



# APPLICATION PACK

Teaching Assistant (EYFS)

Achieving Success Together



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- **If you have any queries regarding the application process please contact our School office on 0161 359 5699**



# WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Willowpark Primary Academy, a proud member of the highly regarded Trust, South Pennine Academies. If you're impressed by our exciting work, understand our vision, and want to be part of our journey, then we are keen to hear from you.

Willowpark Primary Academy was inspected by Ofsted in May 2024 and were described as a welcoming school where leaders have high aspirations of teaching, behaviour and outcomes for their pupils and have a strong moral drive to ensure all pupils achieve their and overcome any barriers to their learning.

At Willowpark Primary Academy, we believe that learning should be engaging, purposeful and challenging. As a 2-11 Primary Academy, we educate and nurture every child, ensuring they acquire the knowledge, skills and attitudes they need to be successful in the future and enable them to make a positive contribution to their community. We are committed to ensuring the best possible education and care for our children and we are continually looking for ways to improve and develop what we do in order to ensure we are always improving and

'Achieving Success Together'.

We are looking for a passionate, energetic and dedicated candidate with a strong character and someone who has the ability to motivate and inspire our students to achieve their full potential. Most importantly we are keen to hear from candidates that are driven by a strong sense of purpose and the genuine ambition to help the academy drive standards and achieve our vision.

If this is a position that appeals to you, and you have the passion to make a positive impact on the life chance of our students, then we would very much like to hear from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at [info@willowparkacademy.org](mailto:info@willowparkacademy.org) or call 0161 359 5699. We also invite you to visit our website [www.willowparkacademy.org](http://www.willowparkacademy.org) and our social media pages to learn more about Willowpark and the Trust.

Yours sincerely  
**Louise Hayes**  
Executive Principal

# ABOUT WILLOWPARK PRIMARY ACADEMY

## OUR VISION AND VALUES

Our **vision** is to maximise every child's potential to ensure we can say

**"WE GAVE EVERY STUDENT THEIR PASSPORT TO SUCCESS."**



At Willowpark Primary Academy, we are 'Achieving Success Together' and we work hard to ensure everyone in our academy achieves their full potential. This, alongside our core values of being Respectful, Responsible, resilient and Safe, underpin everything we do as an academy. We passionately believe that as educators, we have the power and responsibility to inspire our students to be the best they can be and enabling them to pursue their dreams and become successful citizens in the future.

## WHY JOIN US

1. We have an amazing team of staff and students at Willowpark, who work hard for one another to maximise the progress we all make. There is a real sense of team spirit within our school – in a nutshell, it's a great place to work and learn!
2. There is a culture of high expectations that permeates through our school, with staff and pupils working hard every day to reach their potential.
3. Relationships within our Academy are strong, creating a positive and purposeful learning environment for all to succeed.
4. Behaviour and behaviour for learning within our academy is exceptional. Pupils have excellent attitudes to their learning and are eager and enthusiastic within their lessons.
5. In lessons, our pupils take pride in their work, show creative flair and rise to the high expectations and challenges presented to them.
6. There is a supportive and collaborative approach to our work within in the school, with all staff working towards to a shared vision for our Academy, pupils and community.
7. Enrichment opportunities sit alongside our broad and exciting curriculum to ensure pupils personal development is robust and is reflected in their day to day conduct and attitude within our Academy. Our pupils are thoughtful, reflective and can communicate their ideas effectively.
8. Pupils enjoy coming to school and the wide range opportunities available to them during their time with us.



[Video Link](#)

# HOW TO APPLY

Thank you for taking time to read about the academy and Trust. If you wish to apply you should:

- Complete the application form fully, via [My New Term](http://www.mynewterm.com) ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with professional email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process; please ensure your referees are prepared and aware of your application.



# JOB DESCRIPTION

## Teaching Assistant (EYFS)

**Reporting to:** Executive Principal/Head of School/CT

**Salary:** Grade 4 – SCP 12-17

**Term:** Permanent

**Location:** School Based

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### PURPOSE OF THE POST:

To work under the guidance of the class teacher to support teaching and learning activities, ensuring pupils' safety and access to the curriculum, and assisting with classroom management and organisation within the Early Years Foundation Stage (EYFS) framework.

### PLANNING, TEACHING AND CLASS MANAGEMENT:

Teach and support allocated pupils by delivering planned activities and learning tasks to achieve progression of learning through:

- Working collaboratively with teachers and other professional agencies to provide effective support for learning activities;
- Providing an appropriate level of emotional and physical support where necessary;
- Providing support under the direction and supervision of teaching staff to assist pupils to access the curriculum and participate fully in school activities;
- Providing support to pupils who have communication difficulties also where English is an additional language;
- Implementing and contributing to planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate;
- Supporting pupils to understand instructions, support independent learning and inclusion of all pupils;
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence; (where needed)
- Supporting the teacher in behaviour management and keeping pupils on task based on the expectations for individual pupils;
- Providing support for pupils with challenging behaviour taking account of support plans and risk assessments under the direct supervision of a teacher;
- Supporting the use of IT and digital access in the curriculum;
- Supporting children's learning through play and planned learning activities;
- Supporting learning by arranging/providing resources for lessons/activities under the direction of the teacher and in line with health and safety requirements;
- Supporting pupils in their social development and their emotional well-being, reporting problems to the teacher as appropriate;
- Support pupils in developing and implementing their own personal and social development;

## **MONITORING, ASSESSMENT, RECORDING, REPORTING:**

- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress;
- Support the teacher in monitoring, assessing and recording pupil progress/activities.
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher;
- Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate in line with school policies and procedures;
- Assist in the development of pupil support plans (such as EHC and Edukey outcomes);
- Undertake pupil record keeping and maintenance of records as requested;

## **CONTINUOUS DEVELOPMENT:**

- To attend courses provided by the organisation as and when appropriate and disseminate information to relevant colleagues.
- Keep up to date with relevant changes to practice and undertake Academy/Trust led Continuous Professional Development.
- Strive to be the best you can be and to continue to learn and develop within the role you hold in the Academy.

