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**Overdale Community Primary School**

**KS2 General Teaching Assistant**

**Recruitment Information Pack**

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*Meet Buddy, our Therapy Dog*

**About the School and Headteacher's Welcome**

Welcome to Overdale Community Primary School and on behalf of our children and staff thank you for taking an interest in the learning team. We are very proud of our school and our ethos of positivity; where the welfare, wellbeing and achievement of our children are firmly embedded.

We are incredibly proud of our calm and happy learning community in facilities which were purpose built in 2021 to support our existing and new families that have moved into the growing community of new builds within the Middle Deepdale area. The new building is state of the art in terms of being eco-friendly and operating a high standard of technology. Alongside this, we have spacious classrooms benefitting from natural light and ventilation, creating the best possible learning environment for our children, and working environment for our staff. Outdoors, we have two football pitches, a rounders pitch and a one-mile running track, along with an environmental area and quiet place with logs and other features. We use our outdoor space for orienteering and problem solving. We can teach numeracy and phonics outdoors, for example, and we also have two outdoor gyms. The school now has double the capacity of the old building on the former site and the new location provides a link between the older parts of Eastfield and the new housing developments in Middle Deepdale to the north.

**Click to watch our school welcome video**

Overdale serves a large community with a range of children from different backgrounds. The role of a teacher in our school brings its challenges but it is extremely rewarding. We have benefited from considerable investment over the years – specifically in terms of Speech and Language Development and EYFS. We have recently expanded and welcomed 8 2-year-olds in January.

Learning at Overdale means you will have a real opportunity to deliver quality education within the culture of ‘The Three R’s’ and enjoy the coastal community. The Three R’s - *"Respect, Responsibility, Resilience"* - are important to the ethos of our school community and hence we have a set of values that reflect this, that our children will come to know, understand, and implement these within our school family. Our wonderful team of staff are key to driving these values and work together along with our wider school community to ensure each child is nurtured and given every opportunity to thrive and achieve their potential. We are delighted to have just received our Nurture UK award, which is testament to our hard work in creating an enriching learning environment, and we have just welcomed our newest staff member aiding us in this area, Buddy, our therapy dog!

Here at Overdale Community Primary School we are proud to be a leading school in the area. Together we have built a school that has the highest aspirations for our children to shine, but also one that supports and celebrates our amazing community that we are proud to serve. I very much hope that you will apply to join our team at this exciting time as we develop our EYFS provision.

Mr Robert Bowman

Headteacher

**For more information, please visit the** [**school website**](http://www.overdalecps.co.uk)**.**



## Application Process

The closing date for all applications is 11:59pm Thursday 1st May 2025

Interviews will be held shortly after the closing date.

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

## Queries

**For an informal, confidential conversation about the role, please contact**

Please contact Chloe Bullen on 01609 536 964 or via chloe.bullen@northyorks.gov.uk

Chloe has been engaged to support us with recruiting to this exciting opportunity.

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 in the area.

**When applying please take into account the following:**

**Employment History**

In line with KCSIE requirements, please complete your **full** employment history to ensure any gaps in your education and career history are accounted for.

**Suitable References**

When completing your application, please provide two employment referees. Generally, this should be your current and most recent Headteacher or line manager. Please note if your former Headteacher or line manager has since left, please use an alternative current senior staff member as they need to be in post at your former location to be able to confirm your details in full.

Unfortunately, we cannot accept personal references or personal email addresses.

Please get in touch for any queries if you are unsure.

**Supporting Information**

The supporting information section of your application should clearly evidence your ability to meet the requirements we have outlined in the job description & person specification. This will be used to shortlist applicants for this role and therefore it is imperative that you provide evidence as requested.

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**Job Description**

**Post title:** General Teaching Assistant (GTA)

**Grade:** CD

**Responsible to:** Head Teacher / Senior Advanced Teaching Assistant / Higher Level Teaching Assistant/ SENCO/Inclusion Manager

**Staff managed:** None

**Directorate:** Children’s and Young People’s Service

**Date of issue:** January 2025

**Context Statement**

* This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
* The school is committed to supporting the needs of all children so that they can fulfil their full potential. This includes supporting children with their Social, Emotional and Mental Health (SEMH) needs and wellbeing. We expect all staff and volunteers to share this commitment.
* The school supports access to the curriculum for all children as part of NYC’s commitment to inclusive education.
* The school is inclusive to all children and will support their individual needs. In line with the school’s commitment to ensure access to education for all children, the school may require staff to support children/s medical needs (loco parentis) in line with a healthcare plan. Where required, additional training will be provided as appropriate, and an additional allowance may be an entitlement whilst undertaking such duties.
* All school employees are responsible for contributing to a learning environment that is innovative, engaging, happy and fulfilling for all pupils, and for ensuring all pupils’ safety and welfare.

