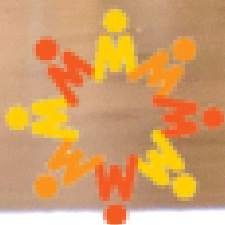




Morningside Primary School

Early Years Educator Level 1 Application Pack



Morningside Primary School
and Children's Centre



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Morningside Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.



Welcome

Dear applicant,

Thank you very much for your interest in becoming an Early Years Educator L1 at Morningside Primary School. I hope you will find this information a useful introduction to our school.

Morningside is an outstanding two-form entry primary school in the London borough of Hackney, located very close to Hackney Central in the heart of a diverse, vibrant and exciting community. Our children come from truly diverse backgrounds, many different languages are spoken. Our school has been through a period of considerable change over the last few years and our aim is to build on the hard work that enabled the school to make rapid improvements and to secure excellent learning opportunities for all of our families.

We are seeking a Early Years Educator L1 to appoint who is highly motivated and talented to work alongside our dedicated staff to support individuals and small groups both in and outside the classroom. The role requires you to be passionate about children's learning and who has a rich knowledge and understanding of how learners learn.

Our new Early Years Educator L1 will join a very committed and hard-working staff body who all want to ensure that every child fulfills its potential, both now and in the future. If you share this vision and are committed to helping children overcome barriers to learning in every lesson, every day, we would like to hear from you.

Please find further guidance on Morningside, the type of Early Years Educator L1 we are seeking to appoint and details on how to apply for the post within this pack.

We welcome and encourage school visits. Please contact the school office on 020 8985 5382 to arrange a suitable date and time.

Yours sincerely,

Janet Taylor
Headteacher



About Us

Morningside is a two-form entry primary school with a Children's Centre. The community is culturally and ethnically diverse and we pride ourselves on being an inclusive school.

Our age range is from 2 to 11 years old and we have more than 450 children on roll.

There are two classes in each year group with 30 pupils in each class.

We have two Nursery classes with sessions in the morning and afternoon, while some children attend on a full-time basis.

Close to 50% of our pupils are eligible for free school meals.

65% of pupils speak English as an additional language.

We have a Children's Centre that supports members of our community and a two year old nursery.



Our vision is for the school to be:

- A place where children can achieve their full potential in academic, creative, personal, physical, moral and spiritual development;
- A caring place where children and adults feel they make a contribution and are valued as individuals; A place where everyone is aware of their rights and responsibilities and where children learn respect for themselves and others.
- A partnership between children, parents, staff and the community as a whole.



Primary Advantage Federation

Morningside Primary School is a part of the Primary Advantage Federation.

We are a group of schools working together because we believe our schools can gain many benefits from working collaboratively and can achieve more by working together. We have made a commitment to a shared responsibility to the wider education community, the provision of good quality education and the improvement of life chances for pupils in the community beyond that of our own schools. Teachers, support staff, school leaders and Governors have added expertise in working alongside colleagues to improve provision and outcomes for pupils.

WHAT IS OUR APPROACH?

- We work in partnership, pooling our expertise and resources in order to achieve collectively what we may not be able to achieve individually
- We believe passionately in improving the life chances for our pupils
- We do not tolerate low expectations
- We match tried and tested strategies that we know work to the needs of the schools and use our experience of supporting schools in successfully implementing them
- We promote a **collaborative approach** whilst developing the capacity of each school **to serve its own community and retain its distinct identity**
- We recognise the importance of individuality, spontaneity and creativity in developing innovation

WHAT OUTCOMES DO WE WANT?

- Every teacher is a good teacher; every school is a good school
- Teachers who use the most effective teaching methods to motivate learners and raise aspirations. As a result all pupils will make good or better progress
- Quality learning environments where pupils feel safe and secure, known and valued and motivated to learn. Robust teaching and application of ICT skills ensure our pupils are properly equipped for the next stage of learning
- Curriculum provision which inspires and motivates pupils and broadens their horizons. Our curriculum supports community cohesion through an international curriculum strand
- We work with precision and move incrementally towards achieving outstanding grades in the majority of aspects of each school's work
- Through pupil partnership work we continue to break down locally perceived boundaries and help pupils to work harmoniously with pupils from other areas of Hackney
- We seek to maximise the efficiency and effectiveness of each school by capitalising on centralised services and sharing systems

Find out more about Primary Advantage Federation
by visiting
www.primaryadvantage.co.uk



School Development Plan

Our key priorities are as follows:

Achievement for Pupils

- To provide focused CPD opportunities and improved performance management for support staff
- To improve systems of peer and self assessment
- To refine the Fundamentals and Foundations checks
- To provide challenge for the most able pupils, especially those who are disadvantaged

Behaviour and Safety of Pupils

- To further develop pupil leadership & pupil voice opportunities
- To monitor attendance to ensure it is in the top 30% nationally with no groups below target
- To work with the whole school community to ensure they keep themselves safe from the relevant risks including those associated with bullying, online safety, exploitation and extremism
- To further improve behaviour for learning

Leadership and Management

- To refine and develop our approach to tracking, evidencing and reporting on pupil progress and achievement
- To develop leaders at all levels
- To further develop our curriculum offer to focus on experiential learning and the creative arts
- To increase parental and community engagement so that it impacts positively on pupils



Early Years Educator - Job Description

JOB PURPOSE:

- Early Years Educators are appointed to work with pupils as part of a team under the direction of the Assistant Headteacher who is responsible for the overall policy and educational programme.

