Enquire Learning Trust Application Pack

Level 3 Nursery Teaching Assistant

Reference Number: ELTSEP2635

Harrow Gate Primary Academy
Piper Knowle Road
Stockton-on-Tees
TS19 8DE

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The Enquire Learning Trust

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East Lincolnshire, Hull, Manchester, Teesside and North Yorkshire.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don't believe that implementing blanket priorities and objectives is pertinent to a successful academy, and we encourage autonomy for academy leaders wherever possible.

Values

- We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
- We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
- We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world-class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
- We take learning seriously and work together to create a vibrant culture in which this can happen. We know that it's what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

Harrow Gate Primary is a two-form entry primary school, welcoming pupils between the ages of 2 and 11. Our school thrives on the unique contributions each child brings, creating a joyful and harmonious environment for both learning and working. Guided by our mission statement— ***'The academy will endeavour to raise the achievement and aspirations of every child'***—this principle is at the heart of everything we do at Harrow Gate.

Learning is our core mission, and we are dedicated to fostering a culture of challenge and growth within a safe and supportive environment. Here, everyone is encouraged to be helpful, considerate, and respectful of one another. We emphasize making learning connections clear and present challenges that inspire our pupils to develop resilience, independence, and persistence. We want our children to explore ideas, reason, explain, and justify their thinking, equipping them to make informed decisions and embrace lifelong learning. These skills are not only crucial for their education but also contribute to their overall safety and well-being.

Our school is characterised by positive relationships and attitudes, creating an ethos where learning together becomes an enjoyable and rewarding experience for all. I am privileged to lead a school that is truly unique in its character and spirit.

At Harrow Gate Primary Academy, we celebrate and embrace all forms of achievement, reflecting our commitment to inclusion and unity. We consistently strive for the highest standards across all areas of the curriculum, guided by our core values of Achievement, Resilience, and Trust. These values inspire every child to reach their full potential.

To fulfil our mission statement, we believe in three **core values**, which we base our whole school around. We call these values **'the ART of Harrow Gate Primary Academy'**

Achievement: Children meet the **challenge** and **high expectations** in learning through **dynamic** engagement.

Resilience: Children are **courageous** and **passionate** in their approach to learning, which fosters **self-belief** and **pride**.

Trust: The Harrow Gate **family** work as a **team** with **honesty, respect, loyalty** and **effective communication** to ensure success for all.

EAP Programme

The Trust offers a plan through Health Assured which provides access to valuable health and wellbeing services.

Key Features:

- Unlimited access to 24/7 confidential telephone helpline
- Up to 10 sessions of face to face, telephone and online counselling
- Access to the portal and wisdom app
- Coverage for spouse/partner and dependants
- Medical information line including articles, webinars and podcasts
- Menopause Support access to other resources such as 'Menopause Matters'
- Access to Perks and Discounts
- Online and mobile access, anywhere and anytime
- Self-help guides, mood and wellness trackers

Come and join our Harrow Gate family!

Level 3 EYFS Teaching Assistant

Are you passionate about giving young children the very best start in life?

Do you love getting down on the floor to play, explore, create, talk, laugh and learn alongside children? Are you someone who can turn everyday moments into exciting learning opportunities?

If so, we would love to hear from you!

We are looking for an enthusiastic, caring and committed Level 3 EYFS Teaching Assistant to join our Early Years team at Harrow Gate Primary Academy in Stockton-on-Tees.

Hours: 39.5 hours per week
Working weeks: 39 weeks per year, term time plus 5 PD days
Salary: NJC 10–12, starting actual salary £26,329.34
Contract: Permanent
Start date: As soon as possible
Location: Piper Knowle Road, Stockton-on-Tees, TS19 8DE

Why Harrow Gate?

At Harrow Gate, children are at the heart of everything we do.

We are a welcoming and inclusive primary academy for children aged 2–11, and we are proud of the strong relationships we build with our children, families and wider community. Our mission is simple but ambitious: to raise the achievement and aspirations of every child.

We were judged Good overall by Ofsted in June 2024, with Outstanding for Personal Development, reflecting our commitment to ensuring children are happy, supported and able to thrive.

As part of the Enquire Learning Trust, our staff also benefit from opportunities for professional development, collaboration and shared expertise.

What are we looking for?

We don't just want someone who can work in Early Years. We want someone who loves working in Early Years!

