



TEACHING ASSISTANT

RECRUITMENT PACK

FARFIELD PRIMARY AND NURSERY SCHOOL



Reevy Crescent, Buttershaw, Bradford, BD6 2BS

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www.farfieldprimary.com



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Dear Applicant

I would like to thank you for your interest in a Teaching Assistant vacancy at Farfield Primary and Nursery School.

Farfield is a friendly, vibrant and lively school where our children are enthusiastic learners, well-motivated and encouraged to think for themselves. Visitors to our school always comment about the friendly and polite welcome from both staff and pupils.

We require:

A permanent Early Years Level 3 practitioner **POST 1**

A permanent Level 2 Early Years teaching assistant **POST 2**

A teaching assistant to work in year 6 (temporary to cover maternity leave) **POST 3**

A permanent level 2 teaching assistant for a year 3 or 5 class **POST 4**

These posts have become vacant due to the retirement of post holders or maternity cover. As a member of the support staff team you would be a highly motivated, inspirational Teaching Assistant who has the drive, vision and interpersonal skills to work with staff, children, parents and other stakeholders. We would like someone who cares about the children and is able to support children in lessons, allowing children to make good progress throughout their school career. This is a real opportunity to make a difference. If you are passionate about education and improving life chances, then we are keen to hear from you.

Our areas for improvement this academic year are: To develop the wider curriculum and give children opportunities to think more deeply – can you be the one to make that difference?

These are exciting times where we can really shape our school into what we know our children need, deserve and are capable of.

If you would like further information or to discuss the position, please don't hesitate in contacting us on 01274 678545 or e-mail office@farfield.bradford.sch.uk

I look forward to hearing from you in the near future.

Farfield Primary and Nursery School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Yours sincerely

Susan Convery
Headteacher

ABOUT OUR SCHOOL

At Farfield Primary and Nursery School we educate both boys and girls who live on the outskirts of Bradford. As a school, we firmly believe that the child is at the heart of their learning and to this end, we work extremely hard to ensure that all pupils have equal opportunities to do the very best they can.

We have an enthusiastic, highly motivated staff committed to a caring, child-centred ethos. We offer skilled teaching, a creative curriculum and high academic standards, as well as concentrating on the education of the whole child. We cater for each child's needs within a family context of firm, yet sensitive guidance. We know that EVERY child can achieve, and through good teaching and learning and the partnerships we build with parents and the wider community, our children leave school as confident, able learners equipped with the skills and knowledge to continue their lifelong learning journey.

Education is a partnership between home and school and we place a great deal of emphasis on our partnership with parents. We believe that children learn best when home and school work together for their benefit.

Children coming into the school bring a wealth of knowledge and understanding about the world around them. It is our aim to build on these skills and promote a willingness and enthusiasm to learn more.



Mission statement



We share the **B**elief that all children will achieve,
 If they learn **R**esilience they never give up,
 If they learn **I**ndependence they will love learning,
 If they set **G**oals they will have achievable steps to take,
 If they have high **H**opes they will become what they aspire to be,
 If they learn **T**olerance they will share with, learn from and respect others.



POST 1: Early Years Practitioner Job Description and Person Specification

Post title: Early Years Practitioner
Pay range: Level 3, Band 6, SCP 6-11
Line manager: Early Years Leader

Job Description

Core purpose

To contribute to the promotion and development of an integrated education and day care service that offers high quality experiences for children aged 0 – 5 years. Farfield Primary & Nursery School provides integrated services for education, health care and special care to children from 0 to 5. Staff to work on a rota system in order to ensure that appropriate staffing levels and expertise are maintained throughout Farfield Primary & Nursery School. Staff will be able to work with a variety of professional disciplines enthusiastically and to put the child at the centre of their work.

Farfield Primary & Nursery School is fully committed to safeguarding children and promoting their welfare and expects all staff to share in this commitment. All posts are subject to an Enhanced DBS with Barred List check.

