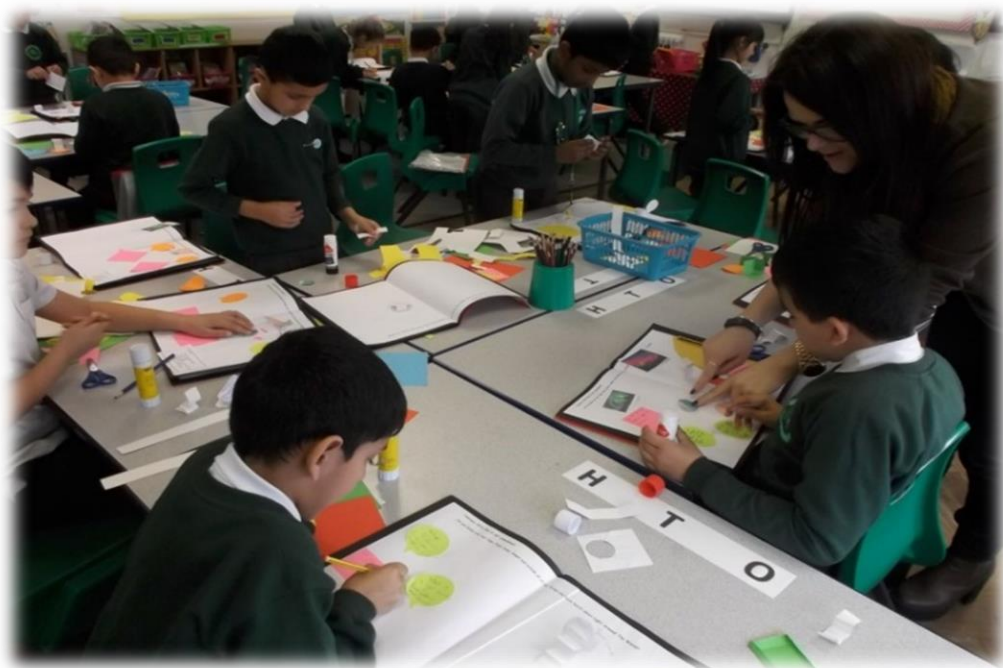




Beech Hill School

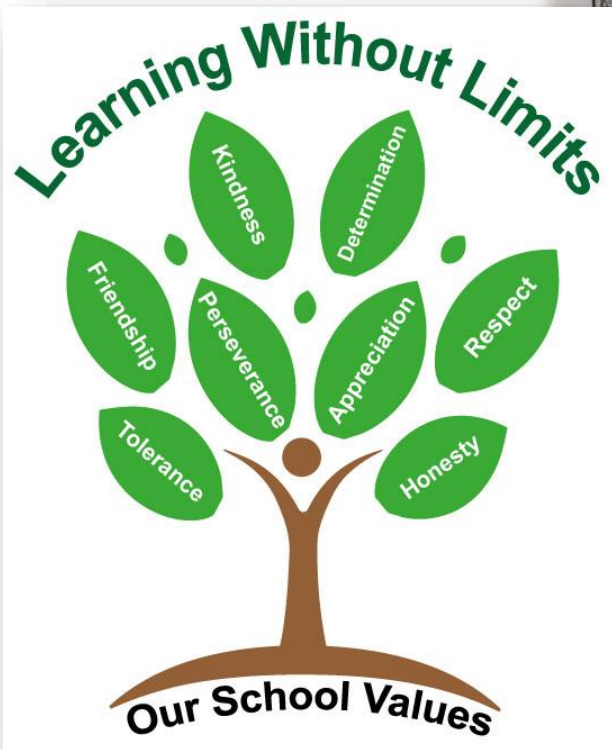


Fixed Term EYFS Teaching Assistant Job Applicant Pack



Contents

Cover Letter from the Co-Headteachers 3
The Fixed term EYFS Teaching Assistant/Pupil Support vacancy ... 4
Safer Recruitment at Beech Hill School..... 5
EYFS Teaching Assistant/Pupil Support - Job Description 6
EYFS Teaching Assistant/Pupil Support - Person Specification 9
Application Guidance..... 11
The Family of Learning Trust Ethos and Vision..... 13



Cover Letter from the Headteacher



BEECH HILL SCHOOL

Mount Pleasant Avenue
Halifax
HX1 5TN

Tel: 01422 345004



Dear Applicant

Thank you for expressing an interest in our vacancy at Beech Hill School. I hope that you find the information pack helpful and that you will consider applying for the role of EYFS Teaching Assistant/Pupil Support at our exceptional school.

Beech Hill is an exciting and inspiration place, our success stems from a relentless drive to put memorable learning experiences at the heart of all we do. At Beech Hill we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one **'Learning without Limits'**.

