



## Candidate Information Pack

Role: Early Years Practitioner

Required for: *September 2024*





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## **Chief Executive Officer's Welcome**

A very warm welcome to Aspire Academies Trust. I am delighted that you are interested in joining one of our family of schools.

Our Multi Academy Trust (MAT) comprises of six primary schools, and a Training Centre, currently supporting approximately 2500 students and 350 staff. In the next three years, we intend to extend the current numbers further and welcome more schools into the Trust.

The advantage of working within a MAT is that there are many natural opportunities for collaboration on every level. It is easy to become insular in a stand-alone own school or to only see things from one school's perspective. Being part of a MAT enables deeper, more meaningful links to be established, leading to more efficient ways of working and sharing of resources, ideas and best practice. It is our experience that this helps the whole school community to benefit.

I wish you the very best of luck in your application. You won't find me, or the Aspire Central Team, hiding behind closed doors. We welcome a chat and take a proactive role with our Academies and their Local Advisory Bodies. We like to get to know people personally and thrive on working as part of a team so I look forward to meeting you soon.

Kind regards,

Vicky Parsey  
CEO

## **Principal's Welcome**

My name is Mrs Baggaley, and I am the Principal at Broadfield Academy.

At our wonderful school, we believe learning is a journey and would like to help all our children to develop their learning power! All the adults at our school work hard to make learning fun and relevant. We strive to help you develop essential skills that can be used in school and beyond!

Every child should be given the best possible opportunities to succeed. We feel they should be able to cultivate their talents and gifts at school, so each child can make a positive difference in the world. Everybody has something that they are good at and if they do not know what it is, we will help them to find it!

School is not just about getting good grades or being good at English or Maths. We know the wider world works well because different people are good at different things. That is why our learning includes lessons related to: self-development, confidence, citizenship, problem-solving, social skills, indoor and outdoor learning, sports and other skills that support us to become capable and moral human beings.

If you are still keen to apply, please read on and I look forward to receiving your application. This pack should provide you with all the information you need as you start your career with us, but if there is anything else you would like to know about Broadfield Academy, please do get in touch.



## **Role Overview and the Trust Schools**

Are you enthusiastic, caring and patient Early Years Practitioner that will engage and motivate our young children, then this is the place for you!

We have an exciting opportunity to appoint a new Early Years Practitioner to work in our nursery in the mornings following the introduction of 30-hours.

Our early years staff are a fabulous team of early years specialists who care deeply about the development of our youngest pupils and they work hard to tailor our provision to suit the needs of individual children. We are looking for a like-minded practitioner who enjoys working with nursery children and who will make positive contributions to the work of our EYFS team.

The successful applicant would be expected to lead small group activities, work with individual children, support the needs of all children and contribute to Tapestry records.

The position is a permanent one, starting from September 2024. The hours are 08.30am – 12.00pm, Monday to Friday. This is a total of 17.5 hours per week, term time only. Visits to the school are warmly welcomed and encouraged.

## Our Schools

Name	Location	Brief outline of the school	Facilities
Bedmond Academy	Abbotts Langley	A small one form entry primary school, based in the warm, vibrant village of Bedmond which sits on the edge of Hemel Hempstead and Watford. Joined the Trust in 2017.	A purpose built school situated in large grounds consisting of fields and woods. A recently built hub which is used for meetings and breakfast and after school club. There is an ongoing improvement plan for the site.
Bovingdon Primary Academy	Bovingdon village	A two form entry school set in the heart of the village. This is a popular, oversubscribed village school with an outstanding Ofsted grading. One of the first 3 schools to form the Trust.	Consists of the original school building and later purpose built additional buildings.
Broadfield Academy	Hemel Hempstead	A two form entry school which was originally an infant and junior school and later converted to a Primary. Joined the Trust in 2018.	Purpose built school with extensive playing fields. The buildings have been well maintained. There is a family centre on the site.
The Grove Academy	Watford	A large three form entry school in Garston with an 80 place nursery. One of 3 schools to form the Trust in 2014.	This is a large site with extensive outdoor space. The buildings are over 2 floors.
Hammond Academy	Hemel Hempstead	A two form entry school which currently has 1 bulge year. One of the original 3 schools which formed the Trust.	A large site with spacious learning environments. There are 3 separate outside areas and playgrounds for different year groups and an outside canopy.
Knutsford Primary Academy	Watford	A friendly, oversubscribed two form entry primary school. Joined the Trust in 2018.	The original school was built in 1939 and destroyed by fire in 1999. It took 3 years to re-build and now boasts a lovely purpose built building with a recently installed all-weather pitch.