This Job Description is furnished to assist staff joining Farfield Primary & Nursery School to understand and appreciate the work content of their post and the role they are to play in the organisation.

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. This job description is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.

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 taken into account when the post is reviewed.

Farfield Primary & Nursery School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the School's Services.

Farfield Primary & Nursery School 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.

Organisation

To support the planning and to provide a programme of activities suitable to the age range of children within each group.

To ensure that activities take into account the individual needs of each child by implementing a key worker system.

To ensure that parents, carers and appropriate professionals are welcomed, involved and regularly informed of each child's activities.

To ensure the safety and welfare of children at Farfield Primary & Nursery School.

To plan and record appropriate activities for children which meet Ofsted standards.

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To ensure that parents, carers and appropriate professionals are welcomed, involved and regularly informed of each child's activities.

To ensure the safety and welfare of children at Farfield Primary & Nursery School.

Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

Administration

To keep accurate records of allocated children and to implement, in conjunction with Farfield Primary & Nursery School.

To have responsibility for the assessment and recording and monitoring of the needs of allocated children.

To plan and record appropriate activities for children which meet Ofsted standards.

Resources

The jobholder is responsible for the supervision of other early years practitioners.

Wider Responsibilities

There is a requirement, subject to appropriate training, to lift and carry children.

There is a need, from time to time, to clean / wipe bodily fluids.

This post is classed as having a high degree of contact with children or vulnerable adults.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of Farfield Primary & Nursery School and may change either as your contract changes or as Farfield Primary & Nursery School is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Farfield Primary & Nursery School. _____ *Date* / /

**Person Specification
Early Years Practitioner**

	ESSENTIAL (E)	DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> • Ability to work on own initiative and as part of a team. (E) • Experience of providing high quality day-care to young children (3-5 years). (E) • Understanding of the foundation stage learning goals. (E) • Ability to write reports that will be helpful and information to parents, carers and professional staff. (D) 	
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • Will possess excellent literacy and numeracy skills (GCSE (or equiv) Maths and English). (E) • Will hold a relevant qualification (NNEB, Level 3 NVQ, or education to graduate level) or training in the care and education of nursery age children with a minimum of 3 - 4 years' experience in a relevant position. (E) • Recognised child care qualification equivalent to NVQ level 3. (E) • Current first aid certificate. (D) • Food hygiene certificate. (D) 	
KNOWLEDGE/SKILLS:	<ul style="list-style-type: none"> • Will possess in-depth knowledge and understanding of all policies, procedures and regulations relevant to the role, including child protection. (E) • Will possess the ability to relate well to children and adults. (E) • Will possess the ability to develop and follow plans of work and teacher directed learning programmes. (E) • Will support children's learning using highly-developed advisory, guiding, negotiating and persuasive skills having full regard to their individual social/emotional/physical/intellectual needs. (E) • Will possess excellent oral and written communication skills, adapted to the needs of the audience. (E) • Will personally resolve problems and situations usually following existing rules and procedures with the ability to assess situation and decide on best solution. (D) 	

POST 2, 3 AND 4

JOB DESCRIPTION: TEACHING ASSISTANT LEVEL 2

PAY RANGE: LEVEL 2, BAND 5, SCP 4-6

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:

1. 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.
2. 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 taken into account when the post is reviewed.
3. Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
4. The Council 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:

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.

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.

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school 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 well-being 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 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.
- 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/physical difficulties.

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

KNOWLEDGE AND SKILLS: *(See Personnel Specification)*

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate exams and undertake routine marking of pupils' work.
- 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 well-being 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 co-operatively 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 pre-determined 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, KS3, 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.

