TEACHING ASSISTANT (EYFS)
Candidate Information Pack
Job Start Date: As soon as possible
Closing Date: Midday, Monday, 7th October 2019
Interview Date: Thursday, 10th October 2019
10 WAYS FAIRFAX MULTI-Academy Trust
PROMOTE A GOOD WORK-LIFE BALANCE

The wellbeing of our staff is paramount to the success of Fairfax Multi-Academy Trust, and we very much strive to achieve a healthy work-life balance amongst our colleagues. Community spirit is at the heart of the Trust and school-to-school support is key to the wellbeing of all employees, regardless of post or career stage.

- No pressure to ‘put on a show’ in lessons. A culture of coaching and development is reinforced through no lesson grades.
- Comprehensive support package for NQTs, and a development package for NQTs + 1.
- No requirement to work late and emailing after 7pm is strongly discouraged.
- Centralised behaviour detentions including lates.
- Everyone has the highest expectations and there is a clear system of sanctions to support staff in managing behaviour.
- Open door policy to access Senior Leadership support, i.e. accessible and approachable SLT.
- Flexible working is supported wherever possible.
- Collaborative planning and co-creation of resources is encouraged, and staff are given regular dedicated faculty time and opportunities to network across Trust academies.
- A supportive Special Leave Policy.
- Effective administrative team to support teachers including Reprographics, ICT Support and data analysis completed centrally.
Dear Candidate

Firstly, thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

Fairfax Multi-Academy Trust was established in 2014 and is grounded in the values, established over 60 years ago, of the founding MAT School – Fairfax.

I joined Fairfax in 2007, and like you, had a choice about where to work. I came to Fairfax because I believed in its values: tradition; excellence; ambition; dedication; integrity. Gordon Philpott, the founding Head Teacher of Fairfax, was passionate about social mobility. He believed that all of his pupils, many of whom would be considered disadvantaged today, deserved nothing less than excellence. I knew there was no better school to join if I wanted to make a difference. It is the very same inspiration that continues to drive our teachers, leaders, governors and support staff across the Trust today. We are looking for individuals who share our drive and ambition to make a difference to the lives of our pupils.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a difference!

Yours sincerely

Mr. Chris Stevens
CEO | Fairfax Multi-Academy Trust
Dear Candidate,

Thank you for your interest in Bournville All Through School. Bournville is a traditional school with a rich history rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.

We are an inclusive school where everyone works together to be the very best they can be. The school is a tolerant community that welcomes all and celebrates diversity.

Our ethos is simple. We expect a lot of our students – we expect them to work very hard to fulfil their potential and reach the highest standards through high quality teaching and caring support. We aim to keep them safe and happy so that they discover and learn new things, and achieve whilst at school. We do all we can to prepare them for the next steps in their education and future quality employment, equipping them to be able to lead a fulfilling and successful life. We aim to provide an outstanding platform for them to be the best they can be.

Our standards are high. We expect all students to wear our full uniform, attend well, behave appropriately and support each other. We expect them to give their best effort and believe that there is dignity in hard work. This is reflected in our school motto, “Everyone. Every Lesson. Every Day.”

Our primary provision opened in September 2016 creating the first all through school in South Birmingham. As an all through school we are uniquely placed to offer many benefits to our students. Primary children will be able to access the sort of specialist teaching rarely available in a traditional primary school. They will benefit facilities such as IT, Music, Drama and Modern Foreign Languages. When it comes to transition they will have an established group of friends and be well known to us, their needs will be met and understood enabling them to move into the secondary phase feeling happy and appropriately supported.

We look forward to welcoming you into our family.

Yours sincerely

J Cottle
Head of Academy
CONTEXT - Our shared mission and values

Our mission and values are clear, consistent and simple to understand. We aim to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain.

**Excellence**

We strive for the highest quality to ensure excellent outcomes.

**Dedication**

We believe there is dignity in hard work and effort.

**Ambition**

We want the very best for all our students.

**Integrity**

We believe in openness and transparency.

**Tradition**

We believe in old fashioned manners, courtesy and respect.
Bournville is a school with a proud history and distinct tradition. Before Bournville became a comprehensive school in the 1970s it was previously two sibling grammar schools: Bournville Girls Grammar School and Bournville Grammar-Technical School For Boys, previously known as Bournville Boys Technical School. The technical school for boys, the city's first technical school, opened in October 1955. The pioneering technical school later combined with the girls' grammar school on the same site. The boys' school was organised along 'Public School' lines with four houses—Belmont, Griffin, Manor and Woodlands.