To complement the professional work of teachers and assist agreed learning activities under an agreed system of supervision.

The following duties and responsibilities are based on the National Occupational Standards).

Support for the Pupil:

- Work under the guidance of the class teacher and colleagues, in order to support and extend the children's learning.
- Contribute own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEP's).
- Assist in the preparation of the learning environment, the room arrangement and resources, valuing and displaying children's work.

Job Title: Early Years Educator Level 1

Salary: Scale 4 (actual salary £20,948-£22,601 depending on experience)

Start Date: January 2022 (Fixed term for 1 year)

- Assist in taking care of a small group of children for varying types of activity, under the direction of the teacher.
- Support children who are identified as having Special Educational Needs (SEN) or English as an Additional Language (EAL), by organising the implementation of IEP's set by other professionals.
- Assist in accompanying children on outside activities (e.g. swimming, educational visits, etc.).
- Assist in encouraging children's development, independence, self-reliance, initiative and problem-solving skills.
- Assist in observing children's activities and contributing to their written records.
- Work in a non-discriminatory way, being aware of differences and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Be supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.

Safeguarding:

- Maintain high standards of hygiene.
- Attend to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected.
- Attending in-service training, participating job reviews/ appraisals in line with school and LEA procedures.

Personal care:

- Personal Care: Dress and undress children whenever necessary throughout the day including during arrivals, departures, playtimes and Physical Education (P.E.) classes.
- Prepare children for swimming and dress them afterwards if required.
- Feed children unable to feed themselves at lunchtime and supervise drinks at breaks, liaising with the other professionals (e.g. Speech Therapist), where necessary.
- Move and handle children, where necessary, following Health and Safety guidelines.
- Under guidance, assist individual children with their mobility and independence. Training children in the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.
- Toilet children, with assistance from colleagues where it has been assessed that more than one member of staff is required. Occasionally, changing incontinent children who have soiled, with help from colleagues.

change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

General requirements:

- Take part in the school's performance management system.
- Attend governing body meetings on a regular basis.
- Enhanced DBS Check.
- Strong commitment to furthering equalities in both service delivery and employment practice.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may



Person Specification - Early Years Educator

Qualifications and Experience

Essential:

- Willingness to work towards NNEB Level 2 qualification or equivalent.
- Working with or caring for children at Foundation Stage, including those who may have special needs

Knowledge

Essential:

- A sound understanding of early childhood development and learning.
- Training in the relevant learning strategies.
- First aid training.
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.
- Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.
- Understanding of Healthy Schools initiative and Every Child Matters framework.
- Ability to undertake Child Protection / Safeguarding issues and procedures training.

Skills

Essential:

- Good numeracy and literacy skills.
- Effective use of ICT to support learning.
- Ability to relate well to children and adults.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

- Display commitment to the protection and safeguarding of children and young people.

How To Apply

Applicants are asked to complete all the standard information required on the Primary Advantage application form, to submit a supporting statement, addressing all the criteria identified in the person specification.

Please specify the role you are applying for:

quoting reference Mside/EYE.L1.1121

Candidates are advised that when completing the references section on the application form to please ensure that:

- Your first referee is your current, or most recent, employer
- You provide a referee who can confirm your ability for the role



Completed application forms must be received by Monday 29th November 2021 by 12pm (noon) and emailed to:

recruitment@morningside.hackney.sch.uk

- **Previous applicants need not apply.**
- **CVs won't be accepted as application.**
- **Interviews will be arranged upon receipt of successful applications**

We look forward to receiving your application.

Successful Candidates

Candidates must ensure that if they are successful at interview, that they are able to provide evidence of their Right to Work and Remain in the UK. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in the line with the Asylum, Immigration and Nationality Act 2000.

Successful candidates will be required to apply for an enhanced Criminal Record Check via the DBS. We are committed to safeguarding and promoting the welfare of our children and expect all members of staff to share this commitment.





Where to find us

Morningside Primary School

Chatham Place

Hackney

London

E9 6LL

Tel: 0208 985 5382

Email: recruitment@morningside.hackney.sch.uk

Website: www.morningside.hackney.sch.uk

