



**Dringhouses**  
Primary School | York



# ‘Enjoying Excellent Education’

Applicants’ guide for the post of:  
Level 2, Early Years Teaching Assistant  
Fixed Term - Part Time - Term Time Only

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**You will find an application form on our website [www.dringhouses.co.uk](http://www.dringhouses.co.uk)**, where you will also find a link to our most recent Ofsted Inspection Report.

Please note that we are committed to safeguarding and promoting the welfare of children. We will require the successful applicant to undertake an ENHANCED criminal record check via the DBS.



**Dringhouses**  
Primary School | York

January 2025

Dear Applicant

### **Early Years Teaching Assistant Vacancy - L2**

Thank you for your interest in our school! As you may already know, or will hopefully be able to get a sense from our website, we're a vibrant and engaging community of learners here at Dringhouses Primary. We value confidence, curiosity, and creativity, and that's what we're looking for in our people - our staff are a great group of individuals who are valued as part of our community in the same way that our learners, and their families are.

This vacancy needs someone with great relational skills - someone who can model our Dring characters. We need someone fun, enthusiastic, dedicated and with a great sense of humour. Someone who understands the importance of relationships - encouraging and modelling resilience, growth and repair.

Responsibilities will include working collaboratively with the teaching team to support the delivery of the Dringhouse Discovery Curriculum.

We are looking for someone ideally with experience of working with Early Years children and who can keep up with the demands of busy and adventurous learners.

This is a fixed term, part time appointment working Monday-Friday, 12-4pm, term time only.

Applications may be submitted by e-mail or by post, and the position is to start on 22nd April 2025 or as soon as there after, pending successful applicant checks.

If you choose to apply and are shortlisted, you will be invited to interview. If you have not heard from us by 4th April 2025, please assume that, on this occasion, you have not been successful.

Thanks again for your interest, and we look forward to hearing from you.

Yours sincerely

Mary-Kate Swiers | **Head of School**

### **DRINGHOUSES PRIMARY SCHOOL**

## PERSON SPECIFICATION

Post of L2 Teaching Assistant

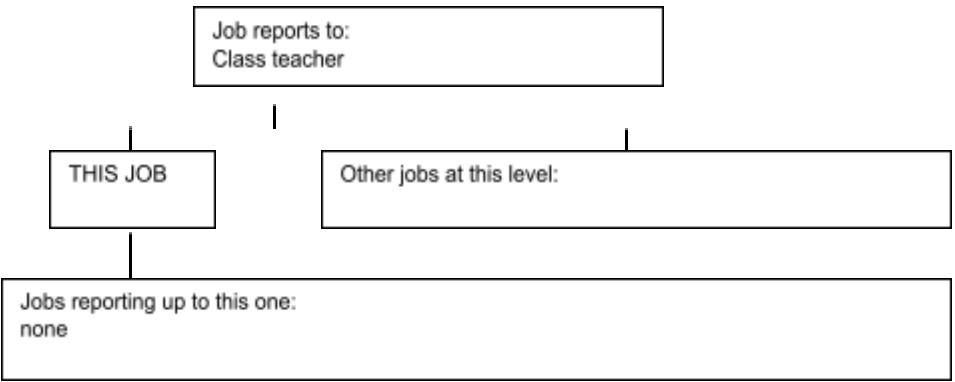
	ESSENTIAL	DESIRABLE
<b>Education / Training/ Qualifications</b>	<ul style="list-style-type: none"> <li>● Level 2 TA qualification or equivalent</li> <li>● Excellent literacy and numeracy skills equivalent to NVQ Level 2 in English and Maths</li> <li>● Knowledge of the national primary curriculum</li> <li>● Knowledge/Experience of working in an Early Years setting</li> </ul>	<ul style="list-style-type: none"> <li>● First Aid qualification</li> <li>● Team Teach qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>● Experience of supporting a broad range of children, in class, individually and in groups, within mainstream primary within the last two years.</li> <li>● Experience of participating fully in planned intervention programmes for children</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of child development and children's personal development needs</li> </ul>
<b>Skills/Aptitude</b>	<ul style="list-style-type: none"> <li>● Excellent communication and interpersonal skills</li> <li>● Commitment to and evidence of continuing professional development</li> <li>● Time management and organisational skills</li> <li>● Effective use of ICT to produce appropriate resources to support learning</li> <li>● Ability to use strategies which promote good behaviour and discipline</li> <li>● Ability to work independently and as part of a team</li> <li>● A flexible and creative approach</li> <li>● Self-motivation and ability to use own initiative</li> <li>● Ability to work within the school's policies and procedures</li> <li>● Friendly, positive, attitude</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of safeguarding issues and procedures</li> <li>● Leadership skills</li> </ul>
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>● Enhanced DBS Clearance</li> </ul>	

