



**Teaching Assistant Level 1**

**Gurney Pease Academy**

**The Education Village Academy Trust**

* Candidate Information
* Person Spec
* Additional Information



 20th May 2024

Dear Candidate,

Thank you for your interest in the post of Teaching Assistant Level 1 within the Early Years 2s Provision at Gurney Pease Academy – The Gurney Pease Pod.I am delighted to have the opportunity to share some information about our Trust, the schools within it as well as some detailed information about the post.

The Education Village formed in 2006 with three schools – Springfield Primary School, Beaumont Hill Special School and Haughton Secondary School - coming together to form a hard federation under a PFI contract housed in a state of the art £27 million campus. In April 2012 The Education Village Academy Trust (EVAT) was formed, and three further schools have subsequently joined the original three schools in the Trust – Gurney Pease Academy (a mainstream primary school), Whinfield Primary School (a mainstream primary school) and Marchbank Free School (a BESD Special Free School), all on their own individual sites.

The post is based within Gurney Pease Academy which is single form entry mainstream primary school with currently 212 children on roll, which includes a 26 place Nursery and 12 place provision for two-year olds (The Gurney Pease Pod). The appointed staff member will work within our two-year old provision, which forms an integral part of our Early Years Foundation Stage setting. We are seeking to recruit enthusiastic and committed staff whose outstanding understanding of Early Years provision will contribute towards our expectation that every child has access to an educational experience that is appropriate and inspirational.

The Education Village Academy Trust is committed to providing an outstanding education in the broadest sense. Our key priorities are to:

* develop successful learners
* increase learner progress to reach full potential
* extend students’ moral, social, cultural and spiritual development

What can you expect from us?

Staff are The Education Village Academy Trust’s most valuable resource and we value and invest in our people. We encourage reflective practice, classroom-based research and collaborative peer support because we want staff to deliver outstanding provision and to maintain a passion for learning. Wherever possible, we seek to accredit the professional development work of staff. Learning from others is at the centre of our staff development provision. We are highly fortunate that our broad educational provision allows us to draw on a wealth of knowledge, enthusiasm and expertise to deliver a broad and varied internal CPD programme.

If you would like to arrange a visit to our school, please contact the Gurney Pease school office on 01325 380790.

Yours faithfully,

Alison Sinclair

Principal

Post and Person Specification

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| **POST TITLE:** | **Early Years -2s Provision****Teaching Assistant Level 1** **17.5 hours per week** **Term Time only plus one week** |
| **GRADE:** | **Band 4 SCP 6** |
| **REPORTING RELATIONSHIP** | The post holder will be a member of the EYFS 2s provision, under the supervision of the EYFS Lead.  |
| **JOB PURPOSE:** | To be a key worker within the twos provision, delivering the Early Years curriculum alongside the other staff in the setting. |
| **POST NO.** |  |

**MAIN DUTIES/RESPONSIBILITIES**

In co-operation with the lead and under the agreed educational plan, the post holder will to a level reflected by the grade of the post: -

**Support the Pupil by**

1. Attending to the pupils’ personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
2. Carrying out educational activities and programmes of learning whilst promoting independent learning.
3. Working to establish a supportive relationship with the children and parents concerned acting as a role model and being aware of and responding appropriately to individual needs.
4. Encouraging acceptance and inclusion of the children with special needs.
5. Promoting and reinforcing the child’s self-esteem and to act independently as appropriate
6. Supporting pupils in respect of their development with regards to the Early Years curriculum.
7. Promoting independence within the setting, including self-care and social interaction
8. Preparing and maintain equipment/resources as directed by the lead and assist pupils in their use.
9. Support pupils to develop in all areas of the EYFS curriculum, particularly the prime areas.

**Support the EYFS 2s provision lead by**

1. Preparing and tidying the learning environment and work areas for activities as directed.
2. Displaying of pupils work as directed.
3. Monitoring the needs and behaviours of individual children and reporting these as appropriate.
4. Contributing to records of the children’s development as required.
5. Proving general administrative / clerical support with regard to lesson planning and resources for activities.
6. Undertaking pupil record keeping as requested
7. Supporting the lead in managing pupil behaviour, reporting difficulties as appropriate.
8. Being aware of pupil progress and achievements and report to the lead as agreed.

**Support for the EYFS Curriculum**

* Prepare, maintain and use equipment/resources required to meet relevant learning activity and assist pupils in their use.
* Assist with the display and presentation of learning cues and pupils’ work inside and outside of the learning environment as required.
* Support pupils to develop in all areas of the EYFS curriculum, particularly the prime areas.

**Support the school by**

1. Being aware of the Trust policies and procedures.
2. Being 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.
3. Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
4. Contributing to the overall ethos/work/aims of the Trust.
5. Attending relevant meetings as required.
6. Participating in training and other learning activities and performance development as required.
7. Undertaking any other relevant duties commensurate with the grading of the post which from time to time may be required.
8. Carrying out your duties with full regard to the Trust’s Equality Policy and Race Equality Scheme.
9. Complying with Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES, INCLUDING THE NO SMOKING POLICY.**

*THIS POST IS SUBJECT TO AN ENHANCED DBS DISCLOSURE.*

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS AND WILL BE SUBJECT TO RECHECKING AS APPROPRIATE*

Date: May 2024

**THE EDUCATION VILLAGE ACADEMY TRUST**

**PERSON SPECIFICATION – EYFS 2s PROVISION TEACHING ASSISTANT LEVEL 1**

**POST NO.**

| **ESSENTIAL** | **DESIRABLE** |
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|  | **Criteria No.** | **ATTRIBUTE** | **Stage Identified** | **Criteria****No.** | **ATTRIBUTE** | **Stage Identified** |
| **Qualifications & Education** | E1E2 | GSCE Maths and English or equivalent Hold a teaching assistant qualification | AF/IAF/IAF/I | D1D2 | Child Care Qualification – CACHE Level 1 Foundation Award for Caring for Children, NVQ Level 2 for Teaching Assistants or equivalent Hold a valid first aid certificate or be willing to train as a first aider | AF/I |
| **Experience & Knowledge** | E4E5 | Experience working with children within an EYFS settingUnderstanding of the roles and responsibilities of a Teaching Assistant in EYFS setting | AF/IAF/I | D3D4D5  | Experience of basic administrative tasks and processesExperience of working in different key stagesExperience working with children with special educational needs | AF/I |
| **Skills** | E6E7E8E9 | Relevant experience and knowledge of the Early Years curriculum and its deliveryAbility to work in a team and independently Ability to communicate with wide range of audiences, i.e. parents, teachers, pupils, other professionals Ability to use basic technology – computer, photocopier, iPad, camera | AF/R/IAF/R/IAF/R/IAF/R/I | D6D7 | Ability to use computers and educational software packagesAbility to administer medication as required or undertake training to do so | AF/I |
|  |  |  |  |  |  |  |
| **Personal** **Attributes** | E11E12E13 | Ability to promote fairness and a positive role model to pupilsPersonal qualities which support working with children and adultsAbility to work calmly in emergency/challenging situations  | AF/R/II/AAF/R/I |  |  |  |
| **Special Requirements** | E14E15E16E17 | Motivation to work with childrenAbility to form and maintain appropriate relationships and personal boundaries with childrenUnderstanding of safeguarding and child protection proceduresSuitability to work with children | AF/I/RAF/I/RAF/I/RAF/D/I/RAF/D |  |  |  |
| **Key – Stage identified** |  |
| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |