RECRUITMENT PACK
Hollingwood Academy

Learning Support Assistant EYFS



Our Trust



I am proud to welcome you to Impact Education. We are a diverse family of Primary, Secondary, Alternative Provision and All-Through Academies, serving young people and their communities in Calderdale, Kirklees and Bradford, West Yorkshire.

Our **vision** is to be a Trust **where hearts and minds connect**; values-driven partners who work collaboratively to provide a high-quality and inclusive education that impacts positively our young people. We are on a **mission** to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills and qualities to be successful in learning, life and work.

Our **people** are empowered to create, explore, share, and learn from each other and the wider system through agile professional learning communities. They have access to high-quality professional development through our **Institute of Learning**. We work hard, but not at the expense of wellbeing, and we want all our people to feel valued, respected, and happy in their work.

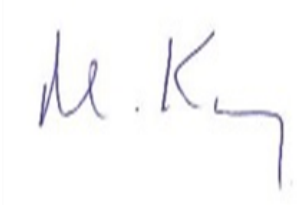
Our **values** of **Heart**, **Mind** and **Connect** underpin everything we do, and our **core principles** articulate how we will live these out across our Academies.

We have entered an important phase of our continued development having undertaken the process of merging with Pennine Academies Yorkshire, who share a strong commitment to inclusive, high-quality education, particularly for disadvantaged pupils and those with special educational needs.

This partnership has created one of the largest non-faith Trusts in West Yorkshire, with 18 academies, 8,200 pupils, and over 1,200 staff. Rooted in shared values of inclusivity, collaboration, and excellence, this is a natural partnership and an exciting time to be joining our Trust.

If you are interested in learning more about our Trust, please make contact, there is so much to share.

Best Wishes,



Mick Kay
Chief Executive Officer

Benefits of Joining

All colleagues receive a planned induction to ensure the best start possible. We are also very proud of the professional learning opportunities across our Trust which are part of our Canopy offering. Canopy means professional learning for everybody across Impact Trust – whatever your school, whatever your role and whatever your interest. A place which inspires us all to grow and develop and pushes us all to be our professional best. These opportunities vary from ITT Training, NPQ's, HLTA, SEND TA, Wellbeing Champion Apprenticeships and many more. Early Career teachers are supported through a range of networks and have access to fully trained mentors and coaching opportunities.

Colleague Voice and wellbeing is really important to us. Colleagues new to the Trust will be able to access a range of benefits outlined below. We also complete an annual Trust listening survey and our Colleague Ambassadors support the development of action plans to help us work towards our goal of being a Great Place to Work.

In addition, we offer the following incentives:

- Cycle to Work Scheme
- Employee Assistant Programme (Including health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members

For further information about Impact Education MAT, please visit our website:
www.i-mat.org.uk

Hollingwood Academy

Thank you for your interest in joining our dedicated and passionate team at Hollingwood Academy. We are looking for enthusiastic and committed individuals who share our vision of providing an exceptional education for every child.

At Hollingwood, we are more than just a school—we are a community. We work closely with parents, carers, and external agencies to ensure that all children receive the best possible start in life. As a two-form entry primary school with an on-site Nursery, wraparound care, and a Resource Provision for children with social, emotional, and mental health needs, we pride ourselves on being an inclusive and nurturing environment where every child is valued.

We are looking for staff who are passionate about making a difference—who will inspire, challenge, and support our pupils to become independent, resilient learners.

Learning at Hollingwood extends beyond the classroom. Our rich curriculum is complemented by an exciting range of enrichment opportunities, including productions, performances, outdoor learning, forest school, trips, and extracurricular activities. We want every child to leave our school with cherished memories and the knowledge, skills, and confidence to succeed in life.

We always consider the whole child, with a strong emphasis on mental health and wellbeing. This allows our children to thrive in an environment where they feel safe, happy, and motivated to learn. Staff work hard to promote British values by fostering an ethos of respect, empathy, and ambition and in doing so prepare children for modern life.

At Hollingwood, we value the wellbeing of our staff. All initiatives that we implement are carefully considered and rolled out in a supportive way. We foster a culture of lifelong learning, where every member of staff is valued, supported, and given opportunities to flourish. Staff at Hollingwood work collaboratively with colleagues across the Trust, constantly thinking about how we can improve learning and outcomes for children. We firmly believe that investing in the professional development of our staff is key to ensuring the highest quality education for our children.

We warmly invite you to visit our school to see first-hand what makes Hollingwood such a special place to work and learn.

We wish you every success in your application and look forward to meeting you.

Warm regards,

Mrs T Asghar
Headteacher

Job Description

Post:	Learning Support Assistant EYFS (2 Posts)
Salary:	Scale 3, SCP 5-6 (FTE £26,427 - £26,847)
Actual Salary:	£19,730
Hours:	32.5 hours, Term Time Only
Contract:	2 Posts – 1 Permanent and 1 Fixed Term Until 31 August 2027
Start Date:	ASAP
Closing Date:	Friday 4 December 2026 at 9am

Core Purpose

- To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.
- To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Duties and Responsibilities

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate statutory tests and undertake routine marking of pupils' work, including recording simple observations of children's performance where appropriate, e.g. Early Years, SEND pupils.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.

- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work cooperatively with others and engage in activities led by the teacher.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against predetermined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS2, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupil's competence and independence in its use
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.
- Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Person Specification

Attributes	Essential	Desirable	Identified
Qualifications	• Numeracy and Literacy skills to a level to assist students with their work. (GCSE/O'Level Grade C or above)	• NVQ Level 3 for Teaching Assistants or equivalent qualifications or experience • Training in relevant support strategies • First Aid at Work • Any qualifications linked to supporting pupils with additional needs	• Application • Certification
Experience	• Values driven • Strong ICT skills • Experience of working with children with a wide range of needs (SEND, EAL, vulnerable)	• Working in a school or early years setting with a similar context • Working with children with complex communication and neurodiversity	• Application • Interview • References
Knowledge and skills	• High expectations which motivate and challenge students • Ability to engage children with learning in an age-appropriate way • Understanding and commitment to Equal Opportunities	• Understanding of the primary curriculum and other basic learning/national curriculum • Understanding of Child Development and Learning	• Application • Interview • References
Character	• Strong moral purpose and drive for improvement • Ability to work well in a team • Values-aligned & resilient • Ability to work in a calm manner with children exhibiting behavioural difficulties • Flexible • Motivated and enthusiastic • Excellent interpersonal skills • Good sense of humour • Desire to develop yourself • Ability to receive and act on feedback • Strong attention to detail • Ability to work under pressure • Commitment to the full life of the academy • Energy to make learning engaging	• Ability to liaise with the teachers to plan differentiated work • Ability to think clearly and remain calm in emergency situation	• Application • Interview • References

How To Apply

To apply, please visit MyNewTerm at the following link:
https://mynewterm.com/jobs/144860/EDV-2026-HA-58527

Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.