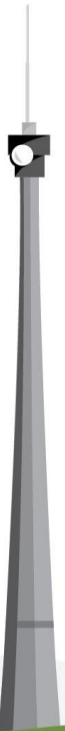


# Information Booklet

Educational Support Assistant



# A warm welcome from the Mast Academy Trust

Thank you for considering applying for this post within The Mast Academy Trust.

We genuinely believe that any of the schools within our Trust are wonderful places to work and develop your career.

We are a community of schools where relationships are positive, respectful and friendly. We consist of Birdsedge First School, Shelley First School, Kirkburton Middle School, Scissett Middle School and Scholes Junior and Infant School. We are an incredibly busy community of schools with lots going on all year round.

We are fortunate in having exceptional staff teams in all our schools who enthusiastically provide an engaging curriculum and a wealth of extra-curricular activities and experiences for our pupils to enjoy. Our schools, and the Trust, are supported by our dedicated and committed teams of Trustees and Governors.

As a community, we all work hard to ensure that pupils get the very best learning experience which supports them to achieve the very best outcomes.

We have a well-established passion for collaboration; working in partnership throughout the Trust and with a range of other alliances and as part of the Shelley pyramid of schools.

We would hope that what you read in the information pack and your wider research about the Trust and schools will encourage you to apply.



CEO – The Mast Academy Trust

## About the Trust

The MAST Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through academy status. The Trust currently comprises of five schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of MAST within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

*We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.*

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision. As individual schools and a Trust:

- We celebrate **individuality**
- We **collaborate** for the good of our children and staff
- We **inspire** our children, and our employees to **achieve** their ambitions
- We all **learn** from our experiences
- We ensure a **safe** and **caring** environment for everyone

We commit to:

- Put the **children** at the heart
- Value all our **people** and respect their well-being
- Serve the **community** around us
- **Respect** different opinions and then unite together
- Be willing to **challenge** and accept challenge
- **Support** all areas within the MAST Academy Trust
- Adhere to the Nolan Principles

The Mast Academy Trust

c/o Scissett Middle School, Wakefield Road, Scissett, Huddersfield, HD8 9JX  
[www.themast.co.uk](http://www.themast.co.uk) | 01484 865444

# Joining the Trust

## Career Progression

The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.

## Pension

Every employee of the trust and the schools part of The Mast Academy Trust has access to the Teacher's Pension Scheme or the Local Government Pension Scheme.

## Health and Wellbeing

As an employer we are committed to promoting and protecting the physical and mental health of all our staff. All employees in the Trust have access to a mental health and wellbeing service provided by Group Buy Scheme. The service provides counselling, medical and wellbeing support.

## Supportive Colleagues

Wherever you work within the Trust, in our school teams or collaborative teams, in a teaching or support role, there are leaders and colleagues there to offer support and guidance throughout your career at the Mast Academy Trust.

Our new colleagues receive a comprehensive induction; all our colleagues receive ongoing Continual Professional Development provided by the Trust or from external providers.

One benefit of being part of a trust is you can learn and share knowledge and experiences with colleagues from the other schools within the Trust.

## Equality

The Mast Academy Trust's aim is to attract people from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

We are committed to inclusivity and will consider requests for flexible working including part time and job share arrangements, where the role allows. We are committed to promoting and protecting the physical and mental health of all our staff.



## About Shelley First School

We hope you find the information contained within this information pack useful in getting to know us and understanding what our values are as a school.

Shelley First School is a small, popular village primary school set within a semi-rural part of Huddersfield. There are currently 160+ pupils on role, from Reception to Year 5. School is a member of the 'Mast Academy Trust', comprising Scissett Middle School, Birdsedge First School, Scholes Junior and Infant School (Holmfirth) and Kirkburton Middle School. Most pupils come to us from the surrounding village of Shelley and then transfer to Kirkburton Middle School at the end of Year 5. Close links exist at all levels between schools throughout the pyramid, ensuring continuity, progression and effective transfer between phases. Although we don't have a Year 6 at Shelley, we work hard to make sure our pupils are Y6 ready and liaise closely as they transition.

