



**Sicklinghall Primary School – SEND GTA 1:1**  
**Admiral Long CE Primary School – GTA**

### **Recruitment Information Pack**



**Resourcing  
Solutions**

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## Headteacher's Message

Dear applicant,

I am delighted you have expressed an interest in our happy and inclusive schools.

Sicklinghall Community Primary School entered into a formal collaboration in January 2015 with Goldsborough Church of England Primary School (VC). As part of the Goldsborough Sicklinghall Federation, we can access many exciting opportunities for collaboration for both the children and staff across both our schools.



Admiral Long CE Primary School works in collaboration with the Goldsborough & Sicklinghall Federation which brings to our school extra experienced teachers to enhance our children's education.

The three schools share one Senior Leadership Team: Mrs Ellis is the Headteacher, Mrs Richards is the Assistant Headteacher and Mrs Johnson is the SENCo. Subject Coordinators and staff members work strategically alongside the Senior Leadership Team plan exciting curriculum opportunities and to coordinate subjects to further improve outcomes for our pupils.

We are proud of our Christian Values and the way we use these as the cornerstones to underpin our nurturing, family ethos, and the values that we focus on enable our children to become the most wonderful, well-rounded people, who are ready to have a positive impact on the world around them, now and in the future. We value all of God's children and we know them as individuals; we tailor our teaching to their distinct needs and focus on helping each child acquire skills for the 21st century. The curriculum that we offer develops inquisitive learners who are fully engaged in lessons, have high aspirations for their own future and evaluate their individual progress along the way. Threaded through every aspect of our teaching are the hidden elements of the curriculum, which we believe are the most important skills for later life. We help our children to develop resourcefulness (the ability to organise one's own learning), reflectiveness (the ability to think about and evaluate one's own learning and the world around them), and resilience (the ability to try several strategies and skills in order to succeed, persevering and not giving up).

Our aim, above everything else, is to ensure that that Social, Emotional, and Mental Health needs are met for every child on a daily basis. We know that when children feel safe and secure, and have the right mind-set, they are more able to tackle the curriculum, learn to the best of their ability and truly flourish in their primary education.

Mrs Zoe Ellis

Headteacher

## About Our Schools

### ***Admiral Long CE Primary School***

At Admiral Long CE Primary School, through our Christian values and ethos, we provide a welcoming and inclusive environment **where everyone is cherished and where all flourish**.

We moved Bishop Thornton Church of England Primary School into our new premises in the village of Burnt Yates, renamed as Admiral Long CE Primary School, on 1st September 2019. We are a village school for children aged 4 - 11 situated just a few miles outside both the towns of Harrogate and Ripon.

We are a warm and welcoming school, very concerned with the welfare and pastoral care of our pupils as well as the academic standards they achieve. The staff endeavour to bring out the best in each child and have high expectations of pupils in terms of their learning and behaviour.

The school is working in collaboration with the Goldsborough & Sicklinghall Federation which brings to our school extra experienced teachers to enhance our children's education.

### ***Goldsborough CE VC Primary School***

Goldsborough Church of England Primary School (VC) is a popular, inclusive, rural school situated in the village of Goldsborough, close to Knaresborough.

Our school is an important part of the community, maintaining close links with the parishioners, particularly through our planned events with St. Mary The Virgin – the church which stands at the heart of Goldsborough village. Our school was rated 'Good' in 2022, Ofsted recognising '*...School is a welcoming community. Pupils are extremely proud of their school. They appreciate all that the school provides for them. One pupil, summing up the views of many, said: 'Our school is an all-round safe place. It is like my second home.'* Parents and carers echo this positive view of the school community.'

### ***Sicklinghall Community Primary School***

***'Outstanding Personal Development' - Recently rated Good by Ofsted in November 2023***

Sicklinghall Community Primary School is a popular, inclusive, rural school situated in the village of Sicklinghall close to Wetherby.

Our school is an important part of the community, maintaining close links with the residents and St. Peter's Church. In our last inspection in 2018, Ofsted have commended us on our prioritisation of our pupils' wellbeing, writing '*pupils feel safe and parents believe that their children are safe, happy and well cared for in school.*'



## Our Ethos

Our ethos is very much about helping the children *to be the best that they can be* by developing the skills that are essential to them becoming upstanding members of the community. We believe that when you develop the personal characteristics for learning first, children have the confidence to shine.

As a community, we ensure that the Social, Emotional and Mental Health needs are met for every child on a daily basis and that all children are valued. When children feel safe and secure and have the right mind set, they are more able to tackle the curriculum, learn to the best of their ability and truly flourish in their primary education.

Our community works together to build positive relationships – we care for one another and the world around us. The exciting curriculum, environment and dedicated team inspire all children to be the best they can be.

With a culture of Human Values at the heart of our school and by developing the children's spirituality, they learn to reflect on their experiences, believe in themselves and see every one of these as an opportunity to grow. We value everyone as a unique individual and our federation ethos ensures they can all achieve their full potential.

Our children only have one chance at their primary education and in challenging times for education, we must let our passion guide us as we strive to ensure it is inspiring and engaging for every single pupil. We work as a collaborative team, each ensuring well-being for all.

## **Social Media**

Please use the school websites and Twitter account (@GS\_Federation) to gather information. You should find enough detail to give you a 'feel' for our values.

