

# **Sticklepath Community Primary Academy**



## **Job Application Pack**

### **Job Position: Teaching Assistant (EYFS)**

To start: 4<sup>th</sup> November 2024

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Dear Applicant,

RE: Application for teaching assistant – information for candidates

We are delighted you are considering applying for a post at our school. Recruiting new members of staff into our team is always an exciting time; the Sticklepath journey has been built around the passions of our staff and their dedication to our children and community and we know any new member of staff, whatever their experience or role, will impact with fresh ideas, energy and enthusiasm.

Sticklepath is a wonderful school with a huge sense of belonging and the children and school community are warm and welcoming. The children are taught from the very earliest age about the brainology of learning and the importance of hard work, perseverance and resilience in achieving success. We seek to empower our learners and each other to be critical, curious thinkers and our work around oracy and the dialogic classroom is making a huge difference to all our children and especially our most vulnerable. We encourage our staff to seek out the latest thinking in the field of learning and some of our most exciting initiatives have started off as informal action research in the classrooms.

The teaching assistant post advertised is as follows:

- temporary contract linked to funding and potential fall in roll (initially for 1 year)

Our school is on the outskirts of Barnstaple on an estate called Woodville. The catchment is very mixed including areas of social housing, old and new and private housing. There is a rapidly expanding estate called Roundswell nearby and the school has increased in size over time to a two-form entry. We joined a new Multi Academy Trust in September 2018 - Tarka Learning Partnership - so there is potential for career development and professional development across a number of schools in the future including the new free school built at Roundswell which is part of the Trust and Eden Park Academy which the two co-headteachers of Sticklepath have been leading since September 2021. We currently have approximately 470 pupils on role (including our nursery) with a waiting list in many year groups.

One of the school's and the area's greatest challenges remains the low aspirations of many in the community but we are tackling this successfully in many ways; motivating and engaging our children to be aspirational for themselves is a key part of the work we do.

Some of the other strengths of the school are: -

- ✓ An ambitious and determined leadership and teaching staff, uncompromising in their commitment to every child succeeding within a rich, holistic curriculum designed around our vision for learning
- ✓ A warm, friendly staff who are committed to change and improvement and support each other wholeheartedly
- ✓ A creative and thoughtful approach to curriculum design that puts the school values at the heart of its curriculum and with a huge focus on oracy
- ✓ A long tradition of outstanding inclusion and safeguarding work with an exceptional reputation working with SEND

- ✓ A school with a passionate commitment to collaborative working and developing people supported by a Trust approach that prioritises CPD and professional learning for all staff including personalised coaching programmes, strong succession planning and unparalleled opportunities for teaching and leadership development
- ✓ Close proximity to Exmoor and the stunning beaches of North Devon
- ✓ A supportive School Academy Board and PTFA
- ✓ A network of local schools including a local secondary school as part of the Trust
- ✓ An award-winning Forest Schools area (this is the jewel in our crown!) and an Artsmark school with specialist teachers in art, music and drama
- ✓ An approach to social and emotional learning based on Relational Practice and the THRIVE approach (many of us are Thrive trained)

The pressure on our school – like every other - is constant. However, we remain committed to educating the whole child and delivering rigorous teaching of the basics within a rich and dynamic curriculum.

If you feel inspired by what you have read, then we look forward to hearing from you.

***Please contact the School Business Manager Ellen Mitchell or a member of our office team on 01271 342455 to arrange a visit or a call.***

Best Wishes



Ms Samantha Warner  
Executive Co-Headteacher



Mr Richard Blunt  
Executive Co-Headteacher



## **Current Vacancy:**

- Position:** Teaching Assistant (temporary contract)  
**Grade:** C SCP 5-7 (£23,500 pa pro-rated – pay award pending)  
**Hours:** 19.5 hrs per week, 39 weeks per year (term-time + non-pupil days)  
**Start date:** 4<sup>th</sup> November 2024  
**Closing date:** 18<sup>th</sup> October 2024 (12 noon)  
**Interview:** TBC but likely to be 23rd October 2024

Sticklepath Community Primary Academy is a partner school of the Tarka Learning Partnership based in North Devon.

