

Windmill Primary School

Classroom Assistant

Early Years (EYFS)

Application pack



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Our Values

Our values are fundamental to every decision we make:

'Every day is a new day'

We believe in fresh starts, learning from our mistakes and forgiving each other

'Be there for each other'

We believe in supporting and looking after each other, especially in times of need

'Aim high'

We believe that we should not feel limited by doubt - our own or other people's, we should be optimistic

'Do your best'

We believe that effort is important - compare yourself to yourself, not to others

'Don't give up'

We believe that it's good to be committed and to persevere, that's how we make progress

'Believe in yourself'

We believe that to achieve we must first believe; we try to be resilient and do positive 'self-talk'



Our Mission

What are we here for?

'To give children the best possible start to the rest of their lives!'

That's our mission ... we thought long and hard about this ... we know that we have a major part to play ... so we aim to play our part to the best of our capability!

We do the best we can to help children at Windmill make positive choices, believing that their experiences here will continue to be an influence in their future lives...

Our Vision

We want to be a school which IGNITES something inside children which grows and flourishes as they go through life!

We believe we are that school already, but our vision is that we become the best in the world at:

Including everyone
Guaranteeing opportunities
Nurturing aspirations
Inspiring each other
Trying everything
Encouraging independence

Welcome!

“ I'm Mark Gibbons and I feel immensely proud to be the Headteacher of Windmill Primary School. Take a step inside our school grounds and into the school building and you will be instantly struck by the calm, warm, positive atmosphere, and the quality of provision. I think children who become Windmill pupils are really lucky - I wish I had gone to a primary school that had such an excellent teaching team and such wide-ranging opportunities! ”

What OFSTED 2022 had to say...

'Pupils are kind and caring.'

Pupils celebrate the different cultures there are in the school community.

'Pupils achieve well.'

The Windmill curriculum is ambitious, and pupils rise to the high expectations.

'Reading has high importance across the school.'

'Staff are well trained and have excellent subject knowledge.'

'Leaders have ensured that the school has gone from strength to strength.'

Pupils' positive behaviour is a result of a calm, purposeful and praise-filled environment.

'Staff are vigilant about all aspects of safeguarding.'

'Staff have a very good knowledge of families and the local community.'

Job Description

Working in Early Years, responsible to the Class Teacher, Assistant Headteachers, Deputy Headteacher and Headteacher.

Support for pupils

- Use initiative and direction to support teaching and learning
- Assist with programs of intervention for pupils with gaps in their learning or with Special Education Needs and Disabilities.
- Establish and maintain positive and productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Give encouragement and advice to learners, correcting misconceptions if possible
- Support pupils in use of technology

Support for the teachers

- Provide verbal feedback to the teacher on pupil achievement, progress and other matters
- Assist with the keeping and updating of records as agreed with the teacher. Assist the teacher with assessment activities
- Promote positive values, attitudes and good behaviour, supporting in incidents of conflict in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Provide clerical/administrative support, photocopying, displays and gathering of resources
- Support pupils in use of technology
- Support for the school
- Be aware of and comply with policies and procedures relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns about child safety and well-being 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/works/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in scheduled meetings
- Participate in training and other learning activities as required
- When on playground duty at morning playtime or lunchtime, promote pupils' enjoyment of those times by leading and encouraging play activities
- Assist with supervision of pupils on visits, trips and out of school activities as required
- Assist with Health & Safety events, including personal care in some cases
- Assist with cleaning small areas in some cases

Review, induction, further training and development:

The post holder is required to undertake self-review at least annually, regarding working methods and areas of responsibility, in addition to participating in arrangements for further training and professional development.

Discipline, health and safety:

The post holder is required to maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Meetings:

The post holder is required to participate in meetings at the school which relate to their job role.

Administration:

The post holder is required to participate in administrative and organisational tasks related to such duties as described above.

Work/Life Balance:

A reasonable work/life balance is supported by the school. There is flexibility within the Trust Leave Policy to allow staff to discretionary paid or unpaid leave on written request. The job description is not necessarily a comprehensive definition of the post and the post holder may be required to undertake other tasks as the Headteacher may require as long as they meet the requirements of the Local Authority Personnel Handbook.

Job Description

Safeguarding Children:

The Trust Child Protection Policies and Recruitment of Ex-Offenders Statement can be found at: <https://www.communityacademiestrust.org/en-GB/trust-information>.

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. Community Academies Trust is exempt from the Rehabilitation of Offender Act 1974. We expect all staff to share our safeguarding commitments and to undergo appropriate safer recruitment checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from Community Academies Trust vision and values.

English Duty:

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Community Academies Trust supports Equal Opportunities Employment.

Community Academies Trust Company Registration No. 0747273-6

“Education is for improving lives and for leaving your community and world better than you found it”

Person Specification

	Essential	Desirable
Qualifications		<ul style="list-style-type: none"> – NVQ Teaching Assistant – Child Protection training – Managing Actual and Potential Aggression (MAPA) training – PREVENT training – Read, Write, Inc training
Experience, Skills, and knowledge		<ul style="list-style-type: none"> – Working in a school – Using technology – Work with a range of ages – Working in areas of socio-economic deprivation – Working with pupils with social/emotional/ mental health needs – Shows personal motivation regarding training and personal development – Knowledge of policies and procedures relating to child protection
Personal Qualities	<ul style="list-style-type: none"> – A positive person with a can do attitude – Is a good communicator and team worker – Ability to relate well to children and adults, understanding their needs and able to respond accordingly 	
Other	<p>Can demonstrate they are:</p> <ul style="list-style-type: none"> – Not a risk to the safeguard or welfare of young people – Puts the welfare of young people at the heart of their work – Resilient and determined – Can adapt to each new situation (thinking on your feet) – Trustworthy, honest, shows integrity and has a sense of fair play – Commitment to safeguarding and promoting the welfare of children and young people – Willingness to undergo appropriate checks, including enhanced DBS Checks – Motivation to work with children and young people – Ability to form and maintain appropriate relationships and personal boundaries with children and young people. 	

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.

How to apply...

Status:

Part Time – Permanent
32.5 hours per week
Term time plus PD days

Salary:

NJC Scale 1 point 2 - 3 FTE £20,441 to £20,812)
Actual salary, Pro rata £ 15,581.40 to £15,864.19
(£10.60 – £10.79 per hour)

Closing Date:

12 noon 21st June 2023

Start Date:

1st September 2023

Interviews:

W.C 26th June 2023

Apply now:

Please apply by visiting
[WMJobs](http://www.windmillprimaryschool.co.uk/jobs)

Find us:

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Beaconsfield
Brookside
TF3 1LG

Contact us:

Visit
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