**Job Purpose:**

* To work with teachers and other school employees 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.
* To provide support to pupils including promoting pupils’ independence, self-esteem, and social inclusion.

**Operational management:**

* Support pre planned learning and SEMH activities as directed by the teacher.
* Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation, progress 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.
* Support pupils with special educational needs through assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews, for example through working one to one or with a small group on phonics catch-up activities.
* Support the facilitation of pupils’ access to educational provision as indicated by their Education, Health and Care Plan, where appropriately delegated.
* Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies in accordance with whole school policy.
* Support pupils in their social and emotional wellbeing, in implementing related programmes, including those with additional SEND and wellbeing needs, physical needs and medical needs with training, encouraging and modelling positive behaviour in line with school policy.
* Work alongside teachers in in escorting and supervising pupils on educational visits and out of school activities.
* Undertake allocated supervision during breaktimes as required.
* Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role, for example through feeding back to the class teacher about progress that the pupil has made during a learning activity.
* Prepare for lessons appropriately including reading of materials shared prior.

**Resource management:**

* 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

**Communications:**

* Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals and colleagues.
* Be clear about the level of instruction, procedures and guidance that this role works within.
* Communicate effectively with all pupils, families, carers and other agencies / professionals.
* 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:**

* 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 and wellbeing of pupils in line with policy and legislation, raising concerns as appropriate.

**Administration/ Other**

* 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 performance management activities.

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| **Appropriate duties** | **Duties that are not appropriate for this role and should be allocated to another role which includes these within their responsibility**  |
| Assisting with the supervision of groups and individual pupils as required. | Taking responsibility for a whole class for a full lesson. |
| Supporting the learning process under the direction of the teaching or other appropriate staff. | Delivering learning activities to pupils except in support of and under the direction of the class teacher (not for whole classes). |
| Participating in relevant training as appropriate.  | Be providing cover for teaching absences. |
| Contributing information to planning and assessment.  | To have specific, designated lead responsibility to support individual pupils’ highly complex SEMH or wellbeing needs - requiring developed and specialist skills and knowledge. |
| Support all pupils’ wellbeing in the classroom setting.  | Supporting pupils who demonstrate particularly challenging behaviour without the provision of appropriate training, such as de-escalation or autism awareness training. |
| Following appropriate training, implementing agreed and delegated plans and strategies for de-escalation and following agreed risk assessments to prevent or support dysregulation for pupils. |  |



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| Person Specification: |  |
| Essential | **Desirable** |
| Knowledge and Experience* An awareness of child/young person’s development and learning
* An understanding that children/Young people have differing needs
* Experience appropriate to working with children in an learning environment
* Good understanding of child development and learning processes – this may be achieved through induction and during probation period
* Understanding of guidance and requirements around safeguarding children and young people – if this criterion is not met on appointment, this may be achieved through induction and during probation period
* An understanding of Behaviour management techniques – if this criterion is not met on appointment, this may be achieved through the induction and probationary period and may include the provision of appropriate training.
 | * Knowledge of Child Protection and Health & Safety policies and procedures
* Knowledge of inclusive practice
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| Occupational Skills* 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
* Demonstrable interpersonal skills.
* Ability to work successfully in a team.
* Confidentiality
* 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
* Demonstrable ICT skills and the ability to use ICT as part of the learning process
* Ability to understand of roles and responsibilities within the classroom and whole school context, and to work effectively as part of a whole school team
 | * Creativity
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| Professional Qualifications* Relevant NVQ Level 2 qualification or equivalent i.e. English and maths skills at level 2
 | * Relevant NVQ level 3
* Appropriate first aid training (Dependent on the schools needs - insert as appropriate)
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| Other Requirements* 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
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**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](http://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**](https://www.gov.uk/government/publications/dbs-sample-policy-on-the-recruitment-of-ex-offenders/sample-policy-on-the-recruitment-of-ex-offenders)**)**

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](https://www.gov.uk/government/publications/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](https://www.gov.uk/government/publications/dbs-code-of-practice) and makes a copy available on request.

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