



2 x Early Years Learning Support Assistants Overdale Community Primary School

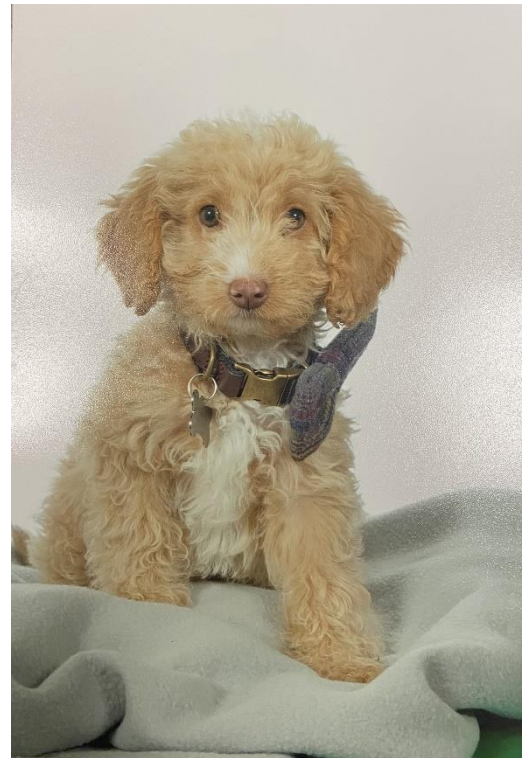
Recruitment Information Pack





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Meet Buddy, our Therapy Dog



About the School and Headteacher's Welcome

Welcome to Overdale Community Primary School and on behalf of our children and staff thank you for taking an interest in the learning team. We are very proud of our school and our ethos of positivity; where the welfare, wellbeing and achievement of our children are firmly embedded.

We are incredibly proud of our calm and happy learning community in facilities which were purpose built in 2021 to support our existing and new families that have moved into the growing community of new builds within the Middle Deepdale area. The new building is state of the art in terms of being eco-friendly and operating a high standard of technology.

Alongside this, we have spacious classrooms benefitting from natural light and ventilation, creating the best possible learning environment for our children, and working environment for our staff. Outdoors, we have two football pitches, a rounders pitch and a one-mile running track, along with an environmental area and quiet place with logs and other features. We use our outdoor space for orienteering and problem solving. We can teach numeracy and phonics outdoors, for example, and we also have two outdoor gyms. The school now has double the capacity of the old building on the former site and the new location provides a link between the older parts of Eastfield and the new housing developments in Middle Deepdale to the north.

Overdale serves a large community with a range of children from different backgrounds. The role of a teacher in our school brings its challenges but it is extremely rewarding. We have benefited from considerable investment over the years – specifically in terms of Speech and Language Development and EYFS. We have recently expanded and welcomed 8 2-year-olds in January.

Learning at Overdale means you will have a real opportunity to deliver quality education within the culture of 'The Three R's' and enjoy the coastal community. The Three R's - "*Respect, Responsibility, Resilience*" - are important to the ethos of our school community and hence we have a set of values that reflect this, that our children will come to know, understand, and implement these within our school family. Our wonderful team of staff are key to driving these values and work together along with our wider school community to ensure each child is nurtured and given every opportunity to thrive and achieve their potential. We are delighted to have just received our Nurture UK award, which is testament to our hard work in creating an enriching learning environment, and we have just welcomed our newest staff member aiding us in this area, Buddy, our therapy dog!

Here at Overdale Community Primary School we are proud to be a leading school in the area. Together we have built a school that has the highest aspirations for our children to shine, but also one that supports and celebrates our amazing community that we are proud to serve. I very much hope that you will apply to join our team at this exciting time as we develop our EYFS provision.

Mr Robert Bowman

Headteacher

For more information, please visit the [school website](#).



[Click to watch our school welcome video](#)



Application Process

The closing date for all applications is TBC

Interviews will be TBC

An email will be sent to shortlisted candidates with details of the interview process.

Queries

For an informal, confidential conversation about the role, please contact
NYES.Resourcing@northyorks.gov.uk

We actively welcome you to contact us to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people in the area.



We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A copy of our child protection policy can be found [here](#).

This post is exempt from the Rehabilitation of Offenders Act 1974 and the appointment is subject to satisfactory references and online search and a satisfactory enhanced level disclosure clearance from the Disclosure & Barring Service (DBS).



Job Description

	NYC	
JOB PURPOSE:	<ul style="list-style-type: none"> • Be responsible for the welfare, development and education of 2 year-old children • Contribute to the development of our caring inclusive school and community, where there is equality of opportunity regardless of race, culture, gender or disability • Build partnerships with our families to support the development, progress and attainment of their children • Work effectively alongside other professionals in an open and caring manner • Maintain the positive ethos and core values of our school, both inside and outside the classroom 	<ul style="list-style-type: none"> • To work within the ethos of Overdale Community Primary School and provide a warm, welcoming, and stimulating environment, where children and families feel valued. • With the guidance of senior staff to ensure the well-being, care of all young children and support their access to learning (including those with special needs). • To meet the individual children's needs, through play and learning opportunities and general care
Supporting Learning & Development	<ul style="list-style-type: none"> • Have high expectations of all children and work to make sure no child is left behind due to disadvantage • Maintain appropriate records and provide accurate information on pupil progress and other relevant matters as required by the school • Support children in becoming sociable, well-behaved members of our school community, in accordance with the school's behaviour policy • Develop a Key person role which fosters each 	<ul style="list-style-type: none"> • To supervise the children in an inclusive manner, ensuring their safety and access to learning activities. • To provide a range of play and learning opportunities and general care that reflects the child's individual ability. • To provide a range of learning opportunities and general care that reflects the child's individual ability.

