



*"Inspire through Creativity, Kindness & Adventure"*

# Early Years Grade 6 Teaching Assistant Application Pack



June 2024



# Introduction

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Thank you for your interest in our **Early Years Teaching Assistant** post at Larkrise Primary School. Our school has seen rapid improvement over the last two years. This was reflected in our recent [OFSTED inspection](#) that was undertaken in March 2023. We know it's not all about 'OFSTED'. It's about community and relationships, an area where we feel we excel! We are now looking for candidates who are excited to join us as we continue our improvement journey.

**We seek highly motivated and creative candidates who can offer a wealth of experiences to the children within our Foundation provision. You will work with other EYFS practitioners to ensure that all children attending the setting receive high-quality care, are kept safe, and receive rich and stimulating play experiences that meet their individual needs, supporting all aspects and components of the EYFS curriculum.**

We hope this application pack will give you an understanding of our values and vision for our children, staff, and wider school community. We would also like to invite you to visit our school and have a conversation about your future and ours. If you would like to take up this offer, please arrange a time to meet Jon Gray by contacting the school office on 01865 721476.

In September 2020, we finalised our new Mission, Vision and Values. Our governors and staff are using this to guide our strategic development until 2025.

If you successfully become our **Early Years Teaching Assistant** at our school, you will play a significant role in realising this Mission, Vision and Value. You will also need a creative spark to realise our ambitious plans.

We realise that you can't achieve this alone, and we are particularly proud of the team we have developed at Larkrise. Our staff are energetic, enthusiastic, and supportive, and we want to offer our children the best educational experiences. You will join our Early Years Foundation Stage (EYFS) Team to create an exciting and purposeful learning environment, supporting the children to be the best they can be

Our staff team are very motivated and supportive of each other. In the most recent RLT staff survey:

- 100% feel that their work has a strong purpose and makes a positive difference to the lives of children
- 95% felt the school was led and managed well.
- 82% felt leaders and managers take staff wellbeing and workload into account when developing and implementing policies and procedures.
- 98% know who to speak to, either for themselves or a colleague, regarding wellbeing and mental health.
- 93% are proud to work at this school.
- 91% enjoy working at this school.
- 88% feel they can manage their workload.
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- 91% feel leaders support staff well in managing behaviour.
- 93% feel this is a school that is aspirational for all pupils.
- 84% feel continuous professional development and learning provided to staff has helped them to be more effective in their role.

Our children want to achieve whilst enjoying their education. If you are successful, you will also be supported by our governors and Friends of Larkrise, an ever-growing group of parents and carers. Our parental body, in particular, is very supportive and regularly volunteers to enhance

our children's experience. In a [recent survey](#), 98% of our parents would recommend our school to another parent.

The River Learning Trust (RLT) is a Multi-Academy Trust responsible for several schools and a school-centred initial teacher training provider (SCITT) within Oxfordshire. The schools and SCITT are united by their commitment to the Trust's principles and a shared belief in the benefits of working together. Information about the growing River Learning Trust is available at [www.riverlearningtrust.org](http://www.riverlearningtrust.org).

Being part of RLT gives opportunities to work more closely with a diverse range of schools. The Trust schools are also involved in working with the Oxfordshire Teaching School Alliance (OTSA), which provides further access to support and development opportunities. Larkrise is a strategic partner school within OTSA ([Click here](#) for more information).

At Larkrise, we are excited to work more closely with such a range of schools, which will benefit our staff and children.



The school serves one of the most diverse catchments in the internationally renowned city of Oxford. Our children come from a wide range of economic and cultural backgrounds. Many speak a number of different languages. At the last count, we had over thirty-two languages spoken at the school. This diverse and vibrant catchment of East Oxford should be celebrated and is reflected in our curriculum.

We also want to support you further in developing your career so that you can grow within your new role. We are very proud of the opportunities we provide our staff to enhance their experience and effectiveness further. We will do this by developing your individual Continued Professional Development and Learning plan with the support of the wider RLT. We will be fully committed to your professional development.

If you have experience supporting young children and would love to work in our school, we would love to hear from you. We are seeking candidates who are excited by and relish the prospect of working in our school.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Jon Gray'.

(Jon Gray -Headteacher)

A handwritten signature in black ink, appearing to read 'Charlotte Stewart'.

(Charlotte Stewart -Deputy Headteacher)

A handwritten signature in black ink, appearing to read 'Morag Scott'.

Morag Scott (Assistant Headteacher)

## Mission-Vision-Values

**Mission:** A vibrant and caring school which proudly reflects the diversity of our community.

**Vision:** To provide a world-class curriculum with high expectations for every child and within which well-being is nurtured and learning is limitless.

### Inspire



**Inspire through Creativity, Kindness and Adventure**

### Creativity



**Show kindness to ourselves, each other, our community and our environment.**

**Inspire curiosity and encourage innovation.**

### Kindness



### Adventure



**Meet the challenge by embracing new opportunities whilst striving for excellence.**



# Early Years Grade 6 Teaching Assistant Selection Criteria

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The selection criteria, job description and person specification show the key abilities and skills required for this opportunity. The selection panel will assess each candidate against the criteria listed in the person specification, expecting them to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a primary school context.

The panel will use the following assessment tools throughout the selection process:

- Application form via My New Term. Click on this [link](#).
- Application Statement showing how you meet the selection criteria and explaining why you would like to work at Larkrise Primary School
- Interview
- Observing you working within our Early Years setting under the direction of the Lower School Lead.
- 10-minute presentation answering the following questions - How do your past and current experiences prepare you for the new role as the Family Inclusion Lead at Larkrise? and What would you like to achieve in this role?



# Early Years Grade 6 Teaching Assistant Job Description

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<b>Job Title</b>	Early Years Grade 6 Teaching Assistant
<b>Reports To</b>	Lower School Lead
<b>Salary</b>	39 weeks per Year (Term Time Only plus INSET days), 35 hours per week Pay Scale - 8 to 13 Actual - £20,059.46 to £21,822.44 Hourly Rate - £12.80 - £13.93 FTE - £24,701 - £26,873 Pay Award Pending
<b>Contract</b>	Permanent from the 1st September 2024

## Core Purpose

To work in the Early Years Foundation Stage Unit under the instruction/guidance of the Lower School Lead and Teaching Staff to undertake work/care/support programmes to enable children to access learning. Work may be carried out in the classrooms or outside the main teaching area, such as supporting Forest School.

The role will, at times, involve planning, preparing and delivering learning activities for individuals/groups under the supervision of the class teacher. You will contribute to monitoring and assessing, recording and reporting on children's achievement, progress and development using the online platform 'Tapestry'.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, Deputy Headteacher, Assistant Headteacher, and Lower School Lead. They will be mindful of their duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This role includes working every lunchtime to provide lunch supervision and enhance play-based opportunities.

This job description should be read alongside the Professional Standards for Teaching Assistants

[National Early Years Support Worker Standards.](#)

## Our Staff Charter

A core principle at RLT is Respectful Relationships, where acting with care, integrity, and fairness is demonstrated within schools, the SCITT, and the Central Team. We value each member of our professional community and value our health and well-being.

Our Staff Charter sets a standard which we all seek to follow; great schools thrive because of the people in them. [Our RLT staff charter can be found here.](#)

## Duties

### Support for Pupils

- Supervise and provide direct support for children, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Support children within a whole class, a group or on a 1:1 basis
- Establish constructive relationships with children and interact with them according to individual needs
- Promote the inclusion and acceptance of all children
- Encourage children to interact with others and engage in activities led by EYFS staff
- Promote independence and employ strategies to recognise and reward the achievement of self-reliance
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to children in relation to progress and achievement under the guidance of the teacher, Nursery Lead or Lower School Lead

### Support for Lower School Lead, Nursery Lead and Teachers

- Work with the Lower School Lead, Nursery Lead and Teachers to establish an appropriate learning environment
- Work with the Lower School Lead, Nursery Lead and Teachers in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate children's responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
- Provide objective and accurate feedback and reports, as required, to the Lower School Lead and Teachers on children's achievement, progress and other matters, ensuring the availability of appropriate evidence

- Be responsible for keeping and updating records as agreed with the Lower School Lead, contributing to reviews of systems/records as requested
- Promote positive values, attitudes and good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage children to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the Lower School Lead within your role/responsibility and participate in feedback sessions/meetings with parents
- Provide general clerical/admin. support e.g. administer coursework, produce resources for agreed activities etc.
- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of pupils' work
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed
- Support in managing pupil behaviour, reporting difficulties as appropriate
- Gather/report information from/to parents/carers as directed

### Support for Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to children's responses/needs
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of Information Technology in learning activities and develop children's competence and independence in its use
- Help children access learning activities through specialist support
- Determine the need for and prepare and maintain general and specialist equipment and resources
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use

### Support for School

- Be 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
- Contribute to the overall ethos/work/aims of the school



- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of children
- Attend and participate in regular meetings and training
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Supervise children on visits, trips and out-of-school activities as required
- Support children at lunchtime

## Health and Safety

Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies, including taking responsibility for raising concerns with an appropriate manager.

## Safeguarding

Larkrise Primary School and The River Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one from the current/latest employer) and evidence of the formal qualifications required for the role.

