



Early Years Educator

***(Early Years
Practitioner /Nursery
Staff)***

Application Pack



Limitless learning; infinite possibilities

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Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust



Letter from Aaron Wanford, Headteacher, Green Ridge Primary Academy

Dear Candidate,

I am delighted that you have expressed interest in the post of Early Years Educator at our new academy.

Overview

Do you enjoy working with children? Do you have the skills to support their learning and development? Have you got a 'can-do' approach and outlook? At Green Ridge Primary Academy, we are looking for Early Years Educators who will work as part of our support staff team, across our Early Years provision, to support children in their learning and development, including those children with Special Educational Needs and for whom English may be an additional language. We are looking for someone who is up for getting stuck into all aspects of academy life!

About us

Green Ridge Academy is a new primary school built on Berryfields, which opened in September 2017 in temporary accommodation on the site of the permanent building. The permanent school building opened in September 2018. Currently, the academy is two-form entry from Nursery through to Year Four, with a single class in Year Five and Year Six. The school will continue to grow over the next few years, taking children from aged 2-11. The school will initially have a capacity for over 450 children but is being built with the additional capacity to extend to a three-form entry school with just over 650 children.

The academy is now looking to appoint additional staff to meet the needs of the children within the academy's nursery in its brand-new building. You will be part of the team which has the unique opportunity to build and grow the school from its infancy. There is no doubt about it, setting up the academy from scratch will take vision, dedication, and hard work, but being part of that exciting and rare journey will be very rewarding to see the academy take shape over the next few years. To see more information about the school, including design plans of the school, please visit our website www.greenridgeacademy.co.uk

Aaron Wanford

Headteacher, Green Ridge Primary Academy



Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the 'possible' in people as well as the 'actual'. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don't make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. **You can learn more about REAch2 at our website: www.reach2.org**



The role

About the role

As a member of the academy's support staff team, you will be responsible for supporting the development of children's knowledge, understanding and skills across all areas of learning. This may be supporting children on a one-to-one basis, supporting small groups or delivering interventions and additional support to children as needed. Initially this will be within the 2/3-year-old Nursery class and the role also includes supervising children during break and lunchtimes and before/after school sessions in line with your shift pattern and as necessary.

What we're looking for:

We welcome applications from candidates with experience from educational or other relevant childcare backgrounds. The successful candidate will be expected to hold (or be working towards) a minimum of a full and relevant Level 2 or 3 qualification in Early Years Education in line with DfE guidelines on ratios across the provision.

The successful candidate will have:

- A full & relevant Level 2 or 3 qualification (working towards will be considered)
- The motivation and passion to achieve the very best for the children in our care and be relentless in the pursuit of excellence
- A good understanding of the Early Years Foundation Stage
- The ability to work independently as well as part of a wider team
- The ability to work on initiative
- A 'can-do' approach to all aspects of academy life
- A willingness to undertake professional development and grow their skills
- Excellent communication skills and a good sense of humour

In return we can offer:

- A commitment to you and your professional development
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
- A growing learning community
- Encouragement to develop new ideas and the opportunity to make a real difference

The application

We hope you will take the time to find out more about our new academy and experience our warm welcome. For further information about the role, or to arrange an informal discussion, please contact Lauren Curtis-Cross, Executive Assistant to the Leadership Team, at admin@greenridgeacademy.co.uk or telephone 01296 326320. Completed applications should be sent via e-mail to the same e-mail address by 12 noon on **Friday 29th April 2022**. We regret that any applications received after this time and date may not be included in the short-listing process. Short-listed candidates will be invited to deliver a learning activity to a small group of children, as well as a range of other tasks in addition to a formal panel interview. Please note that the academy reserves the right to interview before the closing date if suitable candidates apply, and so we encourage all applicants to apply well-before the closing date.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately. Green Ridge Primary Academy has a rigorous Safeguarding policy and is committed to the welfare of every child. Consequently, all short-listed candidates will be asked for two references before interview, and these could be followed up with a verbal discussion with your referee. If successful, your enhanced DBS check will be carried out irrespective of any previous checks and a Disqualification Declaration form will also be required. Candidates will be expected to self-disclose information to us should there be any current or historical convictions, hearings or allegations. If this is relevant to you then please write to the Headteacher prior to interview about this, marking the envelope private and confidential.