You will be someone who:

- is warm, nurturing and naturally builds positive relationships with children;
- understands how young children learn through play, exploration, talk and first-hand experiences;
- is excited about developing children's communication, early reading, writing and mathematical understanding;
- has high expectations and believes every child can succeed;
- understands how to support children with SEND and those who may face additional barriers;
- notices the small things and uses observations to identify children's interests and next steps;
- is creative, enthusiastic and willing to get involved;
- can work collaboratively with colleagues, parents, carers and other professionals;
- is calm, flexible, reliable and able to use their initiative; and
- understands the importance of safeguarding, confidentiality and professional conduct.

Applicants should hold a **relevant Level 3 Early Years qualification** and have experience of supporting children's learning within Nursery or Reception.

What will your day look like?

No two days in Early Years are ever quite the same!

You might be helping a child discover something fascinating outdoors, sharing a favourite story, supporting early number skills, developing vocabulary through play, helping a child become more independent or providing reassurance when someone needs a little extra support.

You'll help create a safe, exciting and nurturing environment where children feel confident to explore, make mistakes, ask questions and develop a genuine love of learning.

You'll also contribute to purposeful activities, observations and assessment, targeted support for children with additional needs, personal care, positive behaviour and the wider life of our academy.

What can we offer you?

Most importantly, you'll join a school where people matter.

We offer:

- a supportive and collaborative staff team;
- strong leadership and opportunities for professional development;
- a welcoming, inclusive and community-focused school;
- a strong emphasis on relationships and wellbeing;
- well-equipped learning environments;
- access to pension arrangements and mentoring; and
- the opportunity to become part of a school with a genuine sense of belonging.

Could this be you?

If you're passionate about Early Years, excited about helping children flourish and want to work within a team where your contribution will be valued, **we'd really love to hear from you.**

Come and help us make every child's start at Harrow Gate a brilliant one.

Visits and applications

Visits to our academy are warmly welcomed and encouraged. They provide an opportunity to meet our team, see our Early Years provision and experience the distinctive ethos of Harrow Gate Primary Academy.

Contact: Sam Scott (Office Manager)
Telephone: 01642 673984
Email: Enquiries@harrowgateacademy.org

Visits can be arranged by contacting the school office

How to apply
You can apply for this position by visiting The Enquire Learning Trust

The academy is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed.

Safeguarding

The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful applicant will be required to obtain an Enhanced Disclosure from the DBS.

Contact:
Harrow Gate Primary Academy
01642 673984
enquiries@harrowgateacademy.org

Closing date and time: Friday 20th November 2026
Interview Date: Thursday 26th November 2026

Job Description

Job Purpose

- To support the EYFS team in the smooth running of the provision
- To deliver high standards of care, child development for all children in a welcoming, caring and safe environment.
- To comply with all regulatory requirements including the Early Years Framework.
- To ensure the safety of all children through clear Safeguarding policies and procedures.

Relationships

- The post holder reports to the EYFS Lead and class teacher
- The post holder is also accountable to the EYFS Lead and Principal.
- Develop and maintain positive relationships with children, colleagues and parents/carers.

Main Duties

- To support children's learning and to share in the care and wellbeing of the children throughout the setting and at times across other areas of the school.
- Provide targeted support to enhance learning for children with a range of needs: SEMH, speech and language difficulties, motor difficulties, social interaction, and communication difficulties.
- To support individual and small groups of children in the curriculum to accelerate their learning.
- Support in the development and maintenance of appropriate planning, observation, and assessment procedures
- Has some knowledge of SEND and experience of working with SEND children (e.g. ASD, ADHD, attachment and trauma difficulties, specific learning difficulties, sensory/physical needs)
- To carry out specific administrative/ procedural tasks to support the running of the EYFS.
- Work as part of a team and assist the team to ensure quality education for the children.
- To promote the development of language and speech, including providing additional support to children with special needs or to bilingual learners, by working alongside the class teacher.
- Work or play with individuals/small groups of children by planning and carrying out relevant activities that accelerate and raise the level of achievement for all pupils involved in all areas of the curriculum, under the guidance of the teacher and EY lead.
- Assist the team by receiving instructions directly from professional or specialist support staff involved in the children's education. These may involve social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.
- Assist with the reception and departure of children at the beginning and end of sessions.
- Assist with always maintaining good discipline throughout the EYFS, following procedures.
- When directed escort and supervise children on planned visits/journeys.
- Assist and attend with events e.g. stay and play, parents' meetings, concerts and festivals
- Works in partnership with colleagues, within an agreed system of supervision, to deliver learning activities, and interventions.
- Uses own initiative to assess and evaluate pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge and experience with and of pupils and area of curriculum.
- Follows all school / EYFS policies and procedures, in particular: Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy
- Makes appropriate use of ICT and adhere to policies relating to it within their work and in line with the school's systems of working