## JOB DESCRIPTION

### L2 Teaching Assistant

1.	<b>MAIN PURPOSE OF JOB</b> To work <b>under the direction of the teacher</b> to undertake work, care and support programmes, <b>to enable access to learning</b> for pupils and to assist the teacher in the management of pupils.	
2.	<b>CORE RESPONSIBILITIES, TASKS &amp; DUTIES:</b>	
	i.	Works under the direction of the class teacher, SENCO or a member of the school's Senior Management Team to carry out work and tasks set by the teacher. Works with individual pupils or small groups of pupils as directed by the teacher and under the teacher's guidance.
	ii.	Carries out work pre-planned by the teacher, but will be expected to use own initiative to enable pupils to access the learning activity by application of specific skills, knowledge and experience with and of the pupils within the guidelines set by the teacher.
	iii.	Carries out work planned and prepared by the teacher and in accordance with the teacher's instructions. May be required to adapt work/activities as directed by the teacher.
	iv.	Assists the teacher and works as directed in preparation of the classroom and resources for planned work to take place. May involve adapting work and activities as directed by the teacher.
	v.	Assists with assessment and monitoring of pupil progress by providing feedback to the teacher on pupils' achievements, progress and problems.
	vi.	Assists with record keeping on pupil progress as directed by the teacher.
	vii.	Works with other adults involved in the education process as directed by the teacher.
	viii.	Involved 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.
	ix.	Supports colleagues across the school staff as directed by the teacher, SENCO or Senior Management Team by application of any specific skills, experience and knowledge in relation to pupils and the curriculum, and to include routine administrative and clerical tasks.
	x.	Accompanies other staff on school visits and in other activities outside of the classroom and has responsibility for specific pupils or small groups as directed by the teacher.
	xi.	Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy
	xii.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
	xiii.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working
	xiv.	May be given specific areas of responsibility within the school that are appropriate to specific skills, knowledge and experience, for example in maintaining curriculum resources in a given subject area, preparing displays etc.

	xv.	Contributes to the overall ethos, work and aims of the school
<b>3.</b>	<b>SUPERVISION / MANAGEMENT OF PEOPLE</b> No. reporting – Direct: 0 Indirect: 0	
<b>4.</b>	<b>CREATIVITY &amp; INNOVATION</b> <ul style="list-style-type: none"> <li>Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.</li> <li>Monitors and is responsive to pupils’ personal needs and communication.</li> <li>Under the direction of the class teacher communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate.</li> <li>On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans.</li> <li>Participates in the design of classroom and school displays.</li> </ul>	
<b>5.</b>	<b>CONTACTS &amp; RELATIONSHIPS</b> <ul style="list-style-type: none"> <li><b>Internal</b> Contributes to the teacher’s planning, teaching and assessment of the curriculum - daily. Enables pupils’ access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Works in collaboration with other support staff - daily.</li> <li><b>External</b> Provides information about pupils’ progress, strategies eg inclusion programmes.</li> </ul>	
<b>6.</b>	<b>DECISIONS – discretion and consequences</b> <ul style="list-style-type: none"> <li>Takes action to meet pupils’ needs as they arise to avoid undue physical or mental stress.</li> <li>Communicates information effectively to teachers, other professionals and parents whenever the need arises.</li> <li>Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with the class teacher.</li> </ul>	
<b>7.</b>	<b>RESOURCES</b> None	
<b>8.</b>	<b>WORK ENVIRONMENT –</b>  <b>Work demands</b> <ul style="list-style-type: none"> <li>Under the direction of the class teacher needs to implement activities in lessons within school hours as directed. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents and professionals.</li> </ul> <b>Physical demands</b> <ul style="list-style-type: none"> <li>Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils’ personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.</li> </ul>	