## Note

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



# Early Years Grade 6 Teaching Assistant Person Specifications

	Essential	Desirable
Qualification & Experience	<ul style="list-style-type: none"> <li>• GCSE's or equivalent English &amp; Maths at grade C/4 or above</li> <li>• At least a Level 2 Department for Education Qualification as set out in the <a href="#">Early years qualifications achieved in the United Kingdom</a></li> <li>• Enhanced DBS clearance</li> <li>• Evidence of engagement in professional development.</li> <li>• Sufficient experience of working within a Nursery setting, working with children aged 2 to 5.</li> </ul>	<ul style="list-style-type: none"> <li>• More than three years of experience working with young children in EYFS.</li> <li>• Experience working in a school setting</li> <li>• Further training or qualification relevant to the role</li> <li>• Level 3 or above Department for Education Qualification as set out in the <a href="#">Early years qualifications achieved in the United Kingdom</a></li> </ul>
Knowledge & Skills	<ul style="list-style-type: none"> <li>• Able to effectively use technology – computer, video, photocopier</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• Working knowledge of foundation stage curriculum and other relevant learning programmes/strategies</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Understanding of principles of child development and learning processes</li> </ul>	<ul style="list-style-type: none"> <li>• Training in paediatric first aid</li> <li>• An understanding of child development and learning</li> <li>• Training in a relevant learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, etc.</li> <li>• Effective use of IT to support learning</li> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Sense of humour</li> <li>• Flexibility</li> <li>• A commitment to getting the best outcomes for all children and promoting the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> <li>• An understanding of the importance of working in partnership with other schools in the wider RLT promotes improvements in education for staff and children.</li> </ul>	<ul style="list-style-type: none"> <li>• The ambition to develop a career in education</li> </ul>

# The Interview Process

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The application process will be open from Wednesday, 12th June, until Friday 5th July 2024. Please send via [My New Term](#). Applications will be reviewed when submitted, and interviews will be held on w/b 1st and 8th July.

The selection panel will include the Headteacher, Deputy Headteacher and Lower School Lead.

# The Principles of the River Learning Trust



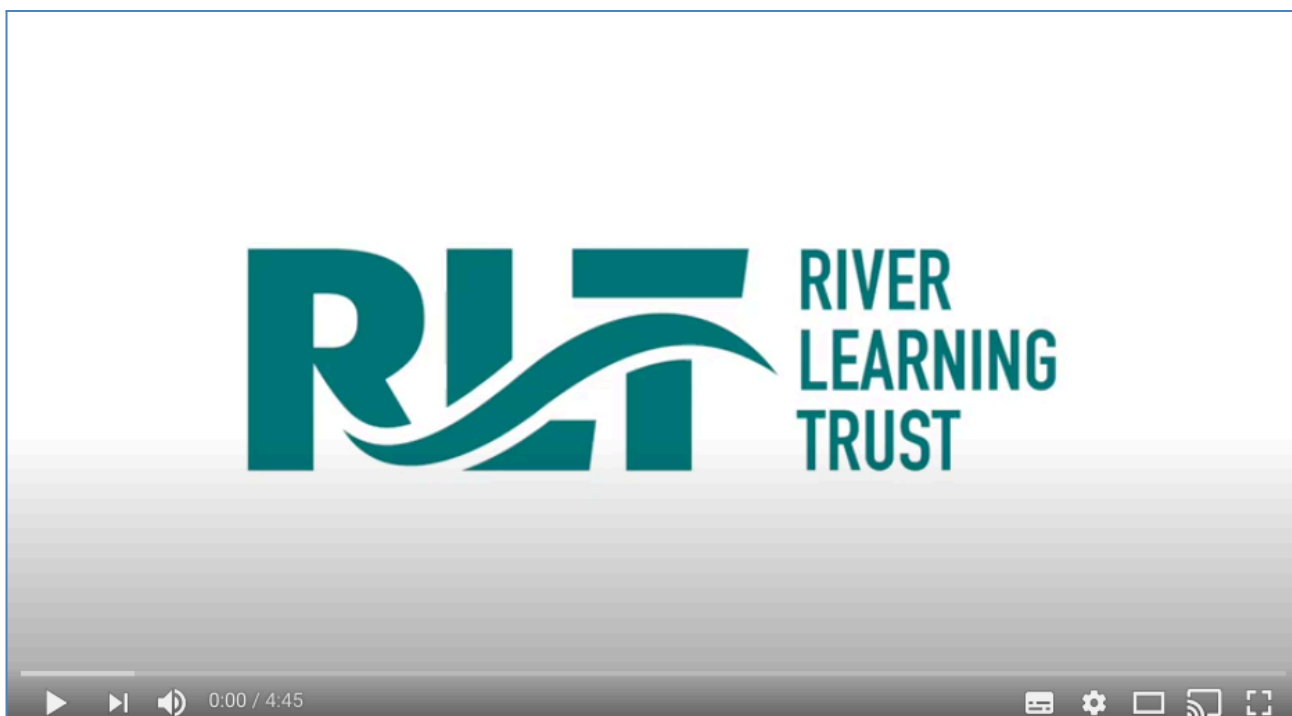
The River Learning Trust (RLT) is a multi-academy trust responsible for several schools and a school-centred initial teacher training (SCITT) provider within Oxfordshire. The schools and SCITT are united by their commitment to the trust's principles and a shared belief in the benefits of working together.