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 – TEACHING ASSISTANT LEVEL 2

Post Title: TEACHING ASSISTANTS – GENERAL / CURRICULUM RESOURCE SUPPORT

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> • Working with or caring for pupils in a school environment. • General technical / resource experience eg. science, art, ICT. • Clerical / administrative / financial work. 	<ul style="list-style-type: none"> • Experience of working in a team situation. • Experience of working in a school supporting pupils with additional educational needs, special educational needs or other relevant experience. 	Application form & Selection process
QUALIFICATIONS	<ul style="list-style-type: none"> • NVQ 2 for Teaching Assistants or equivalent qualifications or experience. • NVQ 2 in relevant discipline or equivalent qualification or experience. 	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 1 • Qualifications relating to post eg health, children, practical skills, first aid. 	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"> • Completion of DfES teaching assistant induction programme. • Training or willingness to undertake training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, ICT, maths, English etc. • Health & Safety training as appropriate. 	Application form & Selection process
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of particular subject / technical area. • An understanding of the needs of primary aged pupils in a multicultural society 	<ul style="list-style-type: none"> • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Understanding of child development and learning. • Understanding of relevant polices/codes of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning 	Application form & Selection process

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
		programmes/Strategies. <ul style="list-style-type: none"> • Effective use of ICT packages. 	
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights 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. • Good sense of humour. • 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
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good literacy / numeracy skills. • Ability to use relevant technology. • Ability to use ICT effectively. • Ability to use relevant equipment / resources. • Good keyboard / computer skills. 		Application form & Selection process / test
CIRCUMSTANCES - PERSONAL	<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 		Selection process. Sight of appropriate documentation

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<p>clients/finance (DBS check required).</p> <ul style="list-style-type: none"> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) 		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 the Disability Discrimination Act 1995. 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 postholder to be capable of lifting and carrying pupils, within school policies and practices. 		Selection process.

COPY OF ADVERT

Farfield Primary and Nursery School

Reevy Crescent, Bradford, West Yorkshire, BD6 2BS. Tel: 01274 678545
 e-mail – office@farfield.bradford.sch.uk www.farfieldprimary.com
 Headteacher: Susan Convery



Farfield was graded Good by Ofsted in January 2020, they said: 'Staff are well trained.' 'Staff work well as a close team...'
 Why not come and join our happy school?

We require:

- A permanent Early Years Level 3 practitioner **POST 1**
- A permanent Level 2 Early Years teaching assistant **POST 2**
- A teaching assistant to work in year 6 (temporary to cover maternity leave) **POST 3**
- A permanent level 2 teaching assistant for a year 3 or 5 class **POST 4**

We are looking for an experienced practitioner who has:

- Good English and Maths skills
- Experience of working in different Key Stages
- The ability to use their own initiative and a positive attitude towards school policies and procedures
- Commitment to supporting children's learning and good behaviour
- Qualifications to at least Level 2 NVQ standard

We can offer:

- Positive working relationships
- A caring school ethos where every child really does matter
- Our full commitment to your professional development
- A professional challenge with great potential rewards
- An opportunity to improve life chances
- Valuable experience in school improvement and the chance to make a real difference

Our children deserve the best and we aim to give them just that.