You can read an article about our Federation on page 4 of the Yorkshire Post Headstart Magazine by clicking [here](#).



### **Application Process**

The closing date for all applications is **9am, Monday 26<sup>th</sup> February**

Interviews will be held shortly after the closing date

#### **Queries**

Email for Sicklinghall queries to Admin Sicklinghall Primary School  
[adminscps@gsfederation.com](mailto:adminscps@gsfederation.com) and to Admiral Long on Admiral Long Admin  
[admin@admirallong.n-yorks.sch.uk](mailto:admin@admirallong.n-yorks.sch.uk)

#### **Application Process**

Please apply via the attached word document application form and email your application to the following email depending on the role you are applying for:

**Sicklinghall Primary School: SEND GTA 1:1 -** [adminscps@gsfederation.com](mailto:adminscps@gsfederation.com)

**Admiral Long CE Primary School: GTA -** [admin@admirallong.n-yorks.sch.uk](mailto:admin@admirallong.n-yorks.sch.uk)



## Job Description

<b>POST:</b>	<b>General Teaching Assistant (GTA)</b>
<b>GRADE:</b>	Grade CD plus SEN allowance, points 2 - 4
<b>RESPONSIBLE TO:</b>	Head Teacher
<b>STAFF MANAGED:</b>	None
<b>JOB PURPOSE:</b>	<ul style="list-style-type: none"> <li>To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.</li> <li>To assist in the induction and development of classroom support staff as required.</li> </ul>
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>Support pre planned learning/behaviour activities as directed by the class teacher.</li> <li>Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process for children.</li> <li>Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning.</li> <li>Assist teachers in the implementation of appropriate behaviour management and teaching &amp; learning strategies.</li> <li>Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs.</li> <li>Assist in escorting and supervising pupils on educational visits and out of school activities.</li> <li>Undertake break supervision as required.</li> <li>To encourage pupils to interact with others and engage in activities led by the teacher.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals.</li> <li>Communicate effectively with all pupils, families, carers and other agencies / professionals.</li> </ul>
<b>Sharing information</b>	<ul style="list-style-type: none"> <li>Share information confidentially about pupils with teachers and other professionals as required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> <li>• Participate in staff meetings.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>• Carry out tasks associated with pupils' personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence.</li> <li>• Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>• Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work.</li> <li>• Support the use of ICT and adhere to relevant policies.</li> <li>• Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations.</li> <li>• Participate in appraisal, training and other learning activities.</li> <li>• To contribute to the overall ethos/work/aims of the school.</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the Trust's policies and supporting documentation in relation to Information Governance, including Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Promote inclusion and acceptance of all pupils.</li> <li>• Within own area of responsibility, work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>



## Person Specification

<b>Essential upon appointment</b>	<b>Desirable on appointment</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• An awareness of child/young person's development and learning.</li> <li>• An understanding that children/young people have differing needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of child development and learning processes.</li> <li>• Knowledge of behaviour management techniques.</li> <li>• Knowledge of Child Protection and Health &amp; Safety policies and procedures.</li> <li>• Knowledge of inclusive practice.</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>• Experience appropriate to working with children with special educational needs in a learning environment.</li> </ul>	
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Relevant NVQ Level 2 qualification or equivalent.</li> <li>• GCSE Grade C or above in Maths and English (or equivalent).</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant NVQ level 3.</li> </ul>
<b>Occupational Skills</b> <ul style="list-style-type: none"> <li>• Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers.</li> <li>• Good reading, writing and numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic ICT Skills.</li> </ul>
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Demonstrable interpersonal skills.</li> <li>• Ability to work successfully in a team.</li> <li>• Confidentiality.</li> <li>• Flexibility.</li> <li>• Resilience.</li> <li>• Patience.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity.</li> </ul>
<b>Other Requirements</b> <ul style="list-style-type: none"> <li>• Enhanced DBS Clearance.</li> <li>• To be committed to the school's policies and ethos.</li> </ul>	

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<ul style="list-style-type: none"> <li>• To be committed to continuing professional development.</li> <li>• Motivation to work with children and young people.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience in working with challenging behaviours and attitudes.</li> <li>• Ability to use authority and maintain discipline.</li> <li>• An empathy for equality &amp; diversity.</li> </ul>	

### VARIATION IN ROLE

**Given the dynamic nature of the role and structure of the Goldsborough Sicklinghall Federation, it must be accepted that, as the school's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.**

*We are committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity. We are also committed to safeguarding and promoting the welfare of children, young people and adults. We have a robust child protection policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment.*

*This post is subject to satisfactory references and enhanced Disclosure and Barring Service criminal records check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.*

*North Yorkshire Council (NYC) advertise vacancies and process applications on behalf of schools and external organisations (third parties) in North Yorkshire. NYC are not responsible for the recruitment/employment practices of third parties and accept no liability in relation to the vacancy and any subsequent recruitment/employment processes. Further information on how we process your data can be found [here](#).*

# APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

## IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

### Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at [www.northyorks.gov.uk/working-us](http://www.northyorks.gov.uk/working-us).

### Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

### Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

### Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

## Policy Statement on the Recruitment of Ex-offenders (Source [www.gov.uk](http://www.gov.uk))

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.