



Enquire Learning Trust Application Pack

Reference: ELTMAY2608

**EYFS Level 3 Teaching Assistant
Southcoates Primary Academy**



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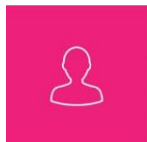
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The Enquire Learning Trust

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.

The Enquire Learning Trust is committed to promoting sustainability and environmental responsibility across all academies, in line with the DfE (Department for Education) Sustainability and Climate Change Strategy. We care deeply about creating school environments that positively contribute to the communities we serve. Our approach includes driving progress towards net zero carbon emissions, protecting biodiversity, and equipping our children with the knowledge and skills to build a sustainable future.



Southcoates Primary Academy

School Context and Background

Children have been learning at our school for over 100 years and Southcoates is part of the history of our community. We are proud of our history but look to the future and the part our pupils will play in it. Since joining the Enquire Learning Trust and becoming an academy in 2014 we have been able to focus on this more sharply – we want the very best for every child that enters our doors. We want to ensure they are prepared for the next step in their education and the world of work.

Southcoates Academy has high aspirations and expectations for every child, at the same time we maintain a caring family orientated culture. We work hard to meet the needs of all children. This is done by providing a calm, orderly environment in which every child is respected and valued.

We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our academy adopts a 'whole academy approach' to special educational needs. All staff work to ensure inclusion of all pupils. The academy is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Vision Statement

Southcoates Primary Academy: Supportive, Positive, Achieving

At Southcoates Primary Academy, we deliver a bespoke curriculum that provides tailored opportunities and experiences, developing curious minds and a passion for learning.

Our immersive and thought-provoking curriculum is delivered in a safe and supportive environment which encourages every child to flourish and strive for excellence.

A collaborative approach to learning ensures that school is a nurturing place of enjoyment. Our school community work together to empower children to develop excellent learning behaviours for life.

Ofsted

Our Academy's last Ofsted inspection/report (March 2023) validated a 'Good' outcome and acknowledged that 'leaders have implemented an ambitious curriculum' and 'teachers use assessment effectively'. The Ofsted report also endorsed that: 'Pupils are proud to attend Southcoates Primary Academy, 'Staff have high expectations of pupils', 'Pupils feel safe in school and behave well in lessons and around school', 'The school works in partnership with parents and carers to the benefit of pupils in their development and learning' and 'Classrooms are calm environments that enable pupils, including those with special educational needs and/or disabilities, to concentrate and learn'.

Curriculum Organisation and Intent

At Southcoates Primary Academy, we have devised the SPA Curriculum: a knowledge-based curriculum in line with the knowledge promoted in the National Curriculum (both declarative and procedural). We have chosen to deliver this knowledge through a whole school themed approach: All children from the Early Years through to Y6 study the same theme, with the knowledge taught being appropriate to their age group. Each phase has their own focus within each whole school theme, as outlined in the Long-Term Plan.

The curriculum reflects the requirements of the National Curriculum. In addition to this, we have built the SPA Curriculum around the key themes (Safe Behaviours / Positive Role Models / Awareness of the World), that we feel hold a great importance for the children of Southcoates.

Safeguarding

At Southcoates Primary Academy, ensuring the safety of children is paramount.

We do this by:

- providing a safe environment in which the children can learn
- listening to what children tell us
- identifying children who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure that they are kept safe both at home and in the education setting.

To achieve this objective, we:

- identify instances where there are grounds for concern about a child's welfare and initiate or take appropriate action to keep them safe.
- contribute to effective partnership working between all those involved in providing services for our children.
- aim to prevent unsuitable people from working with children.
- promote safe practice and challenge any poor or unsafe practice.

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

Job Title: EYFS Level 3 Teaching Assistant
Reference Number: ELTMAY2608

Working Hours: 32.50 hours

Working Weeks: Term Time Only (plus 5 training days)

Salary Scale Range: NJC SCP 15 to 17

Contract Type: Fixed-Term (to 31 July 2027)

Start Date: 7 September 2026

Location: Southcoates Primary Academy, Southcoates Lane, HULL HU9 3TW

About us

Our academy is a 1.5-form entry school, and we currently have 331 pupils on roll; this includes 39 FTE place Nursery provision for 2-, 3- and 4-year-olds. As part of The Enquire Learning Trust, we work collaboratively with other academies and share best practice to enhance provision and transform the culture of learning and teaching.

