



The Diocese of
West Yorkshire
& the Dales



St Oswald's Church of England Primary Academy

Job role: EYFS TEACHING ASSISTANT

Closing date: Friday 31st January 2025 noon

Interviews: Week Commencing 3rd February 2025



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Dear Applicant,

Thank you for your interest in the post of EYFS Teaching Assistant at St Oswald's Church of England Primary Academy. I would like to take this opportunity to tell you a little about our school. St Oswald's is a two-form entry primary academy, with two-year-old nursery provision. We are part of the Bradford Diocesan Academies Trust (BDAT) and serve the community of Great Horton in Bradford, West Yorkshire.

St Oswald's is continuing its journey of excellence and is constantly evolving. There is a culture of teamwork within the school and that our broad curriculum experiences contribute well to pupils' high levels of spiritual, moral, social and cultural understanding, which is interwoven through the whole curriculum. We are very lucky to have a team of highly motivated, committed and extremely able professionals. To match this, our children are inquisitive, hard-working and enjoy their learning. A large part of our school ethos is around involving parents with their children's learning, and we want parents to feel welcome and valued in and around our school.

The vacancy we are advertising is within our fabulous Reception unit. Working alongside the teacher, and supporting young children, right at the start of their journey in school. We are constantly evolving and refining our practice, and you will be working alongside a talented and ambitious team. We are looking for someone who enjoys working with young children and has the aptitude, inventiveness and patience to help our children learn and grow across the Early Years.

We actively welcome applications from people who are looking to embark on their career in education, and can offer excellent opportunities through BDAT People, our Academy Trust's Professional Development Faculty.

I would strongly recommend that you come to visit us to gain insight into the deeply rewarding career that working with our pupils and staff has to offer.

Kind regards,

G Wilson

Gillian Wilson
Headteacher



EYFS Teaching Assistant

32.5 hours a week, Term time only

Band 5 SCP 4-6

Permanent position to start as soon as possible

Actual salary SCP 5 £18247.45

Full Time Equivalent salary £24790

We're looking for a fabulous Teaching Assistant who loves working with children in Early Years.

Here at St Oswald's, we are ambitious to deliver the very best for our children and enjoy working together as a team to develop and grow together. If you want to be part of a determined, forward-thinking team at the heart of a school that believes in continuous improvement and staff development, we would love to meet you.

If you are a team player, who loves building positive relationships with younger pupils and enjoy helping them make progress, this role is for you.

We are looking for someone with a positive attitude and lots of energy and enthusiasm, initially to work in our thriving and successful Reception unit. We can offer excellent career development opportunities, a supportive and friendly team and lots of opportunities to progress as part of a dynamic and forward-looking Academies Trust.

St Oswald's is a welcoming Church of England Primary School where the appreciation of others is encouraged and attitudes of tolerance, care, concern and self-respect are developed in a happy, safe and secure environment. Our children are happy, inquisitive and kind, with a thirst for knowledge and curiosity about the world around them.

As part of the BDAT family, we offer a wide range of opportunities to develop your career, and you will receive regular training to enhance and develop your existing skills, as well as comprehensive employee benefits.

We are looking for

- A person with a good command of written and spoken English
- Someone with a calm and positive manner
- Confidence to work with a varied range of children and adults, especially in the EYFS age range
- Flexibility and initiative
- A Teaching Assistant who loves teamwork and developing their skills.

St Oswald's C of E Primary Academy is an academy within Bradford Diocesan Academies Trust. The successful candidate will be employed by BDAT although their main place of work will be at St Oswald's.

Please apply using our online recruitment website, www.mynewterm.com. You can find a link to this position on our school website <https://www.stoswalds.bradford.sch.uk/vacancies> or interested candidates can contact Paul Chell, Business Manager via email; recruitment@stoswalds.bdat-academies.org for more information or to arrange a visit to the school.

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Working with BDAT

St Oswald's C of E Primary Academy is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our mission statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

BDAT People: Our Faculty of Professional and Career Development

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop and retain our staff. The Faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice. By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

EYFS Teaching Assistant Process Guidance

Our aim is to ensure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, sex, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure form the Disclosure and Barring Service.

Visits to the school

Visits to the school are warmly welcomed by prior arrangement but you will not be disadvantaged if you are unable to visit. Please contact the school office on 01274 573396 to arrange a mutual appointment. The visit will give you an opportunity to meet the Headteacher and to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Please complete the online application form at www.mynewterm.com - a link can be found on our school website at <https://www.stoswalds.bradford.sch.uk/vacancies>. Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff in the school. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the shortlisting date, you have not been successful at this stage.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

Interview Day

The interview day will consist of several tasks and activities including a formal interview and a chance to meet some of our children. Any tasks are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview, and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Proof of right to work in the UK
- A satisfactory online check
- Provision of proof of identity and qualifications

JOB DESCRIPTION

Job Title:	EYFS Teaching Assistant
Grade:	Band 5, SCP 5 (4-6)

Responsible To: Assistant Headteacher for EYFS

Job Purpose:

Promoting and working within an Early Years setting, meeting the needs of the children, families and community in which it is based, in accordance with the policies, procedures and working practices of the school.