	<p>child's attachment and self-esteem and establishes relationships with their families which are based on warmth and mutual respect</p> <ul style="list-style-type: none"> • Create an enticing, stimulating and exciting learning environment inside and outside, responsive to children's learning needs, by arranging for resources, equipment and materials to be available in such a way that they are easily accessible and will encourage the children to become independent learners and creative thinkers • Work proactively to engage families in their child's learning, establishing excellent relationships between school and home, to promote the best possible progress and outcomes for each child • Communicate and liaise with staff at all levels as required and manage other adults or volunteers both in liaison with, and independently of the Headteacher. • Ensure that the school's policies and procedures are promoted in everyday practice • Join in with appraisal procedures and use this to develop personal and professional effectiveness • Contribute and engage positively with continuous professional development 	<ul style="list-style-type: none"> • To nurture positive relationships with children ensuring their emotional well-being and promoting their confidence and self-esteem. • To share responsibility with colleagues for creating a provision in which all children can interact and develop fully, intellectually, physically, socially and creatively through play. • To provide learning experiences that challenge and enable young children to grow in confidence and independence within a stimulating environment. • To take responsibility for the observation, assessment, monitoring and record keeping of children's learning and development using a variety of methods, to inform planning.
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Communication	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals • Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies 	<ul style="list-style-type: none"> • To work with senior staff in creating and maintaining a purposeful and organised environment that supports the delivery of play and learning opportunities.
Sharing information	<ul style="list-style-type: none"> • Assess, record and report on pupils' attainment and progress within assessment and reporting processes • Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters • Assist in the induction and development of classroom support staff, cascading information and good practice • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings • Share information confidentially about pupils with teachers and other professionals as required 	<ul style="list-style-type: none"> • To monitor children's achievements and identify any difficulties • To ensure that practice complies with the school's policies and procedures • To support the management team in the organisation of the centre's provision on a day-to-day basis, including administrative tasks • To develop learning opportunities and implement these to meet the differentiated learning needs of individual children as outlined in EYFS

Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence. • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate. 	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence. Support children during lunchtimes. • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.
Administration/Other	<ul style="list-style-type: none"> • Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work. • Support the use of ICT and adhere to relevant policies. • 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. • Participate in appraisal, training and other learning activities. 	<ul style="list-style-type: none"> • Prepare and maintain the learning environment, with reference to provision plans and identified enhancements. • Carry out routine tasks to support the work of teacher, HLTAs and ATAs. • Support the use of ICT and adhere to relevant policies. • Participate in appraisal, training and other learning activities.
Health & Safety	<ul style="list-style-type: none"> • 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. • Work with colleagues and others to maintain health, safety and welfare within the working environment. 	<ul style="list-style-type: none"> • 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. • Work with colleagues and others to maintain health, safety and welfare within the working environment.

Data Protection	<ul style="list-style-type: none"> To comply with the Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. 	<ul style="list-style-type: none"> To comply with the Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> Promote inclusion and acceptance of all pupils. 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. 	<ul style="list-style-type: none"> Promote inclusion and acceptance of all pupils. 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.
Customer Service	<ul style="list-style-type: none"> The Council 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. The Council 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. 	<ul style="list-style-type: none"> The Council 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. The Council 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.

Person Specification

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Knowledge	
<ul style="list-style-type: none"> • Good understanding of child/ young people's development and learning processes • Knowledge of Behaviour Management techniques • Knowledge of Child Protection policies & Procedures • Understanding of individual children and young people's needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice 	<ul style="list-style-type: none"> • Knowledge of Health & Safety legislation • Knowledge of Food Hygiene practices
Experience	
<ul style="list-style-type: none"> • Appropriate experience working with children in an education setting • Experience working with other staff and liaising with parents • Relevant Level 3 or equivalent qualification in Early Years Education 	
Qualifications	
<ul style="list-style-type: none"> • GCSE Maths and English or equivalent 	<ul style="list-style-type: none"> • Appropriate first aid training – for example Paediatric First Aid • Experience working with children with a range of additional needs • Relevant Food Hygiene qualification
Occupational Skills	
<ul style="list-style-type: none"> • 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 • Behaviour management • Good reading, writing and numeracy Skills 	<ul style="list-style-type: none"> • Basic ICT Skills • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
Personal Qualities	
<ul style="list-style-type: none"> • Demonstrable interpersonal skills. • Ability to work successfully in a team • Able to exercise judgement • Confidentiality 	<ul style="list-style-type: none"> • Creativity • Sense of humour

<ul style="list-style-type: none"> • Flexibility 	
Other Requirements	
<ul style="list-style-type: none"> • Enhanced DBS Clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post 	

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and the appointment is subject to a satisfactory enhanced level disclosure clearance from the Disclosure & Barring Service (DBS).

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.

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)

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.

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