The River Learning Trust is a community of children, young people and adults with shared principles including:

- Commitment to **Excellence**; striving for the best educational experience
- Everyone **Learning**; creating and taking opportunities that enhance lives
- Respectful **Relationships**; acting with care, integrity, and fairness in all we do

([Click here](#) for more information).

Click on the image below to watch a video about working in a school within RLT.



Clicking on the image below will take you to our Staff Charter.



# THE RLT STAFF CHARTER

A core principle at RLT is Respectful Relationships where acting with care, integrity, and fairness is demonstrated within schools, the SCITT, and the Central Team. We value each member of our professional community and value our health and wellbeing. Our Staff Charter sets a standard which we all seek to follow; great schools thrive because of the people in them.

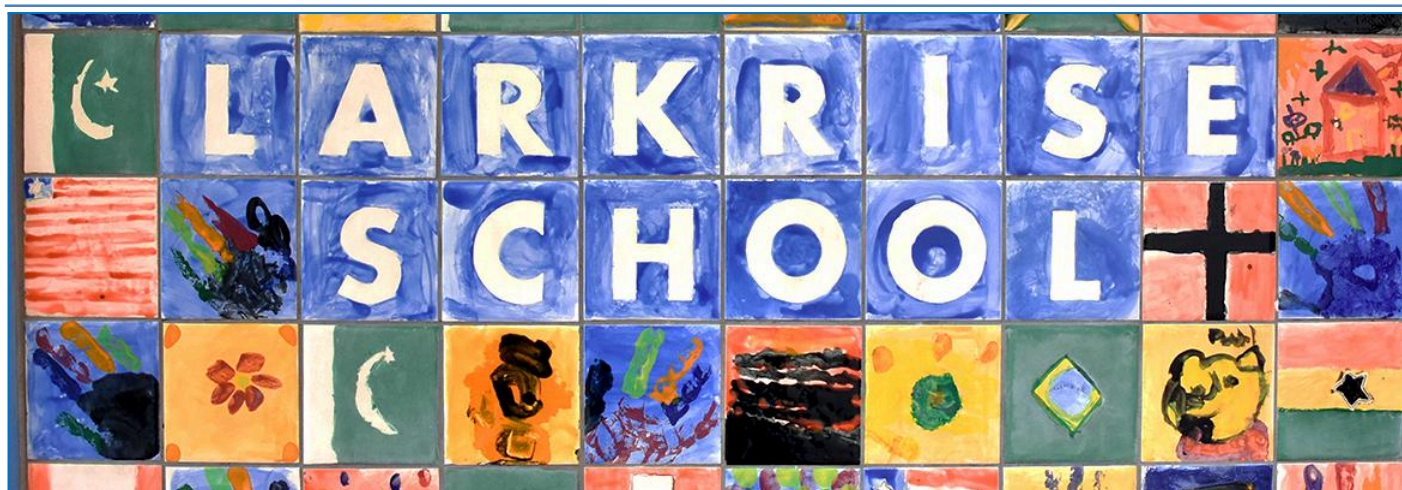
**As an employee of RLT:**



**YOU WILL BE SUPPORTED TO GROW AND DEVELOP AS A GREAT PROFESSIONAL:**



- You will have access to development opportunities in your school and across the Trust in a culture of collaboration and teamwork.
- We will help you to achieve excellence through high quality professional feedback and dialogue.
- Our appraisal processes will always be supportive and developmental.
- Integrity and professionalism underpin our approach to accountability.



# We are a forward-thinking school that looks to the future

We are rapidly improving the school. We pride ourselves on using research to ensure improvements are implemented and embedded.

## Strategic Goals 2020-2025

**1. Inspire our children through Creativity, Kindness and Adventure by developing our world class "Inspire Curriculum".**



**2. Provide excellent teaching to ensure our achievement and attainment are above national expectations.**



**3. Attract and retain inspirational staff by ensuring Larkrise is a rewarding and supportive place to work.**



**4. Create a stimulating and supportive learning environment.**



**5. Employ efficient and effective procedures to allow our focus to be on improving education.**



**6. Ensure we are financially robust now and in our plans for future developments.**