There have been a number of changes at Bournville in the intervening years; we became an all through school in September 2016 and said goodbye to our last cohort of sixth form students in July 2017. However, we stay true to our traditions and roots at Bournville—our students wear their blazers and ties with pride. Our three houses, Boulton, Tolkien and Cadbury were named by our pupils who are keen to acknowledge the contributions of their Birmingham forefathers whose literary, engineering and philanthropic legacies are still much in evidence today.

We have a proud musical and sporting history and we are unashamedly ambitious for all our students. Every child that passes through the Bournville gates is a ‘Griffinian’, following in the footsteps of thousands of ‘Old Griffinsians’ who have walked our schools corridors and succeeded in our classrooms. The Griffin is the symbol of our school and a unifying force in binding us all along our shared mission and values.

As evidence in our recent Ofsted report, Bournville School is rapidly improving and our reputation within the local community is growing. The challenges we face as an academy this year are ensuring that our most able pupils make the progress they are capable of and continuing to narrow the gap for pupil premium students along with improving the attendance of our pupil premium youngsters.
JOB DESCRIPTION – Teaching Assistant (Early Years Foundation Stage)

POST HOLDER

DEPARTMENT Primary

RESPONSIBLE TO Head of Primary

LINE MANAGEMENT OF N/A

WORKING HOURS 37 hours

WORKING PATTERN 8.00am – 4.00pm (3.30pm finish on a Friday)
(A half hour unpaid lunch break is included)

SALARY:

Level 2 Teaching Assistant:
FTE FMAT Salary Scale SC3 £20,344 - £21,589
Actual Salary £17,791.54 - £18,880.33 per annum OR

Level 3 Teaching Assistant:
FTE FMAT Salary Scale SC5 £23,836 - £24,799
Actual Salary £20,845.41 - £21,687.59 per annum.

JOB PURPOSE

To work under the instruction/guidance of teaching/senior staff to undertake work programmes. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST

SUPPORT FOR PUPILS

- Develop a positive and supportive relationship with pupils
- Be aware of the differing needs of pupils
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
SUPPORT FOR THE TEACHER

- Have a sound knowledge (including qualification in EYFS) and/or experience of the EYFS
- Use strategies, in liaison with the teacher, to support pupils to achieve Early Years Foundation Stage objectives - The Early Learning Goals
- Assist with the planning of learning activities – more specifically to be able to assist with planning to enhance outdoor learning
- Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed
- Establish constructive relationships with parents/carers
- Carry out long and short observations
- Assist and take responsibility for children’s, ‘Learning Journals’
- Support groups within the class – e.g. phonics, circle times and focused activity learning

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses
- Undertake programmes of intervention, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Assist in the display and presentation of learning cues and pupils work inside and outside of the classroom environment as required

SUPPORT FOR THE SCHOOL

- Assist with the supervision of pupils out of lesson times, including pupils’ lunch time
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Be a role model for pupils and colleagues in terms of behaviour and attitude
- Although this role will be based in EYFS, you may be required to work across KS1 or KS2 if the need arose.
- Be punctual and professional at all times
- Maintain confidentiality

GENERAL

1. Promote and safeguard the welfare of students you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.
8. Participate in training, other learning activities and performance development as required.
10. Perform any other such duties as the Head of Academy may from time to time determine.
**Job Title:** Teaching Assistant (EYFS)  
**Grade:** FMAT Scale 3 (Level 2) or FMAT Scale 5 (Level 3)

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<th>Attributes</th>
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| **Education and qualifications** | • EYFS Qualification  
• NVQ Level 3 childcare related qualification (or equivalent) *(For Level 3 TA's)*  
• NVQ Level 2 or equivalent in Early Years or Teaching Assistance *(For Level 2 TA's)*  
• Good numeracy and literacy skills, to GCSE Grade C minimum or equivalent | • A first aid qualification |
| **Experience**      | • Some experience working and supporting children with SEN and/or Speech and Language delay  
• Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.  
• Good understanding of the Foundation Stage Curriculum and the related assessments  
• Good understanding of child development and learning. | • Current experience in an Early Years setting  
• Experience in using Read Write Inc Phonics |
| **Skills and abilities** | • Ability to effectively use ICT to support learning  
• Knowledge of child development from 0-5 years  
• The ability to communicate effectively both orally and in writing  
• Good personal organisation e.g. time management  
• Ability to work independently and as part of a team | • Good I.C.T. skills |
| Ability to show initiative in a range of situations |
| Ability to work with tact and diplomacy |
| Ability to interact positively with pupils, parents and colleagues |
| Some experience of planning as part of a team |
| Ability to work with considerable accuracy and attention to detail |

**Other**

| Ability to relate to and promote the ethos of the school |
| Excellent attendance and punctuality |
| The ability to converse at ease with parents/pupils and members of the public and provide advice in accurate spoken English |

**Training**

| Willing to undertake job related training |

**Safeguarding**

| Bournville Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants |