



ST MICHAEL'S  
C of E PRIMARY  
HIGHGATE

## EYFS Teaching Assistant Application Pack

Geraldine Gallagher  
Executive Headteacher  
Sinead O'Brien  
Head of School





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North Road, Highgate  
London N6 4BG  
Tel: 020 8340 7441  
Email: [admin@stmichaelsn6.com](mailto:admin@stmichaelsn6.com)  
Executive Head: Geraldine Gallagher  
Head of School: Sinead O'Brien

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**To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.**



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Dear Applicant,

### **EYFS Teaching Assistant**

Thank you for taking an interest in the above post at St Michael's CE School. The school is set in beautiful grounds in Highgate. It is near to the underground station and a variety of shops, restaurants and other amenities. There are excellent transport links to Central London and to outlying areas.

We have high expectations and consistently perform above expectations in all areas of the curriculum, providing the best opportunities and outcomes for our pupils. We are looking for someone to work with our very enthusiastic and committed teaching staff who constantly strives to get the best from all our children. We are looking for an enthusiastic person with excellent interpersonal skills to support and nurture our pupils to become the best they can be.

To sustain and continue to build our creative and very effective practice across all aspects of the school we are committed to developing our staff. Our staff have access to in house and outside training development opportunities to enable them to keep up to date and to develop their skills and become the best they can be.

All the information you will need is in the application pack. If you would like to visit or require anything further please contact the school business manager, Nicola Purvis via [jobs@stmichaelsn6.com](mailto:jobs@stmichaelsn6.com), she will be happy to help.

I look forward to receiving your application.

Yours sincerely,

A handwritten signature in blue ink that reads "Gallagher".

Geraldine Gallagher  
**Executive Head**



## History of the School

In 1565 Sir Roger Cholmeley had founded a boys Grammar School in Highgate, and in 1733 the Highgate Girls Charity School had been established by Mr Edward Pauncefoote in Southwood Lane. In 1833 a National School for boys and girls was built next door in Southwood Lane, to accommodate increasing numbers of children who could not get into the Grammar School (which now charged fees), or the Charity School (which was too small). The Highgate National School held 160 children but even so it was overflowing; an 1850 Inspector's Report criticised the accommodation, drainage, heating, ventilation, and play-space - the boys' play space was too small, and the girls had none. The children played in the street, and there was no house for the Head Teacher. The site was too small for any improvement. Thus it was that in 1850 a "numerously attended Meeting" got together in emergency session and issued a memorable statement.

Local magistrate and educationalist Harry Chester was a key organiser and fundraiser, bringing in a crucial £1,400 grant from the Privy Council. The London Diocesan Board, "though unable to make a grant", gave its "cordial approval". The citizens of Highgate, Muswell Hill and Kentish Town gave generously, from the pennies and farthings from the Grammar School boys, to the £400 of Miss Burdett Coutts who then lived at Holly Lodge. The purchase of 4 acres on North Hill from the Bishop of London for £135 went well; but there were then "great difficulties" arising from a late decision to move the school back from the road to its present site, and having to buy access land and build deeper foundations.

In July 1852 the St Michael's National and Industrial School was opened at a total cost, including equipment, of £6,700 - rather more than the £3,000 originally estimated, and very much more than the £500 it cost to build the old National School. The architect was Anthony Salvin, and the result was a model school which became quite famous in its early years. As Joan Schwitzer has said; "For a decade the school was a showplace. Lord Mansfield chaired the Annual Meetings when the grounds were thrown open to subscribers and parents. Lady Burdett Coutts ... came to call ... Local maiden ladies helped with the teaching."

In 1857 an Industrial Act was passed giving grants for Boarding Schools for the care of children in need, the main object of which was to provide training (as a begging-letter from the 1850 St Michael's Sub-Committee put it) of "elder girls in Household-work, Washing, Cooking &c ... [with] boys in Out-door pursuits, and qualified for employment, as Cottagers, Farm-Labourers, Gardeners, Mechanics, or Emigrants". There was considerable scope for this type of work in the large houses of Highgate, and the great support shown by the Annual Subscription Lists makes it clear that the wealthy inhabitants were very willing to support such a worthy cause, and incidentally provide themselves with a regular supply of excellent domestic servants. So St Michael's in its early years took in boarders as well as day pupils; it is not known when precisely the boarders were given up. From the 1860's the school gradually transformed itself (says Joan Schwitzer) into "a more conventional elementary and finally primary school, albeit with unusually spacious playing fields, play-grounds, resident staff accommodation and garden plots which were still being cultivated for annual prizes in the nineteen forties."



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The buildings themselves consisted of Boys', Girls' and Infants' Schools, or schoolrooms (see Plan). The Infants' Schoolroom was under the dormitory area: originally the dormitories were occupied by staff and pupil teachers, but they were then converted into 16 cubicles for room should be as comfortable and pleasing as possible, with a few bright maps, a few good diagrams, a few well-chosen texts on the wall. Texts such as "Our God is a consuming fire" and "All liars shall burn in the lake that burneth with fire and brimstone" are to be avoided. The school should provide washing facilities, but not on a large scale as the children should come to the school with clean hands. There should also be small gardens, a pigsty, rabbit hutches, beehives, hen runs and a wash-house and laundry. The children should be encouraged to make and classify a natural history section, learn drawing and have the opportunity of practising music, vocal and instrumental."

By the end of the century the school had settled down to its average number of 200 pupils, which it maintained until extra classrooms were added after the 2nd World War. There was one pupil teacher for the boys, two in the girls' room, and one infant teacher. In 1890 the curriculum included Drill, History, Geography and Singing. The infants had Object lessons on such things as Air, Water, or Nature. This syllabus was probably not much different from the original and is in its essence is still continued today (with, or course, many additions). The main change is that the teachers no longer expect the children to help maintain the school.