## Application Procedure

For a confidential discussion regarding this vacancy or to visit the school, please contact:  
Nicole Mesnick (nmesnick@broadfieldacademy.org.uk)

*We are only accepting applications through My New Term. In compliance with Safer Recruitment Guidelines CV's will not be accepted.* Please complete your application on My New Term ([www.mynewterm.com](http://www.mynewterm.com))

Closing date: Monday 20<sup>th</sup> May 2024

Interview date: To be confirmed

Prospective candidates are encouraged to submit their applications as soon as possible as the school reserves the right to close the advert early should we feel able to appoint an appropriate candidate.

Shortlisted candidates will be contacted with details of the interview process.

### **Safer Recruitment**

Aspire Academies Trust is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2021).

### **Equal Opportunities**

At Aspire Academies Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief. To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply for this vacancy.

### **Privacy Notice**

Please click here to access Aspire Academies Trust Privacy Notice for staff: [GDPR Policies - Aspire Academies Trust](#)

## JOB DESCRIPTION: EARLY YEARS PRACTITIONER (EYP)

Job title:	<b>Early Years Practitioner (EYP)</b>
Responsible to:	Classroom Teacher
Salary / Grade:	<i>H3 dependant on experience (£23,500 - £23,839) FTE</i>
Actual salary:	£10,011 - £10,131 approx.
Working hours / weeks:	<i>17.5hrs per week, Mon-Friday, 8.30am – 12.00pm (Term Time Only)</i>
Core purpose of the role:	To work with teachers to support teaching and learning, providing specialist support to the teacher in an aspect of the curriculum, age range or additional needs. Fulfil duties reasonably directed by the Principal.

### 1 TRUST RESPONSIBILITIES

- To ensure that the responsibilities of the role are carried out in a way which reflects the mission and the values of the Trust
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Safeguarding children, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person
- To uphold our commitment to safeguarding and to promote the wellbeing of children.
- To contribute to a culture of continuous improvement
- To comply with all reasonable management requests

### 2 KEY RESPONSIBILITIES

- Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils
- Assess, record and report on development, progress and attainment as agreed with the teacher
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher
- Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
- Select and adapt appropriate resources/methods to facilitate agreed learning activities
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
- Teaching Assistants in this role are expected to undertake at least one of the following:
  - Provide specialist support to pupils with special educational needs, for example, learning, behavioural, communication, social, sensory or physical difficulties
  - Provide specialist support to pupils where English is not their first language
  - Provide specialist support to gifted and talented pupils
- Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject)

#### Teaching Assistants in this role may also undertake some or all of the following:

- Establish and maintain relationships with families, carers and other adults, e.g. speech therapists



- Provide cover supervision of classes
- Supervise the work of other support staff/trainees
- Be responsible for the preparation, maintenance and control of stocks of materials and resources
- Escort and supervise pupils on educational and out of school activities
- Guide and support pupils in their personal, emotional and social development
- Prepare and present displays
- Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
- Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews
- Work with pupils not working to the normal timetable

### 3 **HEALTH & SAFETY**

To be aware of and comply with the Trust's health and safety policies.

### 4 **SAFEGUARDING**

Aspire Academies Trust is committed to safeguarding and promoting the welfare of children and expects all employees to share this commitment.

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 Aspire Academies Trust 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.

### 5 **DATA PROTECTION**

To be aware of and comply with responsibilities under the Data Protection Act (2018) for the security, accuracy and significance of personal data held on paper or electronic systems.

This document will be reviewed annually, as part of the performance management programme. 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.