We are looking to appoint a highly motivated Teaching Assistant with a passion for early childhood development to join our hardworking and dedicated Early Years / Nursery team. You will be required to carry out a range of teaching and learning activities including assessment and planning, preparing resources, setting up and managing the learning environment and maintaining pupil records.

We are looking for someone who:

- Is able to build strong appropriate relationships with children, parents and staff
- Has excellent communication and interpersonal skills to work well as part of a team
- Is strongly committed to improving outcomes for all children but especially the most vulnerable in our community
- Is committed to our Growth Mindset ethos and their own personal journey as a learner
- Has secure literacy and numeracy skills, ideally at GCSE Grade C or above which includes English and Maths
- Has NVQ Level 2 or relevant experience preferably in Early Years

We are committed to safeguarding and promoting the welfare of children and vulnerable adults and expect all staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, receipt of satisfactory references and an enhanced DBS with Children's barred list clearance.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

If you are interested in this vacancy, please download and complete the application form and return by email to [ellen.mitchell@sticklepath.tarkatrust.org.uk](mailto:ellen.mitchell@sticklepath.tarkatrust.org.uk)



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|--------------------------|--|
| <b>Position Title</b>    | <b>Teaching Assistant (temporary post)</b> |
| <b>Location</b>          | <b>School &amp; Nursery</b>                |
| <b>Reporting to</b>      | <b>Early Years Team Leader</b>             |
| <b>Scale Point (NJC)</b> | <b>Grade C 5 - 7</b>                       |

### **Job Purpose:**

To work under the guidance of the teaching and senior staff using experience and expertise in Early Years, Care and Learning, in an agreed system of supervision.

### **Main Duties & Responsibilities:**

- Implement agreed range of activities with individuals/groups of children, either within or outside of the nursery/foundation stage unit.
- Assist the teacher in the whole observation, assessment, and planning cycle.
- Management/preparation of resources to support an enabling learning environment, both indoors and outdoors.
- Supervise all children during the short-term absence of teachers (i.e. cover supervision).
- Generally assist children in undertaking both adult directed and child initiated activities, interacting with them to support their learning and development.
- Regularly contributing towards written observations of a child's progress, whilst maintaining confidentiality at all times. (Tapestry)
- Collating evidence to support a child's progress towards learning outcomes.
- Take on the role of 'keyworker' – to involve parent/child inductions, interacting with parents around children's progress, 2-year checks, writing termly reports and a transition document for children moving up to and within school.
- Liaise with outside agencies when appropriate.
- Food hygiene (snack and meal preparation) and administer First Aid.
- Provide intimate care for those children who require it.
- Be actively involved in creating displays.

**Person specification:**

| Attribute              | Essential  | Desirable   |
|------------------------|--|---|
| Experience             | <ul style="list-style-type: none"> <li>• Experience of working with children of relevant age in an early learning environment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of working in a school environment.</li> <li>• Experience of working as part of a team.</li> </ul>  |
| Practical Skills       | <ul style="list-style-type: none"> <li>• Ability to relate well to children and adults including other professionals, carers and parents.</li> <li>• Ability to demonstrate and promote good practice in line with the ethos of the school indoors and outdoors.</li> <li>• Firm commitment to protecting and safeguarding children at all times.</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent approach with children and parents.</li> </ul>  |
| Communication          | <ul style="list-style-type: none"> <li>• Have sufficient understanding and use of English to ensure the well-being of children in their care</li> </ul>  | <ul style="list-style-type: none"> <li>• Ability to promote and market the service to the wider community.</li> </ul>   |
| Personal Qualities     | <ul style="list-style-type: none"> <li>• Work constructively as part of a team.</li> <li>• Understand nursery and foundation stage unit roles and responsibilities and your own position in them.</li> <li>• Calm, consistent approach and ability to be warm, welcoming, personable and empathetic.</li> <li>• Able to maintain confidentiality.</li> </ul> | <ul style="list-style-type: none"> <li>• Working knowledge of relevant policies and codes of practice and awareness of relevant legislation.</li> </ul>   |
| Technology / IT Skills | <ul style="list-style-type: none"> <li>• Ability to use other technology to support learning such as video and photocopier.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ability to effectively use ICT to support learning</li> </ul>  |
| Education and Training | <ul style="list-style-type: none"> <li>• Willingness to participate in other development and training opportunities as needed</li> <li>• Commitment to lifelong learning with emphasis on literacy and numeracy skills.</li> </ul>   | <ul style="list-style-type: none"> <li>• Numeracy/literacy skills (at least equivalent to level 2 of the National Qualifications Framework)</li> <li>• Paediatric First Aid or Emergency Paediatric First Aid</li> <li>• Manual Handling</li> </ul> |