We say at Shelley that 'Together we Succeed' and this ethos permeates every aspect of school life, beginning right at the start in our OFSTED outstanding Early Years Provision which provides a seamless and well-crafted transition from nursery to school for our youngest learners. With our passionate and experienced team of staff, our carefully constructed curriculum and our extensive and rich outdoor space, Shelley children go on to grow and flourish: there are plentiful opportunities for sport, outdoor learning, forest school and so much more. Shelley First builds leaders for tomorrow with opportunities to join the school council, the eco forum, become head boy or girl, a house captain, or take up positions of responsibility supporting the younger members of our nurturing school. Here at Shelley, our standards are high and pupils love to learn: attendance is well above the national average and we hold a range of awards from Investors in Pupils, gold Artsmark and Musicmark awards and silver School Games award. What makes Shelley truly unique is its position at the heart of the community and its wonderful outdoor spaces. The school hosts events such as a school Christmas Performance, a Reindeer run, a Summer Serenade and a Christmas Fayre, plus creative weeks, careers weeks and much more, and these are central to our ethos – something that everyone in the community can be involved in. Together, we create everlasting memories and the strongest of foundations for our children: it's really true, here at Shelley First, that 'Together, we succeed'.

Our vision at Shelley is to provide a joyful, nurturing and truly inclusive environment where every child achieves, feels safe, valued and proud to belong where every child fulfils their unique potential with confidence, creativity, and curiosity. We want to grow compassionate, respectful individuals who lead with empathy and courage, embracing new opportunities with enthusiasm and resilience: in a nutshell, enthusiastic explorers with a lifelong love of learning!

We live this through our foundations: **Share, Help, Encourage, Love, Learning, Everyone, You can!** We specialise in supporting, nurturing and guiding children through this formative time in their lives – emotionally, socially and academically – in order that they can achieve well and feel safe. We believe strongly in the importance of inclusion, the development of the whole child and meeting the needs of the individual. To this end, we provide a broad and balanced curriculum together with an extensive range of enrichment and extra-curricular activities. Attendance is excellent, bullying is rare and pupils tell us they feel safe and well-cared for. We are a school which has safeguarding and children's safety and happiness at its heart.

We think Shelley First School is brilliant: we're a warm and ambitious team who have amazing children and amazing staff and parents. If you're someone who shares our Shelley values and think you could support our early years children or those with SEND to fulfil their potential and thrive then please apply, because we all believe here that 'Together We Succeed' and making a difference is what we do!

Liz McLoughlin

Head Teacher

# Educational Support Assistant

For the Shelley First School

Organisation	Shelley First School
Job Scale	Grade 6 (£27273.27 full time rate. This will be pro rata for term time and 32.5 hours a week) Actual salary £20,308.13
Hours	32.5 hours per week term time only (8.30 – 3.30).
Type	Permanent
Job share	Applications can be considered – please make clear on the application form
Location	The primary place of work shall be Shelley First School; you could be required to work at any school within the Trust.
Responsible to	Head Teacher

**The Mast Academy Trust and its members, trustees, governors, executive leaders and Headteachers are committed to safeguarding, promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place; it expects all staff and volunteers to share the commitment.**

**Appointments will be subject to an Enhanced DBS check.**



## Overview

Schools are providers of education, and extended learning services, all of which benefit pupils, parents and the local community. Shelley First School is part of The Mast Academy trust who is a diverse employer that encourages the development of its staff who in turn deliver quality services to pupils and parents whose expectations are constantly rising both in terms of better services and access to them. Employees feel that they are contributing to the local community and making a difference to people's lives whilst working in a dynamic, fair and flexible environment.

This job is part of our Education Support job family which plays a key role in supporting schools to deliver high quality services.

In your role you will be part of a team within the school. You will support the delivery of an effective education and curriculum function in line with schools policies and procedures.

## Basic Job Purpose

We are seeking an ESA who can support an individual pupil or small groups of pupils with SEND. Experience of behaviour management and the implementation of strategies for managing behaviour are desirable as well as the ability to support with emotional regulation and the learning of reading, writing and maths foundational skills, relevant to primary school.

To work under the guidance of Teaching/Senior Staff to implement and oversee agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the Teacher in the whole planning cycle and the management/preparation of resources.

### **The key areas for the role are:**

1. Teaching support
2. Pupil support
3. Curriculum activities
4. Support for the school
5. Further duties and General

### **The successful applicant will:**

- Be flexible and caring.
- Have excellent interpersonal skills and strong communication skills.
- Be committed to contributing as part of a successful team.
- Be passionate about enabling every child to fulfil their potential.