The application process and timetable

Application deadline:	Friday, 29 th April 2022
School visits:	Via pre-arranged negotiation
Interviews:	tbc
Contract details:	Permanent (with 6 months probationary period)
Working hours	32.5 hours per week plus 30 minutes unpaid lunchbreak each day Shifts falling between 7.15am-4.45pm, Monday to Friday, 39 weeks per year (term time plus INSET days)
Salary:	Bucks Pay Range 1b, Scale point 8-10, £18,216 - £19,049 per annum (Full Time Equivalent) Actual pro-rata salary £13,532 - £14,151 approx. including 5 weeks holiday pay Based on 2021/22 pay rates, 2022/23 pay rates to be confirmed
Start date:	Upon successful recruitment checks, but likely to be from June 2022

The candidates selected for formal interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

Green Ridge Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS Check and satisfactory written references.

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Early Years Educator

1. JOB OUTLINE

Pay Scale/Grade:	Bucks Pay Range 1b, Scale point 8–10 (depending on skills/experience) 32.5 hours per week, Term time (38 weeks) + 5 INSET days + approx. 5 weeks holiday pay
Reports to:	Head of Learning for Early Years
Responsible for:	N/A
Liaison with:	Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Pupils, Stakeholders

1 a) PURPOSE OF ROLE

- To contribute to the promotion and development of education that offers high quality learning experiences for children in the Early Years Foundation Stage.
- To work as a member of the Early Years Team to support and assist nursery/reception class teachers with the physical, emotional and educational needs of our children.
- To work under the direction of the class teacher to plan activities to encourage play and sensory stimulation. Although Early Years Educators will work under the direction of the teacher he/she will also be required to work on his/her own in small group situations away from the main class base.

1 b) RESPONSIBILITIES

Support for Pupils

- To act as a keyworker for a group of children, being responsible for co-ordinating and liaising on case work issues, care plans and special needs.
- Assess the needs of children and use detailed knowledge and specialist skills to support children's learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all children.
- Support children consistently whilst recognising and responding to their individual needs
- Encourage children to interact and work co-operatively with others and engage all children in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to children in relation to progress and achievement
- Organise and manage appropriate, healthy, safe and stimulating learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives

- Provide objective and accurate feedback and reports as required on children's achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in activities systematically and providing evidence of range and level of progress and attainment
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in their children's learning and participate in meetings with parents to provide constructive feedback on children's progress/achievement etc.
- Produce lesson plans, worksheet, as supported by teaching staff etc.

Support for the Curriculum

- Deliver learning activities to children within agreed system of supervision, adjusting activities according to the child's responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, 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 children's competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of children's interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

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 children have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of our school
- Establish constructive relationships and communicate with other agencies/professionals to support the welfare, achievement and progress of the children
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting children
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Attend training courses as part of your own CPD
- Contribute to the identification and execution of appropriate out of centre learning activities which consolidate and extend work carried out in the centre.
- Supervise students on work placements.
- To undertake any other duties commensurate with the role

Early Years Educators in this role may also undertake some or all of the following:

- Work with individual pupils with special educational needs
- Work with pupils for whom English is not their first language
- Assist in the development of individual development plans for pupils (such as Individual educational plans)
- Support the work of volunteers and other teaching assistants in the classroom

- Support the use of ICT in the curriculum
- Invigilate exams and tests
- Assist in escorting and supervising pupils on educational visits and out of school activities
- Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays
- Support pupils in developing and implementing their own personal and social development
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
- Monitor and manage stock and supplies for the classroom.
- Provide short term cover supervision of classes
- Supervise individuals and groups of pupils in the playground and dining areas

1 c) EQUALITIES

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

1 d) HEALTH AND SAFETY

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.

