



**Early Years Teaching Assistant  
Stakesby Primary Academy**

**Recruitment Information Pack**



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## Stakesby Primary Academy

### Dear Applicant

Allow me to extend a warm welcome from the staff, children and the Academy Improvement Committee of Stakesby Primary Academy. I am delighted you have shown an interest in joining us and I look forward to sharing with you what makes our school an exceptional place to work.

Our children are enthusiastic, happy, confident and energetic. They are excited about their learning, be it in the classroom or outdoors as part of our PE and Forest School curriculum.

At Stakesby, we have built a learning community that puts the whole child and their development at our very heart. You will be joining a school which prides itself on creating a happy, safe and nurturing environment where all children achieve their potential through a stimulating and ambitious curriculum. We have a dedicated staff who work hard to provide the best opportunities and create a positive atmosphere where learning is purposeful and celebrated. As Principal, it is my job to make sure colleagues are supported and challenged to bring the very best to Stakesby.

This is an exciting time to join us. As a proud primary member of the Enquire Learning Trust (a specialist primary Trust of 29 schools), our team are working in partnership with our fellow northern-hub schools to share, learn and create a primary hub we are proud of. Through our Trust we are able to access the support and resources from the soon-to-be-launched Teaching School, which means as a staff member you have a wide range of colleagues, tools and resources to help you develop not just in the classroom but beyond.

I hope that you will take the time to come and see for yourself the warm and welcoming atmosphere which makes our vision a reality.

Good luck with your application - I look forward to reading it.

Emma Robson  
Principal

## Our Trust



**Stakesby Primary Academy is a proud member of the Enquire Learning Trust, a specialist Primary Trust of 29 schools across the North of England.**

## Believe, Persevere, Achieve

### Our Academies are:

- Inclusive – provision should meet the needs of learners of all abilities, with aspirational targets set for every child
- Focused upon achievement – ensuring that opportunities are created for all children to reach their academic potential
- Meaningful and relevant – focused upon meeting children where they are and taking them to where they need to be
- Building confidence and self-esteem – so that all children believe they can be successful learners
- Developing habits for learning – habits which children will be able to draw upon throughout their education and beyond
- Inspirational – through creative and imaginative teaching which inspires a love of learning in every child

This is what we see, hear, and feel in every Enquire Learning Trust academy.

Our approaches to school improvement are built upon a number of key ingredients. These are expressed in our quality keystones.

**To learn more about us please visit us at [www.enquirelearningtrust.org](http://www.enquirelearningtrust.org)**

### Career pathways

#### **We believe in growing the very best teachers and leaders through:**

- An outstanding professional development program for staff at all stages of their career to help ensure the highest levels of standards in the classroom.
- An incremental coaching and development program for all staff and ongoing training in the use of formative assessment.
- Opportunities for continued leadership development.

**A career progression pathway for a new member of staff joining our school as an ECT or as an experienced member of staff may involve:**

#### **Year 1**

- **Partnership with a lead teacher in school** – for weekly mentor meetings with ECTs and peer coaching with more experienced staff adapting to their new school

- **Comprehensive CPD program** – with initially weekly events to accelerate progress during your first term in your new school and a continuing program of bespoke opportunities throughout the year

### **Application Process**

The closing date for all applications is **9am, Monday 4<sup>th</sup> December 2023**

Interviews will be held shortly after the closing date.

**Completed applications must be returned to [NYES.Resourcing@northyorks.gov.uk](mailto:NYES.Resourcing@northyorks.gov.uk)**

**If you think you're the person for the job, please complete the enclosed application form with your supporting statement, no more than two sides of A4, and send to the email address above by the closing date.**

An email will be sent to candidates with details of the shortlisting outcome.

### **Queries / Visits**

Informal chats with our Headteacher are welcomed. For queries or to arrange a call with the Headteacher, please contact

**Chloe Bullen via [chloe.bullen@northyorks.gov.uk](mailto:chloe.bullen@northyorks.gov.uk) or on 01609 536 964 \*69 64**

We actively welcome you to contact us to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people on the coast.