|                     |  |  |
|---------------------|--|--|
|                     | <ul style="list-style-type: none"> <li>● A full and relevant level 3 qualification</li> <li>● Safeguarding awareness or the ability to work towards</li> </ul>             |  |
| Equal Opportunities | <ul style="list-style-type: none"> <li>◦ Tarka Learning Partnership and its staff seek to eliminate discrimination, advance equality and foster good relations.</li> </ul> |  |
| Physical            | <ul style="list-style-type: none"> <li>◦ Able to carry out the duties of the post with reasonable adjustments where necessary.</li> </ul>                                  |  |

### **Supervision / Management of People:**

Working under direction/ instruction of senior member of staff with no direct supervision of others.

#### **1. Creativity and Innovation:**

Working as part of a team, the post holder will have opportunities to work creatively with children in a defined framework, (such as the statutory Early Years Foundation Stage), as instructed by onsite early years' teaching and senior staff. This may require some creative interpretation to adapt activities from the Early Years Foundation Stage curriculum to the needs and/or interests of the individual or small group. All team members would be expected to contribute in this way to maintain a varied and interesting menu of activities for the children to experience and learn new skills from. Any considerable changes to planned activities would require input from a senior member of staff. All members of the nursery team are expected to take shared responsibility for enabling children to reach their full potential and seeking opportunities for continuous improvement in the nursery.

#### **2. Contacts & Relationships:**

Work with a wide of range of people including other school staff and families. Communicate sensitively and effectively with parents and carers of children under supervision of senior staff in order to create an appropriate safe and secure learning environment. Work with teachers and other team members to share information and agree on a recommended course of action before speaking with parents. Establish productive working relationships with children, providing immediate feedback, whilst acting as a role model. Set high expectations for behaviour and learning. Support the activities of the teacher and senior staff in promoting and marketing the provision to prospective parents and be an enthusiastic advocate of early learning.

#### **3. Decisions – Discretion:**

The post holder has to work strictly under the supervision of the line manager and within the school's policies and procedures. Although this post assumes part of the shared responsibility for the safety, security, care, and education of the children who attend, with particular responsibility for his or her key worker children, this is always under the guidance of the supervisor who will be on site at all times. All staff members have a responsibility to ensure that Ofsted requirements are met at all times. The post holder has very little autonomy – freedom to act is very limited.



#### **4. Decisions – Consequences:**

This role reports directly to the Assigned Teacher, senior staff or Early Years Nursery Manager, as such, all decisions would be made in agreement with that post holder. As part of a small staff team, the Worker may make contributions to decisions affecting the working of the nursery unit. As Key Worker to a small group of children, they may also exercise a limited autonomy with regard to the implementation of various activities and/or procedures.

#### **5. Resources:**

The post holder takes part in organising the availability and use of general and specialist play equipment and other resources, including checking to make sure they are clean, safe and secure for young children. The post holder must uphold the school's health and safety policies by reporting problems with resources and equipment to senior staff for further action to be taken. The post holder takes part in discussions about the provision of new resources.