## Main Responsibilities – Education Support Assistant

### Teaching Support

- To undertake duties in accordance with school practices and procedures, ensuring the job holder actively upholds and promotes the values of the school.
- To work under the guidance of the Class Teacher / Line Manager to plan and monitor pupils learning. Ensuring progress is clearly recorded in the relevant systems and relates to the learning objectives / goals for pupils.
- As appropriate, assist with the induction and mentoring of new staff within the remit of the role.
- Under the guidance of the Teacher provide one to one support to pupils or working with groups of pupils on pre-planned activities, to reinforce the Teacher's approach and embed understanding and skills.
- Under the guidance of the Teacher, supervise activities, assist with the general management and control of pupils in school.
- To assist, where required, in the planning of learning activities.
- Under the guidance of the Teacher, ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.
- Under the guidance of the Teacher, work with individuals or groups of pupils in accessing school library and use of ICT and other relevant resources to support learning.
- To participate in and assist in supervision of educational visits, in conjunction with the Teacher / Line Manager.
- Promote good behaviour, dealing promptly with conflict and incidents in line with established policies and encourage pupils to take responsibility for their own behaviour.

### Pupil Support

- To provide programmes for individuals and small groups of pupils on social skills, anger management, emotional literacy and foundational reading, writing and maths skills.
- To support and contribute towards excellent oracy and communication across school through back and forth interactions and questions.
- To manage challenging and sometimes extreme behaviour of individual pupils. This may include Reception children who are new to school and have SEND.
- To promote positive behaviours management by modelling and suggesting effective strategies with pupils in class and around school, including during break times.
- Provide support and guidance on a one to one basis to groups of pupils in their core skills and curriculum needs as per school policies / practices.
- To actively encourage the inclusion of all pupils to participate in the life and activities of the school and access the national curriculum to the best of their ability.
- To provide individual assistance or assistance within groups through implementing behaviour plans, Individual Education Plans and teaching strategies etc to maximise their achievements.
- As required, to deal with pupils who require physical restraint and intervention, using methods such as TEAM-TEACH, under the direction of the Head Teacher.
- As required, to deal with the personal care and comfort and necessary minor medical treatments of pupils, ie toileting and intimate care issues (as per school policy, guidance and direction).
- To contribute to plans, reviews and evaluations of pupils by writing reports on pupils' progress and attendance at meetings.
- To provide lunchtime cover as required.

### **Curriculum Activities**

- To maintain stock of resources, ordering new replacements as agreed with colleagues, to support the work across the team in its delivery of service.
- To contribute in the presentation of pupils' work and maintenance of display areas.
- To assist with the preparation and tidying of the classroom and upkeep of resources.
- To attend and contribute to duty related meetings as required.
- To assist in the planning and implementation of structured and agreed learning activities / teaching programmes.
- Develop effective working relationships with a wide range of external agencies, as appropriate to support the progress of individual pupils.

### **Support for the School**

- Contribute to the overall ethos, work and aims of the school
- Establish constructive relationships and communicate with other professionals to support the progress of pupils
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Recognise own strengths and areas of expertise and use these to advise and support others
- Attend and participate in relevant meetings and training as required
- Assist with the supervision of pupils on visits, trips and out of school activities as required
- Supervise pupils at lunch and break times as required
- Be responsible for maintaining and updating records, information and data in line with school policies

### **Further Duties**

- To carry out additional tasks deemed reasonable by the Head Teacher
- To undertake performance management and to contribute to the programme as required / agreed.
- To undertake and commit to your continued professional development

### **General**

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in safe environment.
- Participate in relevant and appropriate training and development as required.
- Carry out your duties with due regard to current and future school / Trust policies, procedures and relevant legislation. These will be drawn to your attention as part of your induction and ongoing performance development and through school communications
- Promote and actively support the Trust's responsibilities towards safeguarding.

## Person Specification – Educational Support Assistant

<b>E</b>	Essential	<b>A</b>	Application Form
<b>D</b>	Desirable	<b>T</b>	Test/Exercise
		<b>I</b>	Interview
		<b>R</b>	References

### Qualifications & Experience

<b>E</b>	5 or more GCSEs at grade C or above, including English and Maths (or equivalent)	<b>A</b>
<b>D</b>	NVQ 3 for Teaching Assistants or equivalent qualifications (eg Level 3 Diploma in Supporting Teaching and Learning in Schools)	<b>A</b>
<b>D</b>	Training in relevant learning strategies	<b>AI</b>
<b>D</b>	First Aid Qualification	<b>A</b>
<b>E</b>	Experience of working with children / young people	<b>AI</b>
<b>E</b>	Experience of implementing and managing strategies for behaviour management	<b>AI</b>
<b>E</b>	Experience of working with pupils on a 1:1 basis, supporting pupils with Additional or Behaviour needs	<b>AI</b>
<b>E</b>	Experience of preparing and managing resources for use in the classroom/educational setting	<b>AI</b>
<b>D</b>	Experience of assisting Class Teacher in delivering the curriculum	<b>AI</b>