## JOB DESCRIPTION

**SCHOOL:** Stakesby Primary Academy

**POST TITLE:** Teaching Assistant

**REPORTS TO:** Principal

**MAIN PURPOSE:** To work under the instruction/guidance of teaching/senior staff, to undertake work/care/support programmes, to enable access to learning for pupils, including those with SEN and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

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### TASKS:

#### SUPPORT FOR THE PUPILS:

- Supervise and provide particular support for specific pupils with complex needs, including autism, ensuring their safety and access to learning activities
- Be aware of, and implement, Individual Provision Maps including Behaviour Plans and Personal Care programmes
- Establish constructive and supportive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

#### SUPPORT FOR THE TEACHER:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- Use strategies, in liaison with the teacher and subject leads, to support pupils to achieve learning goals
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers and SENDCo on pupils' achievement, progress and difficulties
- Promote outstanding pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers under teacher guidance

#### SUPPORT FOR THE CURRICULUM:

- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

### **SUPPORT FOR THE SCHOOL:**

- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, work and aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings and training as required
- Assist with the supervision of pupils out of lesson times
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all times
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

## PERSON SPECIFICATION

**POST TITLE:** Teaching Assistant

	Essential	Desirable
<b>QUALIFICATIONS/ TRAINING:</b>	<ul style="list-style-type: none"> <li>NVQ or equivalent qualification in relevant discipline</li> <li>Willingness to participate in relevant training and development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Team Teach training or willingness to undertake this training</li> <li>Child Protection training</li> <li>Training in Special Educational Needs strategies</li> <li>Understanding Autism training</li> </ul>
<b>EXPERIENCE:</b>	<ul style="list-style-type: none"> <li>Recent and relevant experience of working with primary age children with complex or additional needs</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working 1 to 1 with a child with an ASD diagnosis</li> </ul>
<b>SKILLS/ KNOWLEDGE:</b>	<ul style="list-style-type: none"> <li>Ability to relate well to children and adults</li> <li>Ability to work effectively within a team environment, understanding classroom roles and responsibilities</li> <li>Ability to build effective working relationships with all pupils and colleagues</li> <li>Ability to promote a positive ethos and role model positive attributes</li> <li>Ability to work with children at all levels regardless of specific individual needs</li> <li>General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area)</li> <li>Experience of resources preparation to support learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>Relevant knowledge of First Aid</li> <li>Knowledge of Child Protection</li> <li>Equal Opportunities and recognising the nature of the diverse school community</li> <li>Understanding of basic technology – computer, video, photocopier etc</li> </ul>



	<ul style="list-style-type: none"> <li>• Effective use of ICT to support learning</li> <li>• Good communication skills</li> <li>• Good numeracy and literacy skills</li> <li>• Be able to maintain confidentiality</li> <li>• Good listening skills</li> <li>• The ability to manage behaviour of children in a positive and supportive manner</li> <li>• Awareness and basic understanding of the school curriculum (within specified age range or subject area)</li> <li>• General awareness of inclusion, especially within a school setting</li> </ul>	
<b>PERSONAL AND PROFESSIONAL ATTRIBUTES:</b>	<ul style="list-style-type: none"> <li>• Friendly, approachable and professional manner</li> <li>• Reliable and flexible</li> <li>• Calm approach</li> <li>• A commitment to working as part of the whole school team and supporting the vision and aims of the school</li> <li>• High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements</li> <li>• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners</li> <li>• Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work</li> <li>• Ability to liaise sensitively and effectively with parents/carers and carers, recognising role in pupils' learning</li> </ul>	

	<ul style="list-style-type: none"><li>• Able to improve their own practice through observations, evaluation and discussion with colleagues.</li></ul>	
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