1 e) DISCLOSURE AND BARRING CHECK

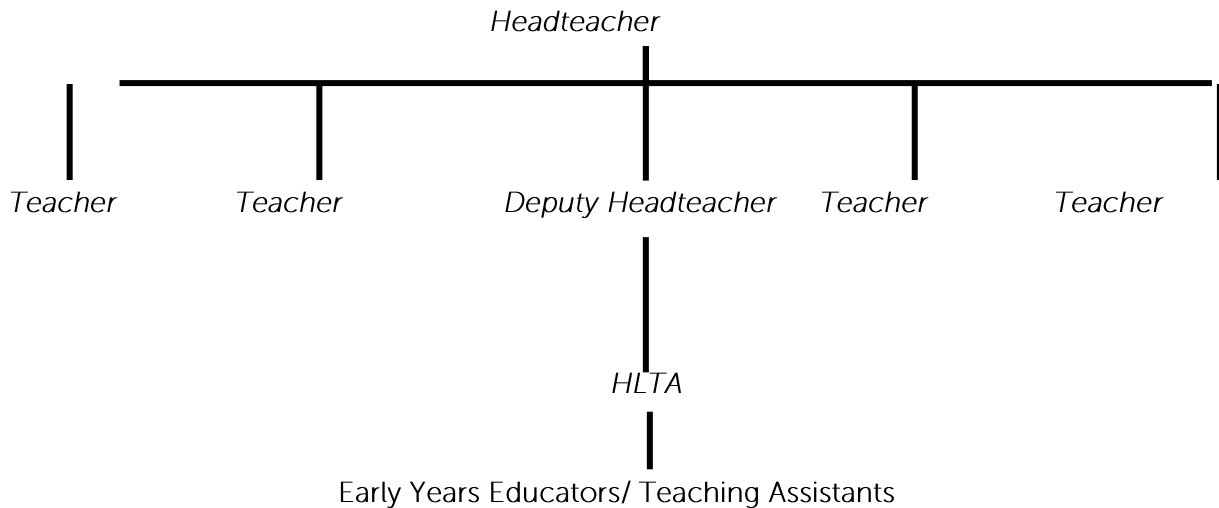
This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of REAch2's pre-employment checks. Please note that additional information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

1 f) ADDITIONAL INFORMATION

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

2. ORGANISATION CHART

PTO.



3. SUPERVISION

On a day-to-day basis, the relevant Class Teacher manages the post holder, but overall management is carried out by the Head of Learning for the phase in which they work. The academy's performance management policies and practice determine the frequency of meetings.

Some supervision of other staff within Early Years may be required.

4. JOB CONTEXT

The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.

5. CONTACTS

The jobholder works with teachers and pupils and is likely to have planned contact with parents or carers.

6. KNOWLEDGE

- Full and relevant Level 3 or greater qualification (as set out by the Department for Education)
- Intermediate knowledge of ICT
- Basic knowledge of Health, wellbeing and safety
- Awareness of keeping children safe
- Basic knowledge of First Aid
- Awareness of Data protection and confidentiality
- Understanding of the Schools ethos and values

7. COMPETENCIES

- Communication (written and verbal)



- Problem Solving
- Team working
- Active Listening
- Motivation

8. PHYSICAL EFFORT

The job may involve lifting children after falls or accidents.

9. WORKING ENVIRONMENT

The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.

10. JOB ENTITLEMENTS

- Access to training and staff development according to personal development needs and the needs of the school
- Annual Performance Appraisal and reviews

11. ADDITIONAL INFORMATION

The jobholder is required to contribute to and support the overall aims and ethos of the school.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

12. REVIEW OF DUTIES

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary

Person Specification Early Years Educator

Pay Scale/Grade:	Bucks Pay Range 1b, Scale point 8–10 (depending on skills/experience) 32.5 hours per week, Term time (38 weeks) + 5 INSET days + approx. 5 weeks holiday pay
Reports to:	Head of Learning for Early Years
Responsible for:	N/A
Liaison with:	Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Pupils, Stakeholders

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your covering letter and application form, you should ensure that you address each of the selection criteria stated below and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Factors	Essential	Desirable	Assessment Method
Qualifications	<ul style="list-style-type: none"> • Full and relevant Early Years Level 2 or 3 qualification (click here to check if yours is full and relevant) • Suitable Level 2 Literacy and numeracy qualifications if required as per DfE Guidance 	<ul style="list-style-type: none"> • Evidence of additional qualifications suitable to Early Years Educator role • Graduate qualification 	Certificates
Experience	<ul style="list-style-type: none"> • Experience of working with and supporting children with a range of educational needs • Experience of working and supporting children of a variety of ages 		Application form and selection events
Knowledge and Understanding	<ul style="list-style-type: none"> • Intermediate knowledge of ICT • Awareness of keeping children safe • Basic knowledge of Health and wellbeing, safety and child protection • Understanding of the Schools Ethos and Values 	<ul style="list-style-type: none"> • Understanding of the development of EAL learners • Understanding of the development of SEN learners 	Application form and selection events

Factors	Essential	Desirable	Assessment Method
	<ul style="list-style-type: none"> • Understanding of Data Protection and confidentiality • Basic knowledge of First Aid 		
Skills and Abilities	<ul style="list-style-type: none"> • Ability to solve problems and find solutions • Active listener • Good communication (written and verbal) • A team player • Highly motivated • Assist children on an individual basis, in small group and whole class work • Explain tasks simply and clearly and foster independence • Supervise children, and adhere to defined behaviour management policies • Accept and respond to authority and supervision • Work with guidance, but under limited supervision • Display work effectively, and make and maintain basis teaching resources 		Application form and selection events

Note to applicants:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.