Working as part of a team in assisting and consolidating the provision of a high-quality Early Years curriculum.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description and may be asked to work in another school within BDAT.

Main Duties:

- Work within the school policies, under the direction and guidance of senior staff and within an agreed system of supervision, making decisions using initiative where appropriate within established working practices.
- Work flexibly as part of the school team and may be required to work with any age.
- Promote positive values attitudes and good pupil behaviour dealing promptly with conflict and incidents in line with established policy.
- Use good common sense and initiative when dealing with the conduct and behaviour of individuals, groups of pupils and whole classes; the correct use and care of materials by individual and small groups of pupils; the safety, mobility (if required) and hygiene and wellbeing of the pupils.
- Work within a Key Worker system to provide care and education through the provision of stimulating enjoyable and constructive activities appropriate to the child's age and abilities to ensure physical social emotional and intellectual development, taking into account diversity (e.g. language, culture, ability, race and religion).
- Establish good relationships and high expectations with both the children and their families, through home visits (when possible) and in a pastoral role for a group, taking account of parental concerns and dealing with them sensitively under direction of the teacher where necessary.

- Support constructive relationships and communicate with other agencies/professionals in liaison with the teacher to support the achievement and progress of pupils.
- Assist and support colleagues wherever required to ensure the smooth running of the setting, and contribute to relevant meetings, having the ability to communicate effectively at all levels.
- Support the planning, resourcing and setting up of provision and child-initiated learning opportunities for children within Early Years and in outdoor play areas.
- Assist in the supervision of students on work experience, trainees and voluntary helpers within the room to ensure that the room runs smoothly, and school policies and procedures are followed.
- Perform development checks on the children within the provision, meeting with parents/carers and other agencies as and when required.
- Supervise and support children at all times including school visits, trips and out of school activities. Ensure the physical needs of children are being met and maintain high standards of cleanliness and hygiene (e.g. Washing, dressing and toileting).
- Support children in their learning both inside the setting and in outdoor play areas; recognising and responding to their individual needs, ensuring all children are engaged in appropriate activities.
- Assist in the preparation and maintenance of equipment and resources, including specialist resources, and help the children in their use (e.g. Outdoor or indoor play equipment; being responsible for the care of all equipment and materials within the setting).
- Be aware of and support other team members in ensuring the setting meets required standards as laid down by Ofsted Early Years Directorate.
- Deal with any immediate problems or emergencies using the schools' policies and procedures, liaising with their line manager (Reception teacher) where required (e.g. an injured or sick child).
- Supervise whole classes and groups for short periods, maintaining the planned range of activities in the classroom and/or outdoor play areas in accordance with the short-term planning.
- Monitor and evaluate the children's responses to learning activities as part of the planning cycle.
- Liaise sensitively and effectively with Parents/Carers as agreed with the teacher within your role/responsibility and participate in feedback sessions or meetings (as directed by the teacher) with parents promoting the policy on parental involvement.
- Prepare accurate feedback and detailed records, recording children's physical, care and educational progress and achievements against pre-determined learning objectives, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating systems as part of a team and agreed with the teacher, contributing to reviews of systems as requested.
- Perform allocated tasks with limited supervision.

- Provide general clerical/administration support (e.g. administer resources for agreed activities).

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

In line with the Immigration Act 2016 the Government has created a duty to ensure all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard; for this role the post holder is required to meet the Intermediate Threshold Level.

Intermediate Threshold Level

The post holder should demonstrate:

