



THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential

EYFS Teaching Assistant

Recruitment Pack

Bibury C of E Primary School



Dear Applicant,

Thank you for your interest in the post of EYFS Teaching Assistant.

Bibury CofE Primary School is part of a wider family of schools. Originally established in 2012 as one of the first Diocesan Multi-Academy Trusts, The Diocese of Gloucester Academies Trust is now recognised as a successful and growing Trust. There are currently 24 primary schools within the Trust family, including 22 church schools and two community schools.

I hope the information enclosed in this pack, along with the job description and person specification will provide you with a helpful context for this role. You may also find our school website www.bibury.gloucs.sch.uk and the Trust website - www.dgat.org.uk - useful sources of information.

If you would like an informal chat to inform your decision about applying for the role I would be pleased to hear from you. I'm sure you will find that we have much to offer. Details of how to contact me can be found on page three of this pack.

The closing date for completed applications is 30th November 2025. Interviews are scheduled to take place on 5th December 2025.

To submit your application please email the completed form to Vicki Cowan recruitment@dgat.org.uk before the closing date.

Yours faithfully

Suki Pascoe
Executive Headteacher

The Diocese of Gloucester Academies Trust seek to appoint an

EYFS Teaching Assistant

We are seeking to appoint a dedicated EYFS Teaching Assistant with a Level 3 in Childcare to join our warm and friendly academy team. Our latest OFSTED inspection (May 2023) graded us as good in all areas.

- Could you uphold our Christian values?
- Do you have an innovative and creative approach to delivering the curriculum?
- Do you have high expectations of the children in your care?
- Do you have the skills to work as part of a highly motivated team?

We can offer

- A happy and successful Christian school focused on outstanding achievements for all pupils
- Enthusiastic and engaged children
- Excellent opportunities for CPD
- Excellent and innovative teaching approaches
- A supportive and challenging multi academy trust

The post is offered as a salary of Grade 5 Point 11-14 depending on experience. The role is permanent.

This is a part-time post for 25 hours a week, working Monday-Friday 9am-3pm.

Further details and an application form can be downloaded from the vacancy area of our website.

If you would like an informal conversation about the role, please contact Suki Pasco, Headteacher by emailing head@bibury.dgat.org.uk. Visits are welcome with prior appointment.

Closing date for applications is 30th November 2025, with a start date of 5th January 2026.

Other information that might help you decide if this is the role for you

Usual working days and times:	Monday-Friday 9am-3pm
Work environment	Classroom, various school areas
Dress code:	Smart/casual
Employee benefits:	Free and confidential employee assistance programme available 24/7 High quality professional development – please see the DGAT Continuous Professional Development and Learning Brochure for more information here: https://www.dgat.org.uk/cpdl-and-events A range of clear and supportive policies. An annual wellbeing survey and access to an online wellbeing toolkit.

Please note:

The Diocese of Gloucester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for the successful candidate. The Trust also requires consent from applicants to carry out online searches of publicly available information, including social media, prior to interview.

All posts are subject to satisfactory references.

Background Information

The Diocese of Gloucester Academies Trust (DGAT) is a Multi-Academy Trust established by the Diocesan Board of Education (DBE) in 2012 to serve schools from across the County. There are currently twenty-one primary, one junior and two infant schools within the Trust. Twenty-two of the schools have Church of England designation.

The Trust is happy to work with schools that are exploring academy conversion and intends to continue to welcome more schools to our family.

Our vision is to enable all to flourish.

Our vision is rooted in our Christian foundation and our belief that all within our family should experience life in all its fullness.

Our aims are to be:

- Authentically Christian
- Boldly passionate about excellence in learning
- Relentlessly driven in our aspiration for everyone

Our core principles:

- We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish
- Within our DGAT family we cherish everyone as individuals; appreciating and celebrating diversity
- We act with integrity; we are open to challenge and we are reflective about our practice
- We treat everyone with dignity and respect
- Through collaboration, in a nurturing community, we grow, learn and achieve

School is Trust and Trust is School

In order to support our family of schools, DGAT provides the following support:

- School Improvement
- Christian Character
- HR and Legal
- Finance and Business
- Premises and Insurance
- Compliance and GDPR
- Governance

Job Description

Job Title:	EYFS Teaching Assistant
Responsible to:	Executive Headteacher, class teacher, HLTA and School Business Manager
Line Management:	Class teacher/s
Contract Type:	Part time, permanent

Overall purpose of this post

The overall purpose of this post is to

- Support the teacher in the classroom and in preparation for lessons.
- Support children in their educational and social development.
- Provide extra support for pupils with special educational needs or disabilities.
- Provide extra support for pupils with English as an additional language
- MDSA duties which will include supervising lunchtimes

Duties and responsibilities

- Support children using teacher's planning to achieve lesson objectives linked to EYFS curriculum
- To adapt within lessons to ensure learning is clearly focused on children's developing needs
- Observe and assess children against EYFS objectives and contribute to professional discussions about children's progress
- Give extra support to children with special educational needs, disabilities, or English as an additional language
- Assist the teacher with marking and correcting work, and other administrative tasks
- Prepare the classroom and outside areas for lessons and practice good housekeeping to ensure the classroom remains in good order
- Support the teacher in managing class behaviour
- Look after children who are upset or have had accidents
- Take part in training meetings and reviews
- Create displays from pupils' work
- Develop knowledge of the learning support needs of individual pupils
- For the pupils you are supporting:
 - Aid their learning as effectively as possible
 - Clarify and explain instructions

- Ensure they are able to use any equipment and materials provided
 - Assist them in weaker areas such as language, behaviour and social skills
 - Help them to concentrate on and finish work set for them
 - Meet physical needs as required while encouraging independence
 - Assist with the pastoral care of pupils, ensuring that the school meets all pupils' personal and social needs
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and providing feedback to the teacher
- Support the use of IT and computing in learning activities and develop pupils' competence and independence in its use
- Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum
- Help out with school events, trips and activities

Other

The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within their skills and abilities, commensurate with the post's banding and whenever reasonably instructed.

Diversity, equity, and inclusion are at the core of who we are. Our commitment to these values is central to our vision and to our impact. We know that having varied perspectives that are representative of the communities we serve helps generate better ideas to solve the complex problems of a changing and increasingly diverse world.

It is the practice of the Diocese of Gloucester Academies Trust to review job descriptions annually to ensure that they relate to the role as then being performed or to incorporate whatever reasonable changes that have occurred over time or are being proposed. This review will be carried out by the Trust in consultation with the post-holder before any changes are implemented. The post-holder is expected to participate fully in such discussions and implementation.

Person Specification

	Essential	Desirable
Personal Values		
Committed to the school's vision	x	
Experience		
Experience of working within a school		x
Knowledge and understanding		
A clear understanding of how children learn in order to provide children with challenge in their learning.		x
Knowledge of early reading.		x
A proven track record as a good practitioner who motivates and excites children.		x
Experience of delivering phonic lessons and/or interventions.		x
Effective strategies to support children with SEND.		x
Skills and attributes		
Evidence of working successfully within a team.	x	
Have excellent strategies for encouraging positive behaviour.	x	

Ability to work well under pressure and show resilience.	x	
Personal qualities		
Superb role model as a learner; committed, excited by learning, enthusiastic and resourceful.	x	
Values children as individuals; can nurture, assess and challenge children to get the best from them.	x	
Committed to ensuring that every child reaches their full potential.	x	
Flexible and shows initiative.	x	
Willingness to contribute to the wider life of the school		x