



General Teaching Assistant
Childhaven Community Nursery School
Recruitment Information Pack



Contents

About the School	3
Application Process	4
Job Description and Person Specification	5 – 10
Applying for a job with North Yorkshire Council	11



Childhaven Community Nursery School

Discover, Play, Learn – Providing Outstanding Early Education

An OUTSTANDING school in the heart of Scarborough, at Childhaven, we are committed to supporting our children develop into resilient, independent life-long learners. We were judged to be OUTSTANDING by Ofsted in 2012,2015 and then again in 2019!

We provide a vibrant, welcoming and inspirational setting and serve the communities around the Scarborough Town. We are one of only 3 maintained nursery schools in North Yorkshire and we offer children a unique start to their education. Children aged between 2 and 4 play and learn together in our wonderful Victorian building and garden.

As a lead school within the Scarborough Teaching Alliance we share best practice and are committed to training the next generation of teachers and support staff.

Thank you for your interest in joining our team. This is an exciting time for us as we strengthen and develop our nurturing provision for our children, as we support children with a wide range of additional needs.

We look forward to receiving your application.



Application Process

Please apply via NYC Jobs

The closing date for all applications is **9am, Monday 4th March 2024**

Interviews will be held Thursday 7th March

An email will be sent to shortlisted candidates with details of the interview process.

We do not accept CV's.

Please get in touch if you require the form to be sent in a different format.

Queries

Informal chats about the role are welcomed and encouraged. For queries or to arrange a call with the Head, please contact: NYES.Resourcing@northyorks.gov.uk



Job Description

	NYC	Childhaven
JOB PURPOSE:	<ul style="list-style-type: none"> • To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff, and may be responsible for some learning activities within the overall teaching plan. • May work in the classroom or appropriate location within the school, with access to support and guidance as required. 	<ul style="list-style-type: none"> • Support learning and development of groups of children, within the planning framework developed by the teachers. • Work collaboratively within the nursery team, complementing the work of teachers, and key workers.
Supporting Learning & Development	<ul style="list-style-type: none"> • Support pre planned learning/behaviour activities as directed by the teacher. • Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students. • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning. 	<ul style="list-style-type: none"> • Work within the framework of core provision plans, medium and short term plans to support children’s learning and development. • Make observations as required and contribute to the on-going observational assessment of children’s learning and development. • Effectively support children who have individual learning plans, working with specialist staff to deliver intervention and support. • Engage with children to develop sustained, shared thinking, and promote the characteristics of effective learning, as defined in the EYFS.

Communication	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies /professionals. • Communicate effectively with all pupils, families, carers and other agencies / professionals. 	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies /professionals. • Communicate effectively with all pupils, families, carers and other agencies / professionals.
Sharing information	<ul style="list-style-type: none"> • Share information confidentially about pupils with teachers and other professional as required. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. • Participate in staff meetings. 	<ul style="list-style-type: none"> • Share information confidentially about pupils with teachers and other professional as required. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. • Participate in staff meetings.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence. • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate. 	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence. Support children during lunchtimes. • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.

Administration/Other	<ul style="list-style-type: none"> • Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work. • Support the use of ICT and adhere to relevant policies. • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations. • Participate in appraisal, training and other learning activities. 	<ul style="list-style-type: none"> • Prepare and maintain the learning environment, with reference to provision plans and identified enhancements. • Carry out routine tasks to support the work of teacher, HLTAs and ATAs. • Support the use of ICT and adhere to relevant policies. • Participate in appraisal, training and other learning activities.
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • Work with colleagues and others to maintain health, safety and welfare within the working environment. 	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • Work with colleagues and others to maintain health, safety and welfare within the working environment.
Data Protection	<ul style="list-style-type: none"> • To comply with the Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. 	<ul style="list-style-type: none"> • To comply with the Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.

Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils. • Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values. 	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils. • Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.
Customer Service	<ul style="list-style-type: none"> • The Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. 	<ul style="list-style-type: none"> • The Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

Person Specification

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Knowledge</p> <ul style="list-style-type: none"> • An awareness of child/young person's development and learning • An understanding that children/Young people have differing needs 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes • Knowledge of Behaviour management techniques • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
<p>Experience</p> <ul style="list-style-type: none"> • Experience appropriate to working with children in an learning environment 	
<p>Qualifications</p> <ul style="list-style-type: none"> • GCSE Maths and English or equivalent 	<ul style="list-style-type: none"> • Relevant level 3 qualification in SEND or Early Years / Childcare • Paediatric First Aid
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy Skills 	<ul style="list-style-type: none"> • Basic ICT Skills
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS Clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • 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 and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post 	

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.