#### 5.1 **Notes:**

- This document does not form part of the contract of employment
- This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change
- The Trust has, at its discretion, the right to ask you to work in a different school across the Trust, if the need arises
- This role requires a combination of standing, sitting or walking
- Requirement for standing for long periods and/or working in awkward positions eg: sitting on low chairs
- The job may involve lifting children, for example after falls or accidents



## PERSON SPECIFICATION

Qualifications/Knowledge/Experience	Essential/Desirable
Level 3 qualification (or equivalent)	<b>E</b>
Knowledge of EYFS setting and curriculum	<b>E</b>
Intermediate knowledge of ICT	<b>E</b>
Working knowledge of health, wellbeing and safety	<b>E</b>
Awareness of keeping children safe	<b>E</b>
Child Protection Training Level 1	<b>D</b>
Excellent communication skills both written and verbal	<b>E</b>
Willingness to work as part of a team	<b>E</b>
Active listening skills	<b>E</b>
Ability to be pro-active and work on own initiative	<b>E</b>



## Benefits of Working for Aspire Academies Trust

There are many benefits to working for the Trust.

### Cross Trust Working

- The advantage of working within a multi-academy trust (MAT) is that there are many natural opportunities for collaboration on every level. Being part of a MAT means we can forge deeper links, sharing of resources, ideas and best practice. It is our belief that when schools work together, share their ideas and draw on each other's strengths, they can achieve so much more.
- We regularly create ways of working in partnership across the Trust, for example shared INSET, working parties, forums for business, education, governance and more. We urge you to seek these opportunities out, take advantage of them as learning opportunities and use them as a stepping stone to further your development and career progression.

### Development and Career Progression Opportunities

- As we grow and incorporate more academies, greater opportunities not just for collaboration, but for progression will open up. Our aim will always be to fill leadership vacancies from within the Trust wherever possible, to support our employees in their career progression. To support this aim, we have worked with West Hertfordshire Teaching Schools Partnership to create our 'career ladders'. These ladders show the routes available to employees who wish to progress, and the development opportunities available to support them in those goals. There are also opportunities to move within our Academies to grow and develop within the Trust or apply for secondments to gain valuable experience in a different setting.

### Leave

- There are many types of leave available to employees, from career breaks to study leave.

### Pension Schemes

- You will be auto-enrolled into the relevant pension scheme although you have the option to opt out if you wish. For more information, visit  
For support staff: [www.lgpsmember.org](http://www.lgpsmember.org)  
For teachers: [Teachers' Pensions \(teacherspensions.co.uk\)](http://Teachers' Pensions (teacherspensions.co.uk))

### Childcare Vouchers

- Childcare Vouchers closed for new applicants on the 4<sup>th</sup> October 2018 and will be replaced with a new government scheme called Tax-Free Childcare which is not administered by your employer.

For more information, visit <https://www.gov.uk/tax-free-childcare>

### School Lunch

- We appreciate that schools are busy places therefore a free school meal, from our kitchen, is available for every member of staff. Our catering teams pride themselves on the quality and variety of food on offer to our pupils and staff.

### Performance Management

- We want you to feel valued as an employee, to grow with us as a Trust and to achieve your potential, whatever your role or aspiration. As such, performance development is incredibly important to us as a Trust. We work hard to ensure effective performance development by using both formal and informal processes to support individuals and teams to achieve high levels of performance at the current time and to be able to do the same in the future.
- The key to great performance and continuing development, we find, is establishing a shared understanding about what skills, behaviours, standards or changes need to be made or gained in order to achieve the Trust and Academy goals.

## Aspire Academies Trust Values

At Aspire we have strong values and expect our staff to work to these values and behaviours. We would expect future employees to share in our values and be committed to upholding them and holding others to account on working to our high expectations.

Values	Behaviours and characteristics
<b>Integrity</b>	Honesty, trust, respect, fairness, equity, openness, autonomy
<b>Aspirational</b>	High expectations, positivity, passion, motivated, challenging, energy, craftsmanship
<b>Collaboration</b>	Stakeholder focus, sharing, communicating, partnerships, community, Trust-wide and beyond
<b>Creativity</b>	Research-rich, innovative, enterprising, horizon-gazing, curious
<b>Relationships</b>	Humility, respect, caring, empathy, professional behaviours, approachable, safety
<b>Accountability</b>	Responsibility, commitment, focus, standards, individual and shared, co-agency



We look forward to receiving your application, good luck!

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