

Green Lane Primary School



Recruitment Pack - Early Years Practitioner

A proud member of





About our school

“The Home of Learning’

Green Lane Primary School became an academy in December 2016, as part of The Priestley Academy Trust. It is a larger than average three-form entry primary school situated in the inner-city. The community is an area with high levels of social and economic challenge. Almost all the pupils (99%) are from minority ethnic backgrounds, mainly of Pakistani and Bangladeshi heritage, with almost all pupils using English as an additional language. The school is welcoming increasing numbers of pupils from around the world, including Eastern Europe or those seeking asylum from countries in Africa.

Green Lane Primary School is home to two school led Resourced Provisions for Developmental Language Disorders (DLD) and Communication and Interaction Needs including Autism (CI including AS). The school runs a two-year old provision and nursery which is well attended by our school community.

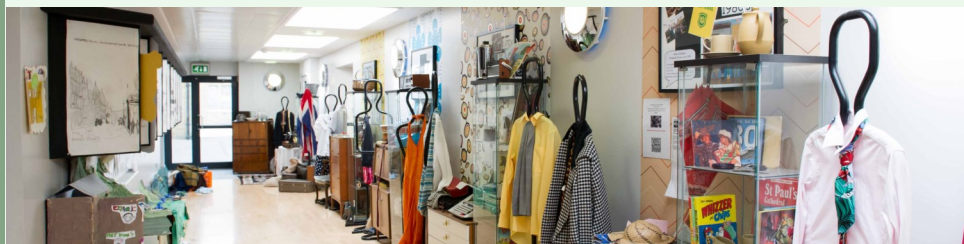
At Green Lane our children thrive in a happy, safe and purposeful environment. The school encourages a love of learning and welcomes new challenges.

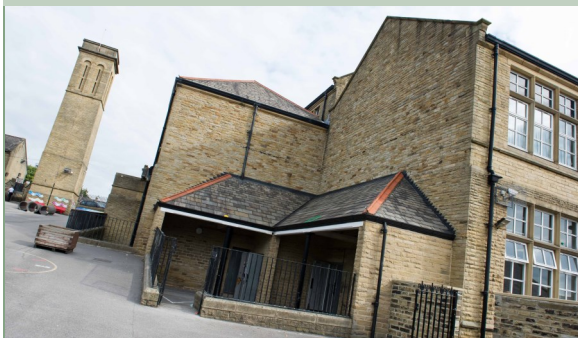
Our pupils are polite, considerate and enthusiastic, especially about their learning experiences. They show a willingness to overcome any barriers they might face in laying the foundations for a successful future.

Being part of The Priestley Academy Trust enables the school to have autonomy with the added advantage of the support and challenge of a strong Trust.

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A message from our Executive Headteacher

Dear Applicant

Thank you for your interest in the post of Early Years Practitioner at Green Lane Primary School.

We are extremely proud of the achievements of the children and staff at our school and we welcome your application as someone who would like to be part of our team.

The successful candidate will join a team of dedicated staff, who strive to support school leaders in their aim to raise academic standards whilst developing the character and independence of our pupils. We live in an ever-changing world and we want to make sure that our pupils have the skills and knowledge necessary to be successful in it.

The Local Governing Board, alongside our colleagues across The Priestley Academy Trust, share our ethos and vision and they are proud to support the school in continuously seeking improvement and excellence for all.

I hope this will inspire you to apply for this exciting opportunity and I look forward to receiving your application. Information on how to apply or to arrange an informal chat/visit to the school can be found later in this document.

Yours sincerely

Bryan Harrison
Executive Headteacher

"At our school we feel we are part of a strong learning family"



Respect

At the heart of our schools, respect underpins everyone's behaviour.

Responsibility

At The Priestley Academy Trust we ensure our pupils take responsibility for their own actions in order to fulfil their potential.

Excellence

Our aim is for all of our pupils to achieve academic excellence from their first day in one of our schools.

Compassion

All our pupils and staff will be compassionate towards all those attending or involved with The Priestley Academy Trust.

Collaboration

Sharing best practice to help ensure our pupils get the best possible education.



About

The Priestley Academy Trust

The Priestley Academy Trust was formed to create a local solution in providing outstanding education and to enable our schools to work together to increase our capacity for embedding and sustaining real school improvement for the benefit of our learners.

Our five core values are respect, responsibility, excellence, compassion and collaboration.

The Trust's mission is to develop all our pupils as both academic and well rounded, independent young people, equipped with the understanding, attitudes, skills and behaviours necessary to succeed in life. We will strive to ensure that they are prepared to succeed in secondary school, higher education, employment and their family and community life.

Our Schools

Academy Name	Headteacher/Head of School	Pupil Numbers	% eligible for FSM
Atlas Community Primary	Lisa Simpson	233	42.7
Green Lane Primary	Joanna Baxendale	687	35.5
Lilycroft Primary	Leah Florence	420	39.1
Margaret McMillan Primary	Richard Walker	633	30.1
Miriam Lord Primary School	Steven Young	404	34.0
Westbourne Primary	Joanne Marwood	451	37.8

Please note that Bryan Harrison is Executive Headteacher of Green Lane and Miriam Lord Primary Schools.



Be the change

Maximise your potential

Green Lane Primary School

Early Years Practitioner

SCP 6-11

32.5 hours per week

Term Time Only plus 2 days

Required for September 2024

The Priestley Academy Trust is a collaboration of six primary schools close to the city centre of Bradford, West Yorkshire.

We are a dedicated and hardworking Trust and we aim to be at the forefront of new initiatives to raise standards and broaden the range of experiences for our pupils.

We are now looking for an Early Years Practitioner at Green Lane Primary School.

Green Lane Primary is a wonderful school in the heart of Manningham; we pride ourselves on our inclusivity and strive to ensure all children reach their full potential.

We are currently looking for an enthusiastic and motivated Early Years Practitioner to work as part of our dedicated team. You will play a key role in shaping the early development of children aged 2-5 and will plan and deliver engaging activities. Maintaining strong communication with parents/carers and colleagues is key.

We can Offer:

- A supportive and experienced leadership team
- An exciting innovative place to work
- A dedicated and friendly team of staff

The successful applicants will have:

- A willingness to participate in development and training opportunities
- Relevant early years qualification (at least Level 3)
- GCSE English and Maths (grade C/4 or above) or equivalent eg. Adult Literacy/Numeracy at level 2 or higher
- Qualifications relating to the post eg health, children, practical skills, first aid
- The ability to remain calm under pressure
- The ability to cope with the requirements of the post

To book a visit, or have a conversation regarding the role, please contact joanna.baxendale@priestley.academy

All posts are subject to vetting and recruitment checks, including a satisfactory enhanced disclosure from the DBS.

Job Description

Early Years Practitioner

Salary:	SCP6-11
Reporting to:	Assistant Headteacher
Supervisory Responsibilities:	None
Location:	Green Lane Primary School

Job Description

Main purpose of the job:

- ◆ To implement agreed work programmes as a member of staff team to delivery high quality learning support to children and their families
- ◆ To promote children's learning, by engaging parents through home visits, encouraging parents/carers to attend the activities held in school which promote children's learning
- ◆ To support the development of parents/carers knowledge and skills about their children's development
- ◆ To support the learning of the children and to prepare provision, resources and equipment for school

Key Activities/Responsibilities:

Supervisory/Managerial

- ◆ The Early Years Practitioner may supervise children with other adults (including cover for the teacher)
- ◆ To plan a range of appropriate activities for the children
- ◆ To take delegated responsibility in the supervision and guidance of paid workers, students on work placement, trainees and voluntary helpers who may be parents
- ◆ To signpost parents/carers to other professional and voluntary services both within the school and in the wider community

Supervision and guidance

- ◆ To be responsible to the Assistant Headteacher and leadership team who will provide supervision and guidance on School Policy and Practices and curriculum guidance. The Early Years Practitioner will work under the direction of the Assistant Headteacher. The class teacher will provide policy and practices and curriculum guidance

Range of decision making

- ◆ To make decisions using own initiative where appropriate within established working practices and procedures

- ◆ The postholder will be expected to use creativity and initiative to:
 - help the children and their families take full advantage of the opportunities provided in the school
 - support children and their families in the best use of the materials and equipment available
 - ensure the safety, mobility, care and wellbeing of the children and adults

Responsibility for assets, materials etc

- ◆ To maintain the confidential nature of information relating to the school, its children, parents and carers
- ◆ To be responsible for the care of all equipment and materials, in conjunction with other members of staff
- ◆ To maintain well resourced and high quality equipment and materials used by the children and parents/carers

Contacts

- ◆ Internal at all levels, parents/carers, governors, community groups, health, social services, police, local authority, contractors, external agencies

Range of duties:

Support for children and families

- ◆ Establish, develop and maintain positive relationships with children and their families, acting as a role model and setting high expectations
- ◆ Use specialist skills/training/experience to support children. Use the Early Years Foundation Stage Statutory Framework and Practice Guidance to inform practice in this post
- ◆ To assist with the planning and delivery of a wide range of activities to meet children's needs.
- ◆ To work within the EYFS and promote high standards of care for children.
- ◆ To assume responsibility for key children and ensure their developmental needs are met, accurately recorded and learning diaries are up to date. Monitor and evaluate children's responses to play activities through observation, recording of achievement to inform future planning.
- ◆ To use observation and reflective practice to contribute to planning and evaluation in the setting by collecting the relevant evidence and provide accurate information through discussion and reports to the relevant members of staff or parents.
- ◆ To maintain children's safety and wellbeing at all times during attendance at the setting and on trips. To take any action required to ensure the safety and welfare of children and to report any concerns immediately to the manager.
- ◆ Promote inclusion and acceptance of all children within school.
- ◆ Encourage children to interact and work co-operatively with others and engage all children in activities.
- ◆ Help the children to develop independence and talk to the children appropriately about their behaviour, following the school Behaviour management policies and promoting high self esteem among children.
- ◆ Talk with the children about activities in relation to their holistic development, understanding, progress and achievement.
- ◆ Give consistent support to children whilst recognising and responding to their individual needs

- ◆ Liaise sensitively and effectively with parents/carers as agreed within your role/responsibility and participate in feedback sessions/meetings with, or as directed by your line manager.
- ◆ Undertake relevant clerical/administration work needed in order to carry out the role e.g. taking the register, photocopying, producing teaching and learning materials, collecting money etc.

Support for curriculum

- ◆ Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- ◆ Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils skills
- ◆ Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- ◆ Advise on appropriate deployment and use of specialist aid/resources/equipment
- ◆ Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

Support for the school

- ◆ Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- ◆ Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- ◆ Contribute to the overall ethos/work/aims
- ◆ Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- ◆ Attend and participate in regular meetings
- ◆ Participating in training and other learning activities as required
- ◆ Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class
- ◆ Deliver out of school learning activities within guidelines established by school
- ◆ To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- ◆ Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- ◆ Take the initiative as appropriate to develop appropriate multi agency approaches to supporting pupils

Support for parents/carers, volunteers

- ◆ Promote the school policies on parental involvement
- ◆ Undertake home visits including Portage visits, as directed by senior staff, and/or following a referral from Health and other professionals.
- ◆ Report to senior staff on all home visits and maintain records of visits
- ◆ Pass information for recording
- ◆ Deal with any immediate problems or emergencies using the schools policies and procedures and discuss the action taken with a senior member of staff.
- ◆ Recommend, after discussion with parent/carer, to senior staff when respite care is needed for a child under three.
- ◆ Refer parents/carers and children to relevant and appropriate activities which are available to them in the school e.g. Stay and Play.
- ◆ Encourage parents/carers to develop their knowledge and skills through volunteering.
- ◆ Liaise with service providers where parents/carers need extra support to engage with activities
- ◆ To ensure students and volunteers go through the school indication process and relevant paperwork is completed.
- ◆ Support students/volunteers in their work with children under five and encourage them to progress to college or work.

Person Specification

Essential Requirements		Form of Assessment
Qualifications and Training		
1.	GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 2	Application form
2.	Relevant Early years Qualification (At least Level 3)	Application form
3.	Qualifications relating to the post eg health, children, practical skills, first aid	Application form
4.	Evidence of previous personal development	Application Form
Desirable Requirements		
5.	Paediatric first aid	Application form
Essential Requirements		
Skills and Knowledge		
6.	This is a public facing role and therefore is necessary to be able to demonstrate fluency and proficiency in spoken English. To be able to converse at ease with members of the public (including children) and provide guidance and advice in accurate spoken English.	Application form/ interview/test
7.	An understanding of the needs of a multicultural society.	Application form/ interview/test
8.	An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.	Application form/ interview/test
9.	Understanding of principles of child development and learning processes as appropriate.	Interview/test
10.	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.	Application form/ interview/test
11.	Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.	Application form/ interview/test
12.	Knowledge of health and safety requirements.	Application form interview/test
13.	Knowledge of Behaviour Management	Application form
Desirable Requirements		
14.	Knowledge of a particular subject/technical area	Application form/ interview/test