## **OTHER PROFESSIONAL REQUIREMENTS**

- Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure.
- Awareness of and undertaking work that complies with school policies and procedures;
- Assist with the supervision of pupils at break times and lunchtimes.
- Assist in escorting and supervising pupils on educational visits and out of school activities under the direction of a teacher;
- Maintain of a clean, safe and tidy learning environment;

## **GENERAL**

- To promote Equality and Diversity ensuring that, specifics of gender, race, class, ability and disability are treated in a positive and no-discriminatory manner.
- To attend meetings with colleagues, parents and outside agencies as directed by the Executive Principal/Head of School or SENDCO.
- To adhere to safe working practices and to report any dangerous events or equipment to the relevant person.
- To carry out any other duties appropriate to the level expected of a teaching assistant on a standard scale relating to the efficient organisation of the school.
- To participate in appraisal processes as required.

## **SAFEGUARDING**

- As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding.
- Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury.
- It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

# PERSON SPECIFICATION

**E = Essential**  
**D = Desirable**

**A = Application Stage**  
**I = Interview and Assessment stage**  
**R = References**

## Relevant Experience

Experience of working with children in a school or early years setting.

**E** **A,I,R**

Have worked as part of a team, as well as on your own initiative.

**E** **A,I,R**

Evidence of closely working with parents, outside agencies and the wider community

**D** **A,I,R**

Evidence of creating an engaging classroom environment, which stimulates pupils' interests and supports their learning.

**E** **A,I,R**

## Education & Training Attainments

Level 3 Early Years for teaching assistants or equivalent (such as L3 Diploma in childcare/Education) qualification and a minimum of 1-year experience in a school.

**E** **A**

Educated to GCSE level including English and Maths at Grade C or above, or equivalent qualifications.

**E** **A**

Training in relevant Pediatric First Aid Certificate

**D** **A**

## General & Specialist Knowledge & Experience

Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation (health and safety, equal opportunities etc.

**D** **A,I**

Knowledge and understanding of supporting children with an EHC plan or on a 1:1 basis.

**E** **A,I**

Full working knowledge and experience of implementing national curriculum/foundation stage curriculum and other relevant learning programmes/strategies.

**D** **A, I**

Knowledge and understanding of intervention strategies and how they can be applied in school.

**D** **A, I**

Understanding of the principles of child development and learning processes gained from working with children of a relevant age in a learning environment.

**D** **A, I**

Knowledge and experience of resources preparation to support learning programmes

**D** **A, I**

Knowledge of inclusion and barriers to children's learning and how it applies in a school setting

**D** **A, I**

## Skills & Abilities

To build and maintain effective relationships with all pupils, parents and colleagues	D	A,I,R
To work with children at all levels regardless of specific individual need and to identify and address learning styles as appropriate	D	A,I,R
To adapt your own approach in accordance with pupil needs and respond to changing school priorities	D	A,I,R
To liaise sensitively with parents and carers.	D	A,I,R
To promote a positive ethos and be a good role model	D	A,I,R
Effective use of IT to support learning including evaluating provisions on software	D	A,I,R
To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	D	A,I,R
To continually improve your own practice/knowledge through self-evaluation and learning from others	D	A,I,R

## Additional requirements

Commitment to safeguarding and promoting the welfare of children and young people.	D	A,I,R
Motivation to work with children and young people	D	A,I,R
Knowledge of school's behaviour and management policy and procedures	D	A,I,R
Knowledge of school's fire and emergency procedures	D	A,I,R
A willingness to undertake training	D	A,I,R
To work flexibly as the workload demands	D	A,I,R
To support out of hours working occasionally at school functions	D	A,I,R



# SAFEGUARDING NOTICE

## Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

**E = Essential**  
**D = Desirable**

**A = Application Stage**  
**I = Interview and Assessment stage**  
**R = References**

- Deter: From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- Identify and Reject: It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- Induct: Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising

awareness through staff training and generally developing an equality culture within the organisation will all help to prevent abuse or identify and report it. The Board of Governors is committed to safeguarding and promoting the welfare of all pupils. Appointment is subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check and the Academy's Safer Recruitment policy and procedure. References will be taken up prior to the interview process, please be prepared and aware of your application's origin, marital status, gender orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine the safety of children will not be tolerated. The intention of this policy is to ensure that all stages of the recruitment process are conducted to deter, identify, prevent and reject unsuitable people from gaining access to the organisation. The policy and the practical implementation of recruitment procedures will also aim to meet all legislative requirements, any statutory or other opportunities to do so will be taken to keep children safe and safer recruitment is a valuable part of the Academy's general good practice. We seek to provide a safe and happy environment where all can flourish and we will ensure that our shortlisting process, in accordance with KCSIE Guidance, is completed on all shortlisted candidates.

### **Disabled applicants**

The Board of Governors and the interview committee will ensure the essential requirements of the post holder's specification are met. As an equal opportunities employer, the Academy is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

### **Privacy notice**

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information, please see the full privacy policy on our school website.





## PARTNERS OF THE SPA TRUST

**South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated an Outstanding ITT provider by Ofsted.**

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

### BENEFITS OF JOINING THE TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Smart Clinic, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies

