



Northern
Lights

LEARNING TRUST

APPLICATION PACK



Northern Lights



We are a Multi-Academy Trust currently comprising 12 schools – primary and secondary – and over 4,600 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.



We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



Firthmoor Primary School
Darlington



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St Aidan's CE Academy
Darlington



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Tilery Primary School,
Stockton-on-Tees



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



Welcome from the CEO

Thank you for your interest in the position of Early Years Educator within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 9 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4600 pupils and employ over 700 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton OBE
Chief Executive Officer



Headteacher Welcome

Thank you for your interest in this post. St Peter's Elwick Church of England Primary School is a small, rural school on the outskirts of Hartlepool with a vision to give all the opportunity to be who God created them to be and have fullness of life. We are an inclusive, welcoming school for all faiths and none and it is an enormous privilege to serve our wonderful pupils and committed parents as their Headteacher.

At St Peter's Elwick, you will find pupils who are keen to learn and to support the wider life of school and beyond through our range of leadership opportunities. Both Ofsted (March 2023) and SIAMS (March 2022) praised our pupils for their 'exemplary behaviour'. We are a high performing school who strive to identify the unique gifts given to each of our children and staff members and support them in making the best use of these to serve others.

As a member of staff here, you would join a team of caring and hard working professionals who go the extra mile to support our children and one another. Similarly, you would receive high quality professional development and support as part of Northern Lights Learning Trust – there's always someone who can help or who you can learn from!

Yours sincerely

Vikki Wilson
Headteacher

Early Years Educator Level 3 (2 year old provision)

To start as soon as possible
at St Peter's Elwick C of E Primary School
NJC SCP 6-7

£25,989 - £26,403 FTE per annum, pro rata to hours and weeks worked. Salary starting point subject to experience.

32.5 hours per week over 38 weeks of the year (Term Time only)

*Are you enthusiastic, kind and supportive of our inclusive ethos?
Are you excited by an opportunity to give our children the very best start to their journey in St Peter's Elwick?*

We expect the successful candidate to:

- Have high expectations of learning and behaviour and inspire and motivate our children.
- Be supportive, nurturing and understanding with high expectations.
- Seek to make learning exciting and a positive experience.
- Communicate well with parents, carers and members of staff, as well as pupils.
- Be driven and proactive.
- Work well as part of a team.
- Be willing to contribute to school life outside of the classroom.
- Be flexible in approach.
- Be IT literate

If this describes you, we would really welcome your application

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare and benefits package including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources
- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

Applications must be received by: Monday 7th September at 9am

Shortlisting will take place on: Monday 7th September

Interviews will take place on: Wednesday 16th September

HOW TO APPLY:

Applications should be submitted via email on Sharon.Collier@nllt.co.uk or if you prefer you can submit through post to St. Peter's Elwick CofE Primary School, North Lane, Elwick Village, TS27 3EG.

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, or if you would like to arrange a visit to the school, please contact us on info.elwick@nllt.co.uk

Details of the school can be found on the school website:

<http://www.hartelwickfederation.org.uk>

JOB DESCRIPTION

Post: Early Years Educator (Level 3 full and relevant) for 2 year old provision
Responsible to: Early Years Teacher
Salary band: NJC SCP 6-7
Start date: As soon as possible

Key purpose of the role:

The Early Years Teaching Assistant is responsible for supporting the learning, development, care, and wellbeing of children within the schools brand new Early Years provision, helping to provide a safe, nurturing, stimulating, and inclusive environment in line with the Early Years Foundation Stage (EYFS) framework.

The postholder will work closely with teaching staff and other professionals to support children's learning through play, promote positive relationships, and ensure children's individual needs are met.