	<p><b>Working conditions</b></p> <ul style="list-style-type: none"> <li>● Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required.</li> </ul> <p><b>Work context</b></p> <ul style="list-style-type: none"> <li>● Risk of verbal abuse and physical harm from a minority of pupils and who behave aggressively.</li> <li>● Risk of injury from moving and handling pupils.</li> <li>● Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.</li> <li>● Risk of infection when dealing with unwell children.</li> </ul>
9.	<p><b>KNOWLEDGE &amp; SKILLS</b></p> <ul style="list-style-type: none"> <li>● Communication skills</li> <li>● Time management and organisational skills</li> <li>● Literacy and numeracy skills</li> <li>● ICT capability</li> <li>● Knowledge of normal child development and children’s personal development needs</li> <li>● Knowledge of strategies which promote good behaviour and discipline</li> <li>● Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.</li> </ul>
10.	<p><b>Position of Job in Organisation Structure</b></p>  <pre> graph TD     A[Job reports to: Class teacher] --- B[THIS JOB]     A --- C[Other jobs at this level:]     B --- D[Jobs reporting up to this one: none]   </pre> <p>The diagram illustrates the job's position in the organization structure. At the top, a box labeled 'Job reports to: Class teacher' has a vertical line connecting it to a box labeled 'THIS JOB'. To the right of 'THIS JOB' is a box labeled 'Other jobs at this level:'. Below 'THIS JOB' is a box labeled 'Jobs reporting up to this one: none'.</p>

## **OUR SCHOOL**

Dringhouses Primary School is situated on the western side of York, about three miles from York city centre and a short drive off the A64. Built in 1904, Dringhouses is a co-educational school for children aged 4+ to 11 years, with approximately 300 pupils on the roll over 11 classes.

## **WHAT MATTERS TO US AS A SCHOOL**

**Dringhouses Primary School is a team.**

We are a group of people sharing curiosity, creativity, and confidence, supported by collaboration and community.

We look to support our community and to our community for support - locally, and globally. We are passionate about equality. We promote inclusion and accept diversity - we are confident in ourselves, in achievements, and through our setbacks. We strive to provoke excitement and enthusiasm, curiosity and creativity; we recognise the potential of our learning and of our growth as individuals, and as a community. Through collaboration, honesty, and challenge, we inspire, and empower each other.

**We are all learners, and we are all leaders.**

***The aims of the school are to:***

- To provide an exciting, inspiring, and safe environment, where a connected curriculum equips our learners for their future.
- To develop confident, capable, and resilient learners who recognise and celebrate their successes, and who recognise the value and potential in their setbacks.
- To support learners in developing kindness, gratitude and a sense of responsibility: to themselves, to others, and to their communities.
- To understand, value, and accept diversity, equality and inclusion. We want our learners and our community to feel empowered through understanding and through action.
- To build and maintain our sense of community - as individuals, as a school, and as part of the wider community.

**Thank you for your interest in our school.**

**If you have any questions, or to arrange a visit, please contact the school office on 01904 553940 or e-mail [admin@dringhouses.co.uk](mailto:admin@dringhouses.co.uk)**

**We look forward to receiving your application.**