### Knowledge & Understanding

<b>E</b>	Knowledge of the EYFS and National Curriculum applicable to the school and other basic learning programmes/strategies	<b>AI</b>
<b>E</b>	Understanding of Child Development and Learning	<b>AI</b>
<b>D</b>	Understanding and commitment to the Trust's Equality and Diversity Policy and how it relates to the duties of the job	<b>AI</b>
<b>E</b>	Knowledge of Keeping Children Safe in Education and how this relates to the duties of the job	<b>AI</b>

---

**Skills & abilities**


---

<b>E</b>	Effective use of ICT to support learning	<b>AI</b>
<b>D</b>	Ability to assist the Teacher in planning class activities	<b>AI</b>
<b>E</b>	Ability to communicate effectively with pupils and staff members	<b>AI</b>
<b>E</b>	Ability to relate to children / young people	<b>AI</b>
<b>E</b>	Ability to work as a team member	<b>AI</b>
<b>E</b>	Ability to work with children exhibiting behavioural difficulties	<b>AI</b>

---

**Personal Qualities**


---

<b>E</b>	An excellent record of attendance and punctuality	<b>R</b>
<b>E</b>	Adaptability to changing circumstances/new ideas	<b>I</b>
<b>E</b>	Ability to inspire confidence in staff, students, parents and others	<b>I</b>
<b>E</b>	A commitment to inclusive education	<b>I</b>
<b>E</b>	Reliability, integrity and stamina	<b>IR</b>
<b>D</b>	Determination to succeed and the highest possible expectations of self and others	<b>I</b>
<b>D</b>	Resilience and perspective	<b>I</b>

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

# Application Details

Thank you for taking the time to read this pack.

## **Applying for the role of Educational Support Assistant**

If you wish to apply for the post of Educational Support Assistant then please complete the application forms found on <https://www.themast.co.uk/job-vacancies>

Application is via the Trust's online application form only, separate submissions or supporting documentation will not be accepted; all information should be provided within the relevant sections of the application form. You have the option to save and edit your application prior to submission **ONCE** you have populated each section. As the application form is hosted on Microsoft Forms, you may wish to copy and paste any larger sections of text into the form.

The application form requires you to provide in addition to personal details, educational achievements and employment history clear and concise examples of how you meet the following areas:

- Relevant Experience
- Education and training attainments
- General and specialist knowledge
- Skills and Abilities
- Additional factors in continual professional development

If you require support to complete the application, please contact [cgray@themast.co.uk](mailto:cgray@themast.co.uk) telephone 01484 598898 to speak to the HR department.

## **The job code for this role is SFSESA0626**

If you would like an informal discussion with regards to the role prior to applying, please contact [shelleyoffice@themast.co.uk](mailto:shelleyoffice@themast.co.uk) or contact Liz McLoughlin, Head Teacher on 01484 604484

## **Shortlisting**

As part of our safer recruitment process, references will be requested prior to interview. Only in exceptional circumstances will Shelley First School interview without references prior, where the candidate does not wish to notify their current employer; applicants must make this clear when submitting an application. Job offers will always be on condition of satisfactory references.

Online searches will be carried out for all shortlisted candidates therefore it is essential that your 'handles' are accurate to comply with these checks. The information will be treated as strictly confidential and shared with the recruitment panel to validate your suitability for the role that you have applied for. The scope includes relevant qualifications, whether a candidate poses a potential safeguarding risk or reputational damage for the school or trust. The information found may be explored at the interview stage. Data gathered will be recorded as appropriate and destroyed in line with the data protection policy.

Shortlisted candidates will be asked to provide details of unspent convictions and those that would not be filtered, prior to the date of the interview.

### **Equality Opportunity Monitoring**

The Mast Academy Trust wants to meet the aims and commitments set out in its equality policy and statement. This includes not discriminating under the Equality Act 2010, and building an accurate picture of the make-up of the workforce in encouraging equality and diversity.

### **Dates**

The closing date for applications is Friday 26<sup>th</sup> June at 11am.

The interview date is expected to take place w/c 6<sup>th</sup> July

If we have not contacted, you by the beginning of August please assume that on this occasion your application has been unsuccessful.

The expected start date for the successful candidate would be from September 1<sup>st</sup> 2026

**Please accept this as acknowledgement of the time and interest you have shown**