The staff and Academy Improvement Committee are committed to ensuring that the children enjoy their learning, feel safe and are well cared for within an environment of mutual respect, where the views and opinions of the whole school community are valued.

About the role

We are looking for a motivated, enthusiastic, and organised individual to join our team of EYFS Teaching Assistants.

The weekly working hours will be 32 hours and 30 minutes: Monday to Friday: 8.30 am to 4.00 pm (one hour lunch).

What we are looking for

We are seeking to appoint a knowledgeable, reliable, and highly skilled EYFS Teaching Assistant. Full details of the responsibilities, duties and tasks, skills and functions are detailed in the Job Description (please see Section 5).

This is an exciting opportunity for the right person with the following qualities:

- Passionate about education and learning
- High expectations of all pupils and staff and be committed to raising standards
- Motivated, enthusiastic and a supportive team player
- Outstanding in their classroom support promoting self-esteem, inclusion, and independence
- Excellent interpersonal, written and numeracy skills
- Understanding and conducting all activities in accordance with the Trust's policies and relevant legislation
- Providing first aid to pupils who are sick, injured or have medical conditions.
- Ability to demonstrate initiative and a genuine passion for making a difference.

What we can offer

Membership of the East Riding Pension Scheme

Opportunities for development and progression

Employee Assistance Programme provided by Health Assured

Cycle to Work Scheme

Lifestyle savings

For more information, please contact:

Mr T Libera (Principal) either by telephoning 01482 701407 or by email
admin@southcoates.hull.sch.uk

Visits to the school are warmly welcomed and can be arranged by contacting the school office.

How to apply

You can apply for this position by visiting [The Enquire Learning Trust](#)

Closing date and time: Monday 8 June 2026 at 12.00 noon

Shortlisting: Week commencing 8 June 2026

Interview Date: Friday 19 June 2026

DBS/Safeguarding Statement

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. As this post involves access to children or vulnerable adults, the successful applicant will be required to obtain an **Enhanced Disclosure from the DBS.**

Job Description

Job Title: EYFS Teaching Assistant (Level 3)
Location: Southcoates Primary Academy
Salary Range: NJC SCP 15 to 17
Responsible to: Principal and EYFS Phase Leader

1. PURPOSE OF JOB

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

To support the teaching and learning of all children in Nursery.

To ensure the safety of all children through clear Safeguarding policies and procedures.

To provide short term cover for a class in the absence of the teacher.

2. MAIN RESPONSIBILITIES

Support for Pupils

To support children's learning and to share in the care and wellbeing of the children throughout 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. Build and maintain relationships with pupils, parents, and other members of staff to ensure the children are receiving the best possible support.

Provide support and assistance for children's pastoral needs (e.g. dressing, going to the toilet, the changing of nappies or the administration of an EpiPen).

Work as part of a team and assist the class teacher to ensure quality education for the children.

Assist with the reception and departure of children at the beginning and end of school sessions.

Assist with always maintaining good discipline throughout the school, following school procedures.

Promotes the inclusion and acceptance of all pupils.

Sets challenging and demanding expectations and promotes self-esteem and independence.

Administer first aid to pupils.

Support for Teachers

Support in the development and maintenance of appropriate planning, observation, and assessment procedures.

To carry out specific administrative/procedural tasks to support the class teacher.

Assist the teacher 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.

Report any concerns regarding children's welfare or education, to the class teacher.

Works in partnership with teachers, within an agreed system of supervision, to deliver learning activities, interventions and when required to whole classes in the absence of the teacher.

Assists with the planning of learning activities.

Monitors pupils' responses to learning activities and accurately records achievement/progress as directed.

Provides detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.

Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

Participates in discussions with parents/carers under the general direction of a teacher.

Support for the Curriculum

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 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 class teacher.

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.

Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.

Prepares, maintains, and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.

Support for the Academy

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

Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the Teaching Assistant's skills, knowledge and experience as identified by the Senior Management Team.

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.

Assist and attend with seasonal events e.g. parents' evenings, concerts, and festivals.

Is aware of and complies with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

Is aware of and supports difference and ensure all pupils have equal access to opportunities to learn and develop.

Contributes to the overall ethos/work/aims of the academy.

Appreciates and supports the role of other professionals.

Participates in training and other learning activities and performance development as required and attends and participates in relevant meetings as required.

Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtime.

Accompanies teaching staff and pupils on visits, trips and out of school activities as required and takes responsibility for a group under the supervision of the teacher.

3. MAIN RESPONSIBILITIES

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

The above duties may involve having access to information of a confidential nature, which may be covered by the General Data Protection Regulations. Confidentiality must be maintained at all times.

The post-holder must be flexible to ensure the operational needs of The Enquire Learning Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the Trust.

The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post-holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the Council's Safety Policy and Programme. Specific details are outlined in the Trust's Health and Safety Policy.

The post-holder must carry out his / her duties with full regard to the Trust's Equal Opportunities policy.

Where the post-holder is disabled, every effort will be made to supply all the necessary employment aids, equipment, or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

4. CONTEXT

The Trust and the academy have a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual pupil needs and aspirations.

The academy's contribution to pupils and community development will be pivotal in achieving The Enquire Learning Trust's ambitious objectives in increasing social inclusion within the city.

Teaching Assistants play a key role in the delivery of broad based and relevant curriculum to meet individual pupil needs.

5. KNOWLEDGE AND SKILLS

Experience of working with or caring for children of relevant age
Excellent numeracy/literacy skills
Relevant Early Years Level 3 qualification
Paediatric First aid training/training
Training in the relevant learning strategies e.g. literacy
Effective use of ICT to support learning
Use of other equipment technology – video, photocopier
Understanding of relevant policies/codes of practice and awareness of relevant legislation
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies

6. WORKING RELATIONSHIPS

INTERNAL

All academy staff, pupils, parents, governors, the community

EXTERNAL

Educational support staff, educational support services, other schools and educational establishments, The Enquire Learning Trust, other public services, and community representatives

7. DECISION MAKING

Makes decisions in connection with all principal accountabilities listed, within current Trust and Academy policies and procedures.

8. CHALLENGES AND KEY FEATURES

To help raise standards of learning for pupils

To develop and maintain positive relations with pupils and parents/carers

To be committed and motivated to the objective of raising achievement in the academy

To have a flexible approach to work as the post-holder may be required to alter their hours to meet the operational needs of the academy.

9. INTERPERSONAL SKILLS

Exceptional understanding of child development and learning.

Ability to self-evaluate learning needs and actively seek learning opportunities.

Ability to relate well to children and adults.

Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

To help raise standards of learning for pupils.

Person Specification

Job Title: EYFS Teaching Assistant (Level 3)

Location: Southcoates Primary Academy

Attributes	Essential	How identified	Desirable	How identified
Qualifications	<ul style="list-style-type: none"> • 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. 	A. I. C.	<ul style="list-style-type: none"> • Paediatric First Aid qualification • Early Years CPD 	A. I. C.
Knowledge and experience	<ul style="list-style-type: none"> • 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. • Phonics training and experience of delivering an early phonics programme or early phonic intervention. • Experience delivering an early maths programme. • Use of ICT – computer, video, photocopier. • Understanding of barriers to children’s learning and ways to remove these obstacles. • Awareness of legislation relating to safeguarding procedures. 	A. I. R.	<ul style="list-style-type: none"> • 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 	A. I. R.
Skills	<ul style="list-style-type: none"> • Ability to build relationships with children/adults. • Ability to work with an individual or group • Effective communication with colleagues and children • Good organisational skills • Ability to use initiative and retain professionalism. • Positive approach to behaviour management • Model acceptable behaviour 	A. I. R.		A. I. R.

	<ul style="list-style-type: none"> • Ability to liaise with external professionals to support individual children. • Meet the expectations set out in the job description • Effective team working 			
Personal characteristics	<ul style="list-style-type: none"> • Flexible approach • Calmness • Awareness of confidentiality • Show initiative • Enthusiasm for role • Reliable • Have high expectations • Nurturing Personality 	I. R.	<ul style="list-style-type: none"> • Have a “PACE” approach with all children in school (Dan Hughes) • Playfulness, Acceptance, Curiosity and Empathy 	I. R.

Key	
Ess	Essential
Des	Desirable
A	Application
I	Interview
R	Reference
C	Certificate

Contact Details:

**Southcoates Primary Academy
Southcoates Lane
HULL
HU9 3TW**

Principal: Mr T A Libera

Telephone: 01482 701407

Email: admin@southcoates.hull.sch.uk

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 is 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 will 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