Main Duties

1. Learning and Development Support

- 1.1. Act as a named Key Person for a group of children, building secure, nurturing, and responsive relationships.
- 1.2. Support the planning and delivery of engaging age-appropriate activities in line with the EYFS curriculum.
- 1.3. Encourage children's social, emotional, physical, and language development through play-based learning.
- 1.4. Observe, assess, and record children's progress and contribute to learning journals and assessments.
- 1.5. Support children to develop independence, confidence, and self-care skills.
- 1.6. Promote communication and language development through positive interactions, storytelling, songs, and play.
- 1.7. Provide additional support for children with SEND or emerging additional needs, where required, following individual plans and working closely with the SENCO.

2. Care and Welfare

- 2.1. Provide a safe, caring, and inclusive environment for all children.
- 2.2. Support children with personal care routines, including toileting, changing, handwashing, and mealtimes in line with setting policies.
- 2.3. Ensure safeguarding and welfare requirements are fully adhered to at all times.
- 2.4. Support children with transitions, settling in, and emotional regulation.

3. Behaviour and Relationships

- 3.1. Promote positive behaviour and model appropriate interactions and language.
- 3.2. Build positive relationships with children, parents/carers and colleagues.
- 3.3. Encourage children to develop sharing, turn-taking and cooperative people skills.
- 3.4. Support children's emotional wellbeing and respond sensitively to individual needs.
- 3.5. Communicate clearly and sensitively with children, adapting interactions to meet their developmental needs.
- 3.6. Work collaboratively with colleagues to support children's learning, development and wellbeing.

4. Environment and Resources

- 4.1. Help maintain a clean, safe, stimulating and well organised learning environment.
- 4.2. Prepare and maintain learning resources and activities both indoors, and outdoors.
- 4.3. Support outdoor learning and play opportunities.

5. Working with Others

- 5.1. Develop positive partnerships with parents and carers and share information appropriately.
- 5.2. Contribute to parent meetings, observations and progress discussions where required.

- 5.3. Work collaboratively with teachers, SENCO, therapists and external agencies to support children's development.
- 5.4. Contribute positively to team working within the nursery and wider school environment.
- 5.5. Communicate effectively and professionally with colleagues, parents/carers and other professionals.
- 5.6. Support and guide less experienced staff, students or volunteers where appropriate.

6. Health and Safety

- 6.1. Maintain a safe, clean, and secure learning environment for children, staff, and visitors at all times.
- 6.2. Follow all health and safety policies, procedures, and risk assessments relevant to the Early Years setting.
- 6.3. Ensure indoor and outdoor learning environments are safe, appropriately prepared, and free from hazards.
- 6.4. Supervise children closely during activities, mealtimes, toileting, sleep/rest periods, and outdoor play.
- 6.5. Support safe moving and handling practices in line with training and setting procedures.
- 6.6. Report accidents, incidents, hazards, and concerns promptly in accordance with school procedures.
- 6.7. Administer first aid and medication where appropriately trained and authorised.
- 6.8. Ensure toys, equipment, furniture, and resources are used safely and maintained appropriately.
- 6.9. Promote good hygiene practices and infection control procedures.
- 6.10. Take reasonable care for the health and safety of themselves and others affected by their actions.

7. Safeguarding

- 7.1. Safeguard and promote the welfare of all children in accordance with statutory guidance and school policies.

- 7.2. Maintain professional vigilance and report any safeguarding or child protection concerns immediately to the Designated Safeguarding Lead (DSL).
- 7.3. Understand and follow all safeguarding, child protection, whistleblowing, and safer working practice procedures.
- 7.4. Build trusting and supportive relationships with children while maintaining professional boundaries.
- 7.5. Support children's emotional wellbeing, safety, and inclusion within the setting.
- 7.6. Attend safeguarding and child protection training as required.
- 7.7. Ensure confidentiality is maintained appropriately in relation to children, families, and staff.
- 7.8. Recognise and respond appropriately to signs of abuse, neglect, exploitation, or vulnerability.
- 7.9. Promote equality, inclusion, and respect for diversity at all times.