Our EYFS curriculum maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We provide wider opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

Many of our pupils arrive well below national expectations for their age and have complex needs. A high proportion of our pupils also come from disadvantaged backgrounds or are new to English. As such, we prioritise Personal, Social and Emotional Development and Communication and Language throughout our setting. The role of EYFS is imperative as it underpins all learning and lays the foundations to children's skills and development in order for them to progress throughout school. We support each child in working towards achieving the Early Learning Goals (ELGs) at the end of Reception through deliberately planning opportunities within direct teaching and purposeful provision.

We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential. Therefore, we require a highly motivated and very enthusiastic of EYFS Teaching Assistant/Pupil Support for our friendly and very successful primary school.

We want the very best person to work within our school community, someone who will work as part of the team in raising achievement through the provision of a vibrant, exciting and creative curriculum.

We look forward to hearing from you.

Mrs Cockroft and Mrs Bowling

Co-Headteachers at Beech Hill School

The Fixed term EYFS Teaching Assistant/Pupil Support vacancy

At Beech Hill, our commitment to our pupils is that we will attract, retain and develop excellent staff. The personal welfare and professional development of staff is therefore imperative. We put our team at the heart of our vision and use their talents to achieve it. We are looking for equally committed staff to join our team.

We have following post available to commence as soon as possible:

Fixed Term EYFS Teaching Assistant/ Pupil Support

Grade: Scale 2, NJC point 4.

Hours: 32.5 hours per week, 8:30 to 15:30 Monday to Friday, term time only

Actual salary: £18, 385 per annum

Term: Fixed Term to 18th July 2025

We are seeking to appoint an experienced Early Years Teaching Assistant/ Pupil Support to work with our pupils in the foundation stage (nursery and reception) units primarily. The post holder will work collaboratively with all early years' colleagues to ensure pupils are able to access and meet EYFS and national curriculum expectations. Preferably you will have recent experience in a similar role, although any necessary training will be given. The successful candidate will be expected to provide outstanding support to the class teachers by supporting individual or groups of children and be able to work as part of a team ensuring that we maintain high expectations and aspirations within our school.

We are looking for candidates who:

- Relate well to children
- Are educated to a level that enables them to understand the national curriculum at all levels, but particularly EYFS and early learning
- Can deliver phonics sessions, e.g. Read Write Inc.
- Have a positive approach
- Can use their initiative

In return, we offer a benefit package that includes:

- Membership of Local Government Pension Scheme with employer contribution of approximately 17%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work life balance
- Commitment to professional development for all staff
- Free refreshments and light snacks available in the staff room

Our school also offers you the opportunity to:

- Work in a friendly, caring and inclusive community where everyone is valued.
- Engage with enthusiastic children who enjoy learning.
- Support teachers to deliver a rich and exciting curriculum, recognised through a range of curriculum awards.
- Work with an experienced, supportive and successful team who love to work collaboratively.
- Development that will support you on your chosen career path

Please note previous applicants for Teaching Assistant roles need not apply

Please visit our website: www.beechhillschool.co.uk for an application pack.

Please note we do not accept CVs, only a fully completed Beech Hill School application form (available on the school website) will be accepted.

For further information about the role please view our website or contact the school office on 01422 345004.

CLOSING DATE: noon on Friday 28th February 2025

You will be contacted by email to inform you if you have been selected for an interview.

The trustees of the Family of Learning Trust and the Governors of Beech Hill School are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service and other pre-employment checks before the appointment is confirmed.

Safer Recruitment at Beech Hill School

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

Beech Hill School is fully committed to the principles of safer recruitment.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references (**one of which must be from most recent employer**) will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ social media screening on all shortlisted applicants
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.



In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving “regulated activity”, all ‘spent’ convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

A DBS check will be requested for appointments to all relevant posts and for those involved in ‘regulated activity’ this will include an additional check of the Children’s Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.

EYFS Teaching Assistant/Pupil Support - Job Description

The information given on this job description is intended to provide both postholder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation.

The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

Post Title: Fixed Term Teaching Assistant in Early Years

Post Grade: Scale 2, point 4

Prime Objectives of the Post

To provide practical support for teaching staff and deliver learning to pupils in EYFS.

To assist the class teachers to raise the standards by creating a stimulating learning environment based on the developmental needs of pupils.

Supervisory Responsibility

None

Supervision Received

To work under the guidance and support of the Headteacher, SENCo class teacher and outside agencies.

Contacts

Headteacher/Deputy Headteacher

Class teachers

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Teaching Assistants

Members of the Behaviour & Attendance Service

Parents/Carers

Other support agencies

Main Duties and Responsibilities

Teaching and learning

1. Assist in the educational and social development of pupils under the direction and guidance of the Headteacher, SENDCo and class teacher.
2. Assist in the implementation of Individual Support Plans/EHCP for pupils and help monitor their progress.
3. Provide support for individual pupils inside and outside the classroom to enable them to fully participate in activities linked to the Early Years Curriculum.
4. To assist in the planning, organisation and reviewing of activities for Reception/EYFS pupils.
5. Work with other professionals, such as speech therapists and occupational therapists, as necessary.
6. Assist class teachers with maintaining learning journals to record pupil progress.

