • Recognises when it is appropriate to influence and/or persuade others • Establishes a rapport with others • Recognizes the need for additional buy-in or support from decision makers to achieve objectives	1	**Planning and organizing / work management-•** Sets priorities with an appropriate sense of what is most important • Manages time effectively to accomplish what needs to get done • Knows the status of own work at all times • Participates in planning sessions that affect own team	1
	Professional knowledge and skill Has a satisfactory understanding of the knowledge / skill area • Knows fundamental concepts, practices and procedures of the knowledge / skill area • Requires guidance and direction in applying the knowledge / skill in theposition • Has completed required training and/or obtained certification -	1	**Quality commitment/ work standards-** Pays attention to the quality of one's own work, checking for the accuracy of work produced • Provides information on a timely basis and in a usable form to others who need to act on it • Completes all work according to defined procedures and standards • Looks for potential improvements in own area of responsibility	1

SCOPE OF RESPONSIBILITY

Functions responsible for	Within in the classroom- Health and safety regulations, access, monitoring, evaluating, maintaining, consulting-with parents, conflict resolution, ensure processes and procedures adhered, recordkeeping when necessary, administration as necessary, attend and participate - staff meetings
Amount and kind of supervision received	Class teacher, Head, curriculum and operations administrator
Amount and kind of supervision exercised	Directly-babies/toddlers/children in class and parents with daily feedback to class teacher Indirectly- maintenance, committees with Educare, students visiting Educare, extra mural activities, new parents, visits external organizations, e.g. parliament, Cape Peninsula University of Technology, colleges – College of Cape Town, North link, False bay College, health & safety regulations
Decisions which can be made	Direct management of children in collaboration with class teacher and management team guidance
Decisions which must be referred	Issues escalated to management team after initial discussion with staff, parent or child ineffective

CONTACTS AND RELATIONSHIPS

Internal to UCT	Management team, Educare matters, health and safety regulations, P&S, report maintenance concerns
External to UCT	Partnering with other Educare for good practise