#### **6. Work Demands:**

Under supervision of the senior staff member and with other members of the Foundation Stage Team, the post holder must promote and uphold the Ofsted minimum requirements of for the Early Years Foundation Stage at all times. Inspections should coincide with the schools Ofsted inspection process, and therefore little or no notice is given. Work demands can vary and there will often be interruptions or disruption to routine (a child becoming ill, a parent running late) but these are typically of a routine nature and covered within the policies and procedures of the school.

#### **7. Physical Demands:**

The role involves working directly with young children including bending, kneeling and crouching for periods of time. It may also involve occasionally lifting or holding children during planned activities and may include changing nappies and toileting duties. The Foundation Stage curriculum requires that a broad range of activities, including outdoor play, should be made available for children to access daily, so the role will involve working outdoors in a playground or other outdoor area. Lifting and carrying of play equipment and bending and clearing away after play are all a daily part of this role, sometimes assisted by the children.

#### **8. Working Conditions:**

Work involves working both indoors, within the school environment, and outdoors, including leading facilitating in an outside environment. – for example, building a snowman with young children. As with all work with young children, the post holder will experience periods of moderate noise, for example, when participating in a music session with young children. The post holder may also occasionally work in other environments when accompanying the children on trips to places of interest, both within the local community and further afield, for example, on a visit to the zoo.

#### **9. Work Context:**

There is a minimal risk of illness or injury working in a school.

#### **10. Knowledge and Skills:**

This role requires the ability to undertake work in one broad area of activity - a nursery or foundation stage unit with young children with a basic level of practical knowledge and skills.

In order to meet statutory requirements, the post holder must possess a full and relevant level 2 qualification. Specifically, the post holder should demonstrate knowledge and skills with regard to:

### **Work with the children**

- Implementing agreed learning activities and teaching programmes.
- Monitoring children's responses to learning activities through observation and providing objective and accurate feedback and reports as required on child achievement and progress and other matters to the teacher or senior staff making sure that appropriate evidence is available.
- Encouraging children to both interact and work co-operatively as well as develop independence and self-reliance. This includes promoting positive values, attitudes and good child behaviour acting as a role model, and engaging children in activities and providing immediate feedback in relation to progress and achievement.
- Working with the teacher and senior staff to establish an appropriate physical and emotional safe and secure learning environment thus ensuring that all children have the opportunity to learn, interact and fulfil their potential.

### **Administration**

- Contributing observations on children's progress to the setting's observation recording system
- Providing general clerical and administrative support as required – for example, by making an entry in an accident log.

### **Liaison**

- Liaising sensitively and effectively with parents and carers under the supervision of senior staff.
- Liaising with senior staff with regard to the need for, preparation of and/or maintenance of general and specialist equipment and resources.
- Being aware of, and complying with, policies and procedures relating to child protection, health safety and security, equality and diversity, confidentiality and data protection and reporting all concerns to an appropriate person. The setting operates a policy of collective responsibility, (including all staff and children) towards the safeguarding of all members of the setting and the welcoming of diversity
- Recognising your own strengths and areas of expertise and using these in the setting.
- Aiding in the promotion and marketing of the provision to prospective parents and members of the community

### **Other**

- Contributing to the overall ethos, work and aims of the school.
- A positive approach to continuous professional development, including accessing recommended training and development programmes as identified by senior staff.

## Recruitment Process

Short-listed candidates will be invited to attend a selection process which we expect to be held the week beginning 21<sup>st</sup> October 2024.

All candidates must bring with them the following documents;

- Documentary evidence of the right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as current driving licence including a photograph and/or passport and/or full birth certificate
- Documentary proof of current name & address (i.e. utility bill, financial statement etc)
- Where appropriate any documentation evidencing a change of name
- Documents confirming educational or professional qualifications that are necessary or relevant for the post

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualification **before interview**. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Offers of employment are made subject to receipt of satisfactory references, online social media checks, medical fit for work clearance and receipt of enhanced DBS check.