Knowledge and Skills

1. You will be expected to demonstrate an ability to support Early Years Foundation Stage teaching through:
 - Knowledge of the key principles and practices of effective teaching and learning
 - Knowledge of the principles of assessment for learning
 - Ability to support practice in relation to literacy and mathematics
 - Ability to model correct sounds and pure sounds in phonics teaching
 - Knowledge of the principles and practices of monitoring/assessment/evaluation
2. Confident at using ICT as a tool in the classroom or to use to record observations of pupils.
3. To support the school's behaviour policy, implementing positive behaviour management strategies across the school.

Support for the Pupil

1. Developing an understanding of the specific learning needs of the pupils taking into account the type of teaching and learning support involved.

2. Undertaking teaching and learning activities with **individuals, groups or whole classes of pupils** to ensure their safety and facilitate the physical, emotional and educational development.
3. Promote the inclusion and acceptance of all pupils within the classroom.
4. Support pupils consistently whilst recognising and responding to their individual needs.
5. Using clearly structured teaching and learning activities that motivate and interest pupils and advance learning.
6. Promoting and supporting the inclusion of all children including the implementation of Individual Educational Plans.
7. Using behaviour management strategies, in line with the school's policy, which contribute to a purposeful learning environment.
8. Organise and manage safely the learning activities, the physical teaching space and resources for which the post holder has been given responsibility.
9. Promote independence and employ strategies to recognise and reward achievement of self-reliance

Administrative duties

1. Assist the preparation of displays and teaching materials.
2. Undertake other duties from time to time as the Headteacher requires

Standards and quality assurance

1. Support the aims, ethos and continued development of the school
2. Set a good example in terms of punctuality and attendance
3. Attend team and staff meetings as required and contribute to the development of the school
4. Undertake professional duties that may be reasonably assigned by the Headteacher
5. Be proactive in matters relating to health and safety

Safeguarding

1. Be aware of safeguarding policies and procedures and Child Protection policies and procedures and continually implement guidance.
2. To be responsible with the EYFS teachers for the care, welfare and supervision of pupils attending the setting.
3. Well-developed sense of empathy and highly effective communication skills.

Other duties and responsibilities

1. To work as part of a team to establish positive links with parents in order to develop a co-operative working relationship.
2. To assist the class teacher in keeping up-to-date records relating to pupil progress.
3. To attend relevant in-service training
4. To work within the framework of the school's policies
5. Undertake any duties within the remit of the post as directed by the Headteacher.

EYFS Teaching Assistant/Pupil Support - Person Specification

	Essential	Desirable	How identified
<p>1. Knowledge and skills (including any relevant or required qualifications)</p>	<p>A-C grades in GCSE Maths and English or equivalent</p> <p>Excellent ICT skills.</p> <p>You will be expected to demonstrate an ability to support Early Years Foundation Stage teaching through:</p> <ul style="list-style-type: none"> • Knowledge of the key principles and practices of effective teaching and learning • Knowledge of the principles of assessment for learning • Ability to support practice in relation to literacy and mathematics • Ability to model correct sounds and pure sounds in phonics teaching • Knowledge of the principles and practices of monitoring/assessment/evaluation <p>Ability to work as part of a team, understanding classroom roles and responsibilities and own position within these roles.</p> <p>Knowledge of relevant policies/codes of practice e.g. child protection</p> <p>Excellent communication skills, both oral and written.</p>	<p>Educated to degree level.</p> <p>Knowledge of first aid, holding a relevant valid paediatric first aid certificate.</p>	<p>Application Form</p> <p>Interview</p>
<p>2. Personal Development and Additional Learning</p>	<p>Proven commitment to own self development and evidence of relevant CPD for the role.</p> <p>Willing to participate in further training and development activities.</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>

	Essential	Desirable	How identified
3. Experience	<p>Recent experience of working (or volunteering) in a relevant classroom or similar environment.</p> <p>Experience of working within a team.</p> <p>Making and maintaining basic teaching resources</p>	<p>Experience of working in a setting with outdoor learning/forest school</p> <p>Experience of administration work.</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>
4. Initiative	<p>Able to receive instructions and guidance from teachers and other members of staff.</p> <p>Take a flexible approach to ensuring workplace demands and deadlines are always met.</p> <p>Ability to work under pressure..</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>
5. Circumstances	<p>Understand the importance of confidentiality and work in a discreet manner where appropriate.</p> <p>Positive attitude to working with young children and adults in the school community (e.g. parents, carers).</p>	<p>Full clean driving licence with D1 to be able to drive school mini buses as required.</p>	<p>Application form</p> <p>Interview</p> <p>References</p>



Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.

- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified, these can be non-work based if necessary.





The Family of Learning Trust Vision

'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Beech Hill is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.