



**North East
Learning Trust**

**Teaching Assistant
Meadowdale Academy**
Applicant information pack

Early Years Teaching Assistant
Permanent
Required April 2025
37 hours per week
Term Time plus 1 additional day
Grade 2 SCP4 – SCP6
£24,404 - £25,183 per annum FTE Actual Salary
£21,197 - £21,873 per annum

Meadowdale Academy are part of North East Learning Trust and are seeking to appoint an Early Years Teaching Assistant to join our dedicated team.

At Meadowdale we offer a broad and balanced Early Years Foundation Stage (EYFS) curriculum that promotes children's emotional, social, physical and intellectual needs. We believe that children learn best through playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. This underpins the development of qualities which empower children with the sense that they can progress and achieve.

Come and join our team to support the learning and teaching of our students, encouraging development, inclusion and fun in their everyday school life. Make a difference to each and every child.

Our vision, along with all schools in the Trust, is that every child experiences excellence every day.

We are committed to:

- A vibrant learning community with enthusiastic and engaging students
- A positive and caring ethos
- An excellent learning environment and resources
- A team of hardworking, dedicated and friendly staff where everyone is valued

We will offer you:

- National Terms and Conditions of Employment
- Local Government Pension Scheme
- Up to 1 day paid leave for staff wellbeing
- Lifestyle Savings – range of discounts from top retail brands
- Discounted gym membership
- 24/7 Employee Assistance Programme and wellbeing portal
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The successful candidate will:

- Hold a Level 3 qualification (or equivalent).
- Have experience of Early Years
- Have excellent IT skills.
- Be proactive and self-motivated.
- Have a flexible approach to work.

Deadline: Friday 28th March 2025 at 12pm



How to apply:

Application packs can be downloaded from our website.

Application forms should be returned to gail.bradford@meadowdaleacademy.co.uk or by post to Gail Bradford, Meadowdale Academy, Hazelmere Avenue, NE22 6HA. You can, if you wish, submit a covering letter to support your application; please do not submit a CV unless it is to complement your application form.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment. All posts will be subject to receipt of satisfactory enhanced DBS disclosure, medical and reference checks. All pre-employment checks are in line with "Keeping Children Safe in Education" and the Trust's Safeguarding Policy which is available on our website.



Job Description

Post title: Early Years Teaching Assistant
Responsible to: Headteacher
Responsible for: Assisting Early Years Lead in raising the achievement of all pupils
Salary: Grade 2, SCP4-SCP6

Job Purpose:

To support and assist the teachers, parents and children as part of the professional team to contribute to raising standards of pupils' achievement and to undertake a range of learning activities under the professional direction and supervision of qualified teachers and/or senior colleagues, in line with school's policies and procedures

Duties and Responsibilities:

Support for the Teacher

- Assisting in the preparation and reproduction of learning materials and the management of resources.
- Assisting in the deployment and setting up of equipment and resources and making them ready for use in order to organise the teaching environment.
- Overseeing the care and cleanliness of the teaching environment, equipment, apparatus and materials.
- Supporting teaching staff or senior colleagues with routine administration.
- Organisation of own records to support teachers,
- Contributing to the assessment of pupils' progress and development as directed by the teacher through observation, basic record-keeping, and discussion with the teacher (for example contributing evidence to the planning and production of IEP)

Support for the Pupil

- Supervising the use of equipment as required to maintain pupils' needs and support their participation in learning tasks and activities.
- Assisting in ensuring the length of time spent on tasks and activities is consistent with the individual pupils' needs and according to instructions.
- Assisting pupils to carry out programmes set by teaching staff.
- Assisting individual pupils or small groups of pupils in classroom activities under the specific direction of the teacher and/or other support staff.
- Supporting all pupils included in a mainstream setting, support base, home base or special school or any other learning environment as appropriate.
- Maintaining awareness of pupils' needs and targets.
- Assisting with distressed children under the general direction of teaching staff or other members of support staff.
- Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the school base and in the local community.
- Undertaking duties in connection with the personal hygiene and welfare of pupils as directed by teaching staff.
- Having and applying a higher level of understanding of SEN, as determined by the SEN code of practice

Support for the school

- Assisting in maintaining a safe environment for pupils and staff.
- Accompanying teachers and classes on educational visits as required
- Assisting in the supervision of pupils during the day and in the playground/school grounds as required.
- Carry out basic first aid as and when required.



- Assisting in ensuring that pupils adhere to the behaviour policy of the school and providing feedback to the teaching staff and senior colleagues on the effectiveness of strategies used.
- Contributing to preparing reports on pupils as appropriate.
- Liaising with parents and other parties as required.
- Assisting the school in embedding their Rights Respecting School ethos.
- Contributing to the whole school's Self Evaluation process

General Requirements

- Attending and participating in training and development activities as required. Participating in professional development and review.
- Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies.
- Being an effective role model for the standards of behaviour expected of pupils.
- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements, and the policies of the governing body and the local authority.

Professional values and practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their education achievement.
- Treating pupils consistently with respect and using behaviour management strategies which contribute to a purposeful learning environment.
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advise from colleagues.
- Reflecting upon and seeking to improve personal practice.
- Working within schools' policies and procedures and being aware of legislation relevant to personal role and responsibility in the school.
- Recognising equal opportunities issues as they arise in the schools and responding effectively, following schools' policies and procedures.
- Building and maintaining successful relationships with pupils, parents/carers and staff

Specific duties

- To support targeted groups of children
- To support children with special education needs, as appropriate

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Health and Safety:

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly and defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

Safeguarding

The Trust has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.



Person Specification

Reception Teaching Assistant

	Essential	Desirable
Education/ training	<ul style="list-style-type: none"> NVQ Level 3 Teaching Assistant qualification or equivalent. (From DFE approved list of qualifications for EYFS Practitioners) Demonstratable levels of numeracy & literacy equivalent to GCSE (A*- Cor Grade 9-4) or equivalent Evidence of specialism in specific curriculum areas or areas of learning difficulty Knowledge of the requirements of the national curriculum. Hold a first aid certificate or willing to work towards. 	<ul style="list-style-type: none"> EYFS specialism.
Experience	<ul style="list-style-type: none"> Relevant work experience Understanding of relevant policies/codes of practice and awareness of relevant legislation A knowledge of behaviour management techniques that support school and classroom practices. 	<ul style="list-style-type: none"> Experience of working with pupils in EYFS. Experience of working with children with SEND
Aptitude and skills	<ul style="list-style-type: none"> Ability to maintain effective record keeping. Ability to supervise groups of children. Ability to self-evaluate learning needs and actively seek learning opportunities. Good IT skills to support learning Excellent verbal and written communication skills Excellent interpersonal skills both in working relationships with young pupils and in forming effective professional relationships with a wide range of contacts. Good organisational and time management skills. Ability to form and maintain appropriate professional relationships and boundaries with children and young people 	<ul style="list-style-type: none"> Ability to liaise with other agencies and parents/carers.
Personal qualities	<ul style="list-style-type: none"> A positive interest in working with children. Adaptability Ability to work calmly and with patience. Empathy with young people facing barriers to their learning. A commitment to helping young pupils achieve through education and learning. 	



References:

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DBS:

North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Pre-occupational health:

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce, and we positively welcome applicants from all sections of the community.

Applicants with disabilities will be granted an interview if the essential job criteria are met.