Person Specification

Essential Requirements		
Experience		
15.	Experience of working with pupils of relevant age, assisting in their development	Application form/ interview
16.	Experience of working with pupils with additional educational needs, more able, special educational needs.	Application form/ interview
17.	Experience of working in the relevant discipline.	Application form/ interview
18.	Experience of working as part of a team	Application form/ interview
Desirable Requirements		
19.	Specific technical/resource experience eg. science, art, ICT	Application form/ interview
Essential Requirements		
Disposition and Attitude		
20.	Ability to understand classroom roles and responsibilities and your own position within these.	Application form/ interview
21.	Demonstrate a commitment to working with children of the relevant age.	Application form/ interview
22.	Very good numeracy/literacy skills.	Application form/ interview
23.	Ability to use relevant equipment/technology.	Application form/ interview
24.	Ability to use ICT effectively in relation to the post.	Application form/ interview
25.	Good organisational skills.	Application form/ interview
26.	Ability to relate well to pupils and adults.	Application form/ interview
27.	Work constructively as part of a team.	Application form/ interview
28.	Ability to remain calm under pressure.	Application form/ interview
29.	Demonstrate good co-operative, interpersonal and effective listening skills.	Application form/ interview

Person Specification

30.	Good sense of humour.	Application form/ interview
31.	Ability to prioritise conflicting demands and pressures.	Application form/ interview
32.	Ability to self-evaluate learning needs and actively seek learning opportunities.	Application form/ interview
33.	Ability to work proactively and independently , flexibility and willingness to accept change.	Application form/ interview
34.	Approachable, courteous and able to present a positive image of the school to callers and visitors.	Application form/ interview
35.	Ability to use relevant equipment/resources.	Application form/ interview
36.	Willingness to share knowledge, expertise and experience.	Application form/ interview
37.	Maintain confidentiality in matters relating to the school, its pupils, parents and carers.	Application form/ interview
Essential Requirements		
Other		
38.	Candidates should indicate an acceptance of and commitment to the principles underlying Equal Rights policies and practices.	Application form/ interview
39.	Willing to undertake further professional training as required.	Application form/ interview
40.	Commitment to raising standards.	Application form/ interview
41.	Will not require holiday leave during term time.	Application form/ interview
42.	Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)	Application form/ interview
43.	No contra-indications in personal background or criminal record indicating unsuitability to work with children/people/vulnerable clients/finance (CRB check required)	Application form/ interview
44.	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.	Application form/ interview
45.	Ability to cope with the requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.	Application form/ interview
46.	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	Application form/ interview



*We continue to learn from
the past to prepare our
children for the future.*



Selection process guidance

Our aim is to ensure that we recruit the right person for the job. 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 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 from the Disclosure and Barring Service.

Visits to schools

Visits to our school are warmly welcomed by prior arrangement. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Please ensure that all parts of the application are completed. All applications should be submitted via [Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk). Please ensure you demonstrate how your experience and skills make you suitable for the position and fill in all parts of the form.

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. Candidates who best meet the person specification will be invited to an interview. We will notify you by email. If you do not hear from us, you have not been successful at this stage.

Reference

We request references for all candidates and your first reference should be your current or last employer.





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Selection process guidance

Interview day

The interview day will consist of several tasks and activities including a formal interview. These 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 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 you a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is conditional and made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Satisfactory online checks
- Provision of proof of identity and qualifications

Key dates

Closing date: Friday 28 June 2024, 09:00

Interviews: Friday 5 July 2024

How to contact us

Via email to joanna.baxendale@priestley.academy





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How to apply

If you wish to apply for the post of Early Years Practitioner at Green Lane Primary School, please complete the application form accessible via the link below, outlining how you meet the criteria assessed at application stage on the job description and person specification.

Your application may be accompanied by a letter, no longer than two sides of A4. In your letter of application outline your reasons for applying for the post and give an indication of what you can offer our school.

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 Friday 28 June 2024 at 09:00

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

Interviews will take place on Friday 5 July 2024

To arrange an informal discussion about the post or arrange a visit to the school please contact Joanna Baxendale on 01274 774644 or via email Joanna.baxendale@priestley.academy

Applications should be completed via:

[Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)

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



How to find us



Be the change

Green Lane Primary School

Green Lane
Bradford

BD8 8HT