8. Personal and Professional Conduct

- 8.1 Uphold the ethos, vision, values, policies and procedures of the nursery, school and Trust at all times.
- 8.2 Demonstrate a positive, professional attitude and model appropriate behaviours to support the emotional, social and learning needs of young children.
- 8.3 Build and maintain effective, respectful relationships with children, parents/carers, colleagues and other professionals.
- 8.4 Maintain high standards of professional conduct, including punctuality, appearance and confidentiality.
- 8.5 Ensure the safety and wellbeing of all children by adhering to safeguarding requirements, statutory guidance and nursery policies at all times.
- 8.6 Maintain appropriate professional boundaries with children and their families, acting as a positive role model.
- 8.7 Recognise and respect individual differences, promoting inclusion, equality and cultural diversity within the setting.

- 8.8 Show a commitment to ongoing professional development through reflective practice, self-evaluation and training.

9. Knowledge and Understanding

- 9.1 Demonstrate a secure understanding of the Early Years Foundation Stage (EYFS) framework and child development, particularly for children aged 2–4.
- 9.2 Understand the needs of all children, including those with SEND, and adapt support to meet individual developmental needs.
- 9.3 Contribute to children's learning and development through effective observation, assessment and planning support.
- 9.4 Engage in continuous professional development to maintain up-to-date knowledge of Early Years practice.
- 9.5 Understand the wider context of the nursery and school, including safeguarding, inclusion and child development priorities.

10. Other responsibilities

- 10.1. Follow all Trust policies and procedures, including safeguarding, health and safety, confidentiality, behaviour and equality policies.
- 10.2. Attend staff meetings, and relevant training sessions where appropriate.
- 10.3. Participate in continuous professional development
- 10.4. Undertake any other duties appropriate to the grade and nature of the post.

The duties outlined in this job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the school and Trust.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of school and Trust records and information.

The post holder must carry out their duties with full regard to the Academies Single Equality Duty, Code of Conduct, Child Protection Policy and all other Trust and school Policies.

The postholder must comply with the school and Trust Health and Safety rules and regulations and with Health and Safety legislation.

PERSON SPECIFICATION

Early Years Educator

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	1. Well-presented and complete application form		Application
QUALIFICATIONS	1. Hold a DfE approved full and relevant Early Years qualification that meets the requirements for working in ratio in the Early Years Foundation Stage 2. Secure numeracy and literacy skills with GCSE English & Maths at grade 4 or above (or equivalent)	1. Paediatric First Aid or willing to work towards	Application
EXPERIENCE	1. Working with or caring for children who are under 5 years (Early Years) 2. Commitment to and/ or experience of working with children with a range of Special Educational Needs (SEN).	1. Have experience of working in a setting with 2 year olds 2. Relevant Continuous Professional Development 3. Experience of creating stimulating learning environments	Application Interview References
SKILLS AND KNOWLEDGE	1. Knowledge of the EYFS curriculum, assessment strategies, planning and intervention programmes and phonics	1. Excellent understanding of national/Early years foundation stage curriculum and other relevant learning	Application Interview Certificates

	2. Effective use of IT to support learning 3. Ability to write brief reports and keep accurate records 4. Have excellent behaviour management skills 5. Knowledge and understanding of safeguarding and health and safety 6. Excellent communication and organisational skills, ability to show initiative		
PERSONAL QUALITIES	1. Have a willingness to demonstrate commitment to the school vision and values 2. Ability to build effective relationships with pupils' families, liaising sensitively & effectively with them, recognising your role in pupils' learning. 3. To work constructively as part of a team, understanding classroom / unit roles and responsibilities and your own position within these 4. To be an excellent role model 5. To constantly improve own practice/knowledge through reflection, self-evaluation and	1. Willingness to engage in occasional out of hours working to support school functions	Application Interview References

	learning from others. 6. To work flexibly as the workload demands		
OTHER	1. Satisfactory references (which will be requested for all candidates progressed to interview under safer recruitment practices) 2. Enhanced DBS with barred list check		References DBS certificate

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Artificial Intelligence and Recruitment at Northern Lights Learning Trust

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process
- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please email: hadmin@nllt.co.uk