



Pennine Academies Yorkshire

RECRUITMENT BROCHURE





WELCOME FROM THE CEO

Welcome to Pennine Academies Yorkshire and may I start by expressing my thanks for taking an interest in our academies and what we are trying to achieve.

Formed in 2018, Pennine Academies Yorkshire now comprises seven successful primary schools and considers every one that is part of the Trust a family member.

DIVERSITY AND UNIQUENESS

Our schools are diverse - from a small rural school of fewer than 100 pupils nestled high up in the Dales, to a 720-place inner city school with a 24-place resource provision. All schools are in control of their own pedagogy, uniform, school day, curriculum, and staffing structures. Our central team provides extensive support services in finance, estates, people and culture, IT, governance, policy, SEND and school improvement support - the best of both worlds!

WE ARE ETHICALLY DRIVEN

We want to be the employer of choice; this means we support our staff with their Continued Professional Development and career aspirations. Working for us will afford you many different opportunities both within the school you work in and in supporting other schools. We regularly offer out and

encourage people to take secondments or to support other schools in a variety of guises. This has led to fantastic promotion opportunities for many.

Our strength comes from our ability to support one another across the schools.

WE VALUE ALL CHILDREN

Pennine schools are there to serve their local communities. We believe we should be there to support all children irrespective of background, disability or special educational need. We have three Resourced Provisions across the Trust supporting children with SEMH, Communication and Interaction Difficulties and Visual Impairment. This means we have access to a team of specialist teachers who also support our mainstream teachers. We work with integrity and inclusivity.

Pennine really is a different kind of Trust, one that has the value of people and relationships at its heart. Come visit us to see for yourself!

Michael Thorp CEO



WELCOME FROM THE HEADTEACHER

Dear Candidate

'Together we discover, believe & achieve.'

On behalf of myself, staff and pupils, I would like to thank you for your interest in Farnham Primary School – a happy place where every child is valued, nurtured and celebrated.

Farnham Primary is not only an exciting place to work but is at an exciting place in its journey. Situated in inner city Bradford, we are a 2-form entry school and we currently have 460 pupils on roll which includes our nursery provision for 3-year olds.

The Farnham Curriculum is currently going through an exciting period of transformation. If you were to join us now, you would be in a position to truly shape the learning experiences you give your pupils through a curriculum that is exciting and relevant. Our pupils want teachers and leaders who are motivated and willing to make everything they do count. They want exciting lessons with resources that are of a high quality where they can enjoy learning and prepare for the future. Our dedicated and caring staff are committed to providing an inclusive, high-quality education for all children. The whole team works hard to remove barriers to learning so that all children can participate in a full and rich curriculum.

Behaviour at Farnham is good. We encourage all children to be kind, love learning, work hard and relish the challenges that new learning brings whilst making the happiest of memories. There is a culture of high expectations of both learning and behaviour and we place an emphasis on developing relationships where children and staff are respectful towards each other and value diversity. We have a strong commitment to achieving the best possible outcomes for all, preparing pupils to take their place as responsible citizens in modern Britain.

Our website will provide you with a snapshot of our school but if you have any further questions please do not hesitate to contact me if you have anything you wish to discuss. It's important you apply to somewhere you feel you can make a positive contribution and can flourish. I would strongly recommend a visit to the school where I would be happy to show you around and answer any questions.

I wish you every success in your application.

Samantha Keenan
Headteacher, Farnham Primary School





EMPLOYEE BENEFITS

WHAT WE OFFER

- Holistic Employee Assistance Programme: We provide comprehensive support through our Employee Assistance Programme (EAP), offering various services to help staff manage personal and work-related challenges. Services include:
 - Counselling Services
 - Mindfulness Services
 - Weight Management
 - Physiotherapy
 - GP Helpline
 - Cancer & Chronic Illness Support
 - Menopause Support
 - Nurse Support
 - Whole School & Leadership Support
 - Private Medical Operations
- A robust People and Culture strategy encompassing wellbeing and workload charters - please see the website for further details
- A full induction programme offering a welcoming, friendly and outstanding network of support
- Excellent opportunities for personal and career development within the Trust
- Effective, supportive and dynamic leadership
- If applicable, automatic enrolment into the national Teacher Pension Scheme with generous employer contribution rates
- If applicable, automatic enrolment into an increasingly rare Local Government Pension Scheme for support staff with generous employer contribution rates
- Flexible family policies available from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave)
- Generous holiday allowance plus bank holidays (this increases with length of service and entitlement is based on grade and continuous service)
- A range of working patterns are available depending upon the role
- We are a wellbeing employer with dedicated wellbeing policies and practices
- We demonstrate we are morally committed to achieving true diversity throughout our whole organisation
- A shared ambition to provide outstanding education for our pupils
- A close knit trust which works together to recognise its social responsibility taking part in local charity and cultural activities



WHY JOIN US?