Safeguarding

- Report any concerns about the safety or wellbeing of pupils, staff and adults within the nursery (and school), as well as members of their families, including children.
- Employees should be aware of their roles & responsibilities to both prevent and respond appropriately to abuse. They should undertake the safeguarding training required for their role.

- Be aware of suspected or actual cases of child abuse, referring such matters to the appropriate designated person for further action.

Health and Safety

- Support children's eating needs, encouraging children to eat and drink when required.
- Record and communicate children's daily eating and toileting habits, where needed
- Ensure effective supervision at mealtimes and that all dietary requirements are adhered to.
- Undertake daily risk assessments e.g. locking gates, spilling of water, monitoring the condition of toys and equipment and reporting any health and safety concerns to the team.
- Always maintain a clean and safe environment both inside and outside.
- All employees have a responsibility under the Health and Safety at Work Act 1974 for their own health, safety and welfare and to ensure that the agreed safety procedures are carried out to provide a safe environment for other employees and anyone else that may be affected by the carrying out of their duties.
- All staff have a responsibility to identify and report risks, hazards, incidents, accidents and near misses promptly, in accordance with our Health and Safety Policy.
- All staff must be familiar with emergency procedures in their workplace.

Other responsibilities

CREATIVITY & INNOVATION

- Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn.
- Monitors and is responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing learning plans in light of changing circumstances.
- Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate.
- Based on their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.
- Participates in the design of classroom and school displays.

DECISIONS – discretion and consequences

- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous. Always follow the school Behaviour Policy.
- Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress.
- Communicates information effectively to teachers, other professionals and parents whenever the need arises.
- Recognise and act when necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
- Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team.

Working Environment

Work demands

Need to implement activities in lessons as planned also working to other deadlines. Work may be subject to some change and interruption e.g. unplanned absences of staff and children, unexpected visits by parents and professionals and when supervisory duties are called for.

Physical demands

Involves mainly supervising children but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.

Working conditions
Majority of work takes place in environment, indoor and outdoor. May involve outside activities e.g. forest school, off-site educational activities in all weather conditions as required. May also involve visits in the home.

Person Specification

	Essential	Desirable	Method of assessment
Qualifications	• Relevant Early Years Level 3 qualification • Excellent English and Maths skills. • Willingness to attend First Aid course (if not already in possession of this qualification). • Willingness to undertake professional and personal development.	• Full First Aid qualification • Early Years CPD	Application Interview
Knowledge and experience	• Experience of supporting learning in Nursery or Reception • General understanding of early years curriculum and guidance. • Secure knowledge of child development. • Understanding of supporting children with their PRIME areas of learning. • Understanding of how to support children with reading, writing and maths. • Experience delivering an early maths programme. • Understanding of children's developmental milestones and support required • Use of basic ICT – computer, video, photocopier. • Basic understanding of barriers to children's learning and ways to remove these obstacles. • Awareness of legislation relating to safeguarding procedures.	• Experience of working with children with a range of SEND and delivering interventions (SEMH, Speech and Language, Communication and Interaction) • Understanding of assessing and tracking progress within the Early Years • Experience of working in partnership with parents and outside agencies • Experience of following a key worker approach	Application Interview References
Skills	• Ability to build relationships with children and adults. • Ability to work with an individual or group		Application Interview

Contact Details:
Harrow Gate Academy
Piper Knowle Road
Stockton-On-Tees
TS19 8DE
Principal: Mrs Vicky Galt
Telephone: 01642 673984
Email: enquiries@harrowgateacademy.org

The Enquire 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. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.

DISCLOSURE AND BARRING AND RECRUITMENT CHECKS

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We'll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list 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.

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.

All documentation will be treated confidentially and processed in accordance with Data Protection regulations