## **JOB DESCRIPTION FOR EYFS LEARNING ASSISTANT**

Responsible to: Senior Leadership; EYFS Lead; Class teacher

Working pattern: 35 hrs per week 11:00 – 18:00 (inc 30 minute lunch break)

### **Main Purpose of the Post**

To work with children in our nursery setting to enable them to access high-quality nursery care and provide early morning wraparound care.

#### Main Duties and Responsibilities

1. To take joint responsibility for promoting and safeguarding the welfare of children in your care and those you come into contact with.
2. To undertake child protection training at a level commensurate with role.
3. Act as a key person for a group of children providing each child with continuity of care and learning throughout the child's time at the setting, in partnership with their parent/carers:
  - Develop a supportive and secure relationship with each key child.
  - Help each key child to become familiar with and confident in the setting.
  - Look after each key child's care and welfare needs e.g. dressing, assisting with toilet accidents, eating, sleeping, being comforted.
  - To assist with the development of communication skills, motor skills, problem solving, social skills, storytelling.
  - To have knowledge of/be enthusiastic to learn about early childhood development and use these skills to successfully support key children.
  - Build trusted relationships with each key child's parents, ensuring there are regular opportunities to share information on the child's development at home and in the setting.
  - Support each key child's individual learning journey through on-going observations, assessment and planning in partnership with parents/carers and



other colleagues.

4. Develop and maintain appropriate positive behaviour strategies with children in line with the schools behaviour policy.
5. To support the class teacher with planning and preparing exceptional learning opportunities, both indoors and outdoors, for the children in early years.
6. To liaise with other staff and partner agencies in order to deliver targeted support to children who have particular welfare, developmental, behavioural or other needs.
7. To comply with and implement the School's Equal Opportunities, Safeguarding, Health and Safety and other policies, and the legislation that underpins those policies.
8. To undertake other duties commensurate to the grade of the post. Work as part of the staff team under the direction of the senior leadership team/class teachers to support teaching provision and pupils' learning.
9. Provide children with a happy and healthy start to the school day in a welcoming, safe and creative environment and provide a nutritious breakfast.

#### PLEASE NOTE

This job description is a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. It does not form part of the terms and conditions of employment.

All staff at St Michaels C of E Primary School and Nursery are required to be flexible in their approach to work, with a positive attitude and will be expected to support and cover for colleagues as needed, including undertaking duties commensurate with the scale of the post and duties normally allocated to posts at a lower scale.



## PERSONAL AND PROFESSIONAL CONDUCT

1. To adhere to the Code of Conduct and demonstrate integrity and objectivity at all times.
2. To be professional in dress and manner at all times
3. To promote the wellbeing and safeguarding of children.
4. To maintain appropriate relationships and personal boundaries with children and young people.
5. To carry out the responsibilities of the post with due regard to the Equalities Act.
6. To carry out the duties and responsibilities of the post in accordance H&S procedures and relevant H&S Guidance and Legislation.
7. To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
8. To be aware of data protection responsibilities under GDPR. To use tact and discretion when handling, sharing or disposing of any information which could be confidential.
9. To undertake training and professional development as appropriate.
10. To constructively take part in meetings/briefings, appraisals, supervision, conferences and other events designed to improve communication and assist with the effective development of the post and the post holder.
11. To undertake other duties appropriate to the post that may reasonably be required.



## Person Specification

You should demonstrate on your application form how you meet each of the following essential criteria. Please ensure that you address each one of the criteria as this will be used to assess your suitability for the post.

<b>EDUCATION and EXPERIENCE</b>		
<b>E1</b>	Experience of working with 3-5 year olds in a play or education environment	<b>A</b>
<b>E2</b>	An appropriate childcare or playwork qualification (NVQ Level 2 or Level 3)	<b>A</b> <b>/I</b>
<b>E3</b>	Educated to English (GCSE A-C) or equivalent or able to pass the school's literacy tests	<b>A</b> <b>/T</b>
<b>E4</b>	Good numeracy and ICT skills	<b>A</b> <b>/T</b>
<b>KNOWLEDGE, SKILLS and ABILITY</b>		
<b>E5</b>	Demonstrate the ability to safeguard and promote the welfare of children, and provide a safe learning environment and recognise when a child is in danger or at risk of abuse.	<b>A</b> <b>/I</b>
<b>E6</b>	Demonstrate the ability to create a stimulating learning environment	<b>A</b> <b>/I</b>
<b>E7</b>	Demonstrate the ability to promote all aspects of children's learning and development, prime and specific areas of learning, through a range of effective strategies	<b>A</b> <b>/I</b>
<b>E8</b>	Knowledge and an understanding of the importance of the child's well-being and ability to meet the physical and emotional needs of young children, including those with additional social, emotional or special education needs.	<b>A</b> <b>/I</b>
<b>E9</b>	Knowledge of how to share information appropriately	<b>A</b> <b>/I</b>
<b>E10</b>	Demonstrate the ability to communicate effectively with staff and to work as part of a team	<b>A</b> <b>/I</b>
<b>D1</b>	Knowledge and understanding of the early years framework and the importance of play in young children's development and learning	<b>A</b> <b>/I</b>



<b>D2</b>	Demonstrate the ability to effectively contribute to and work with the observation, assessment, tracking and planning systems in place.	<b>A /I</b>
<b>E = Essential                      D = Desirable</b>		
<b>*Assessed by: A= Application I= Interview T= Test</b>		



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Assistant Head: Alexandra Cooper  
Assistant Head: John Coffield

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