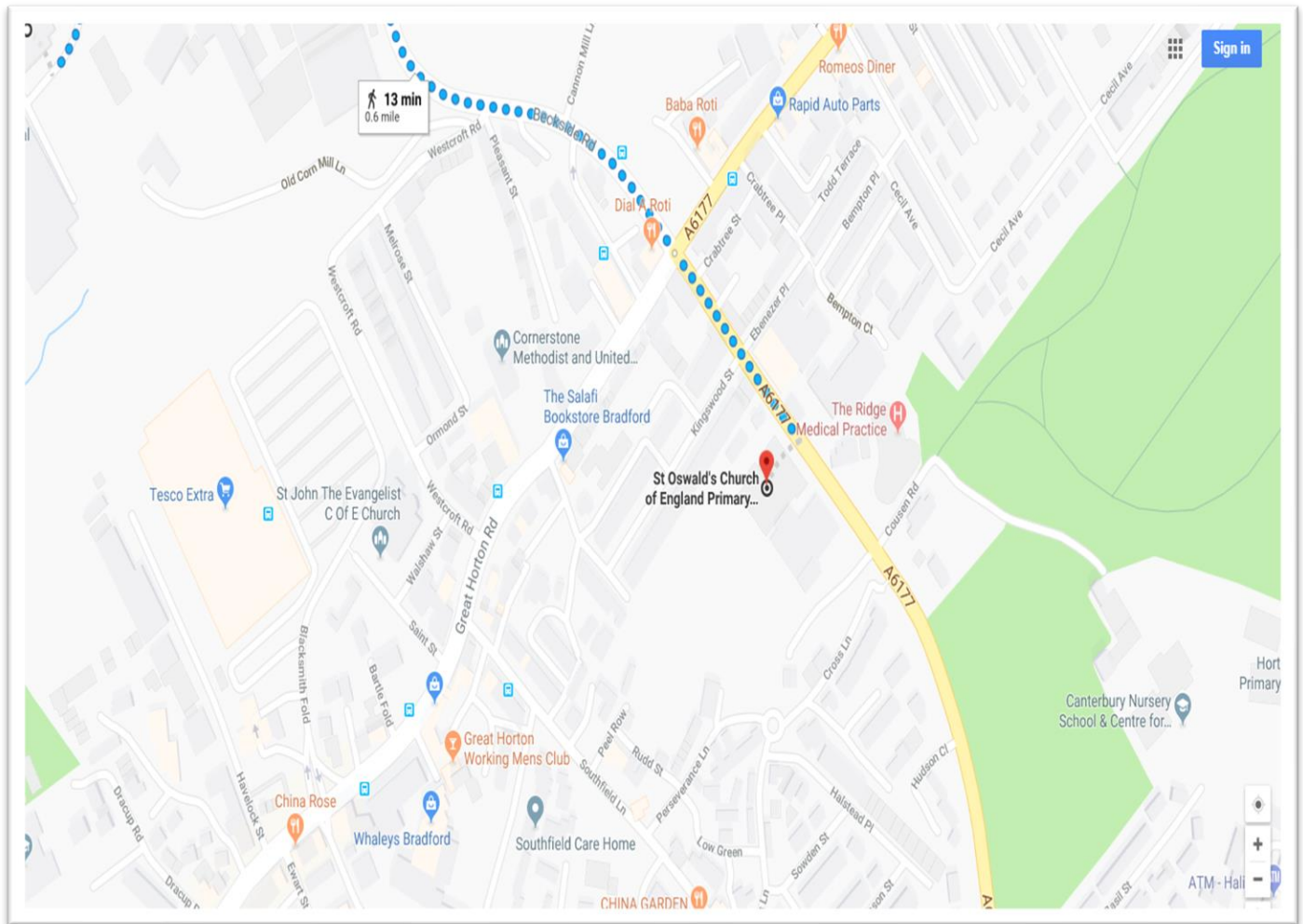
- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> Recent experience of working with the EYFS age group to support children's learning and development, adjusting activities according to children's responses and needs; using specialist curricular and learning skills. Experience of/willingness to train in communication approaches to access the curriculum. Experience of using Microsoft packages including email 	<ul style="list-style-type: none"> Experience of policy implementation in respect of health and hygiene, child protection and special needs requirement. 	Application form & Selection process
QUALIFICATIONS	<ul style="list-style-type: none"> NVQ Level 2 for Teaching Assistants or equivalent qualifications or experience. Grades A – D in GCSE Maths and English or equivalent 	<ul style="list-style-type: none"> Qualifications relating to post e.g. health, children, practical skills, first aid. 	Application form & Selection process. Certificates.
SAFEGUARDING	<ul style="list-style-type: none"> Displays commitment to the protection and safeguarding of children and young people and has an up to date knowledge and training of relevant legislation and guidance, in relation to working with, and the protection of, children and young people. 		Application form & Selection process. Certificates.
TRAINING	<ul style="list-style-type: none"> Willingness to participate in development and training opportunities. Evidence of previous personal development. 	<ul style="list-style-type: none"> Training or willingness to undertake training in the relevant learning strategies Health & Safety training as appropriate 	Application form & Selection process
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> A good knowledge of the EYFS curriculum Knowledge of current and relevant guidelines and legislation and an understanding of child development Ability to work creatively to meet the needs of children and their families Ability to plan activities to stimulate learning and development based on observation An understanding of the needs of a multicultural society. 	<ul style="list-style-type: none"> Understanding of relevant polices/codes of practice and awareness of relevant legislation. 	Application form & Selection process
EQUALITY	<ul style="list-style-type: none"> Candidates should indicate an acceptance of and commitment to the principles underlying the School's Equality policies and practices. 		Selection Process

DISPOSITION – ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. • Ability to prioritise conflicting demands and pressures 	<ul style="list-style-type: none"> • Ability to identify own training and development needs. • Understanding of classroom roles and responsibilities and your own position within these. 	Selection Process
PERSONAL CIRCUMSTANCES	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). 		Selection process. Sight of appropriate documentation as specified in interview letter
PHYSICAL/SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with Equality Act 2010. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of moving and handling pupils, within school policies and practices. • For this post it may be an unavoidable core component of the job for the postholder to be willing and capable of meeting the hygiene and personal care needs of pupils within school policies and practices. 		Selection Process

How to find us



St Oswald's Church of England Primary Academy

Cross Lane

Great Horton

Bradford

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