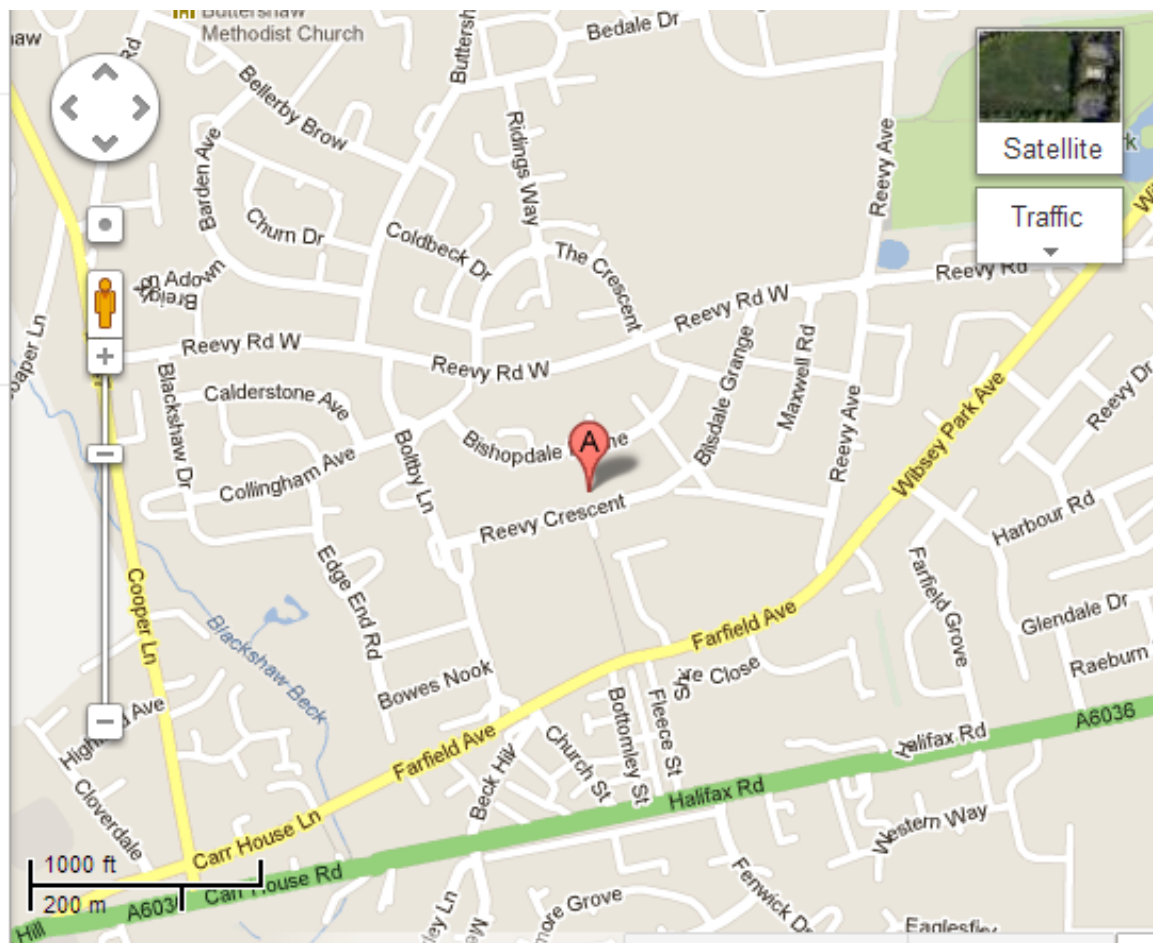
Can you bring the skills, knowledge and enthusiasm to help us meet this challenge?
 Farfield Primary and Nursery School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.
 This post is subject to an enhanced DBS check

Closing Date: 23.11.2020 at 12 noon Interviews: Within the week beginning 30.11.2020

For an application pack please go to www.prospectsonline.co.uk



HOW TO FIND US



Farfield Primary School and Nursery
Reevy Crescent
Buttershaw
Bradford
BD6 2BS
Tel : 01274 678545
Fax: 01274 694022
E-mail: office@farfield.bradford.sch.uk



HOW TO APPLY

**PLEASE SPECIFY ON YOUR APPLICATION FORM WHICH
ROLE YOU ARE APPLYING FOR OTHERWISE YOUR
APPLICATION MAY BE DISREGARDED**

If you wish to apply for the post of Teaching Assistant at Farfield Primary and Nursery School, please log onto the prospects online website at www.prospectsonline.co.uk. Upload your completed application form onto the website outlining how you meet the criteria on the job description and attributes required. A continuation sheet may be used if necessary.

We would request that you provide details of daytime and evening contact numbers and email addresses for use should you be called for interview.

The closing date for applications is 12 noon on Monday 23rd November 2020.

You will be informed at the earliest opportunity if your application has been successful.

**Interviews will take place week beginning 30.11.2020
Please be available for interview on that day if shortlisted.**

Thank you for your interest in our post. We look forward to receiving your completed application.