Pennine Academies Yorkshire was formed to bring clear, tangible and inspiring benefits to children, families, carers and all staff. We have expanded from three founding schools to a family of seven schools.

SO WHY WOULD YOU JOIN PENNINE?



1

WE PROVIDE HIGH QUALITY GOVERNANCE

The Board of Trustees are highly effective, transparent and are a skilled group of professionals who work with the executive team to set the vision and values. They hold the executive team to firm account and delegate the correct duties to scrutiny committees without giving their responsibility for standards away.

2

WE HAVE A PROVEN ABILITY TO PERFORM AND IMPROVE SCHOOLS

All schools in the Trust are high performing and understand good teaching and learning. We work effectively with one another across networks to raise standards and improve outcomes for pupils. We have a highly-skilled school improvement team that spans the Trust, who meet regularly to plan collaborative work, challenging and supporting each other in equal measure.

3

PENNINE VALUES AND DEVELOPS LEADERSHIP AT ALL LEVELS

Pennine Academies Yorkshire has ethical leadership at its core. As such the Trust provides key non-negotiables for its staff, which are an expectation whichever site you are working at:

- Be employed professionally, with equity and equality
- To be able to access flexible working arrangements when circumstances change
- To work in a safe environment and to be treated with respect
- To be developed professionally
- To have a reasonable work-life balance
- To have the opportunity to have career pathways opened
- To contribute to the strategic vision for the Trust and school

4

WHY WOULDN'T YOU WANT TO BE PART OF SOMETHING BIGGER?

At Pennine we want to put in place all the advantages of being part of a bigger organisation without losing any of the character of the individual schools. Each school has a great deal of autonomy and freedom to make changes designing their own curriculums, pedagogy and ethos - this means they all have a part to play in developing the Trust.

5

TO IMPROVE OUTCOMES FOR PUPILS WITHIN THE SYSTEM

It's not just about what our Trust can offer you. What can you offer to the Trust? We need great support staff, great teachers and great leaders - all with a great mindset!

EARLY YEARS PRACTITIONER JANUARY 2026



Farnham Primary School | T 01274 573297
Headteacher: Samantha Keenan

CLOSING DATE:

Monday 12 January 2026

INTERVIEWS:

Monday 26 January 2026

Band 7 SCP 11-17 Actual Salary £22,893 – £25,237 35 Hours Per Week, TTO + 5 Days Working Pattern – Mon, Thurs & Fri 8:15am to 3:20pm. Tues 8:15am to 4:30pm and Weds 8:15am to 4:15pm

Are you committed to achieving the best outcomes for all pupils? Are you an outstanding practitioner with a real passion for exciting teaching and learning? We are looking for an Early Years Practitioner to join our team from January 2026. The successful candidate will need to be hardworking, resilient and have the highest of expectations of our pupils as well as the ability to work as part of a flexible and happy team.

As an Early Years Practitioner at Farnham Primary School, we will offer you:

- Tailored CPD and opportunities to support career progression
- Enthusiastic children who are keen to learn
- A positive and thriving working environment
- A supportive Leadership Team

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of young people and we expect all staff to share this commitment. All posts are subject to the safer recruitment process including an enhanced Disclosure and Barring Service Check. The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children

Please see our website to view our [Safeguarding Policy](#).

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

Visits to the school are warmly welcomed by arrangement. Please contact the school office to arrange an appointment or to ask for further information on 01274 573297.

What Ofsted say (November 2023)

" Pupils are proud to be part of this school's diverse community. The school provides many opportunities for collaboration with parents and carers"

JOB DESCRIPTION



JOB TITLE/POST:

EARLY YEARS PRACTITIONER

SALARY:

BAND 7 SCP 11-17

RESPONSIBLE TO:

SENIOR LEADERSHIP TEAM

DATE:

DECEMBER 2025

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be considered when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



PRIME OBJECTIVES OF THE POST:

- 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/Trust.
- 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.

KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will contribute to the overall ethos, work and aims of the school.
- Will appreciate and support the role of other professionals.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional, behavioural or physical difficulties.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Will have the ability to reflect on their own practice and the willingness to keep learning.
- Will demonstrate a clear understanding of equality and inclusion and ensure that any incidents of racism, bullying, harassment, victimisation and any form of abuse are challenged in line with school policy and the equality act.
- Be vigilant and sensitive to any child protection or safeguarding concerns that arise, reporting any concerns to the Designated Safeguarding Leads in line with school policy and procedure.

RESPONSIBILITIES

Support Learning & Development

- Provide high-quality care and education for children aged 0–5 in line with EYFS guidelines
- Plan, prepare, and deliver engaging, age-appropriate activities that support developmental milestones across all areas of learning.
- Deliver structured and agreed learning activities/programmes, adapting these to meet individual needs, abilities, cultural backgrounds, and learning styles
- Teach and supervise whole classes during the short-term absence of the teacher, working within the predetermined lesson framework and ensuring good order and engagement.
- Set challenging and aspirational expectations for pupils, encouraging independence, cooperation, self-esteem, and positive learning behaviours.
- Support children's personal, social, emotional, physical, and intellectual development.

Assessment & Monitoring

- Observe, assess, and record children's progress using EYFS principles and school policies.
- Monitor pupil responses to learning and record progress toward predetermined objectives.
- Provide accurate, constructive feedback to teachers and pupils, suggesting next steps where appropriate.
- Assist in the development and implementation of Individual Education Plans (IEPs) and Personal Care Programmes using specialist skills where required.

Inclusion, Safeguarding & Behaviour

- Promote a warm, inclusive, nurturing environment where all pupils feel safe, valued, and accepted.
- Support pupils with a range of additional or complex needs, ensuring safety, dignity, and full integration.
- Maintain consistent application of behaviour and relationship policies, promoting positive values and attitudes.
- Follow safeguarding, child protection, and health & safety procedures at all times.

Pastoral & Care Responsibilities

- Attend to pupils' personal care needs, including toileting, dressing, mobility assistance, nappy changing, and first aid where applicable.
- Support daily routines such as meals, hygiene, rest times, and transitions across the day.
- Ensure high standards of cleanliness, hygiene, and wellbeing in all interactions.

Environment & Resources

- Develop, organise, and maintain an orderly, purposeful learning environment.
- Prepare, use, manage, and safely store resources and equipment; identify or suggest new resources when required.
- Maintain a clean, safe, stimulating indoor and outdoor environment at all times.



Collaboration & Communication

- Build positive, professional relationships with pupils, families, colleagues, and external agencies.
- Gather or relay information to parents/carers sensitively under teacher direction, offering guidance where appropriate.
- Contribute to meetings, planning discussions, and multi-agency liaison to support pupil progress.
- Transfer work and resources back to the teacher after sessions and report any concerns or issues

Extended Duties

- Supervise pupils during breaks, before/after school, and on trips, taking responsibility for a group when required.
- Contribute to planning and supporting out-of-school learning experiences.
- Provide clerical and administrative support as directed by the teacher.
- Take line-management responsibility for LSAs, trainees, volunteers, or students on placement when required.

Professional Development

- Participate in ongoing professional development, reflective practice, and performance reviews.
- Recognise personal strengths and areas for growth, using expertise to support colleagues and the wider school community.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.



SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g., access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.



PERSONNEL SPECIFICATION



ESSENTIAL CRITERIA

- Experience of working in Early Years Foundation Stage to support children's learning and development, or similar role
- Grade C/4 GCSE English and Maths or equivalent
- Level 3 NVQ or equivalent qualification in Early Years Education

JOB SPECIFIC EVIDENCE:

EXPERIENCE

- Experience of working in a team situation
- Experience of working with or caring for children of relevant age
- Experience of working with pupils with additional educational needs
- Experience of working in a relevant discipline

QUALIFICATIONS / TRAINING

KNOWLEDGE:

- Evidence of further professional development
- Other relevant qualifications
- A good knowledge of the Early Years Foundation Stage Curriculum.
- Knowledge of current and relevant guidelines and legislation and an understanding of child development.
- Ability to work creatively to meet the needs of the families, working with parents to effect change.
- Ability to plan activities to stimulate learning and development, based on observation.
- Ability to work effectively as a member of the EYFS Team
- Ability to communicate effectively with children, parents/carers and other professionals.
- Commitment to working in an anti-discriminatory way to ensure equality of opportunity.

PERSONAL CIRCUMSTANCES

- Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)
- Will not require holiday leave during term time
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required)
- Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012.
- Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.
- For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices and training.



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