

Fair Oak Infant School



Year R Teaching Assistant





Fair Oak Infant School

Botley Road, Fair Oak, Eastleigh, Hampshire, SO50 7AN

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www.fairoakinfant.co.uk

Headteacher: Mr David Peart

Welcome...

Dear Candidate,

Teaching Assistant

Thank you for your interest in our Teaching Assistant vacancy at Fair Oak Infant School. Our school is highly regarded and, we believe, offers the right candidate a fantastic career development opportunity.

Fair Oak Infant School is one of the largest infant schools in Hampshire, and indeed the country. It is a popular, innovative and successful school with four/five classes per year group.

Our aim is to help our pupils become:

- successful learners, who enjoy learning, make progress and achieve
- confident individuals, who are able to live safe, healthy and fulfilling lives
- global citizens, who make a positive contribution to society.

We are looking for a Teaching Assistant who is innovative, enthusiastic, highly motivated and enjoys working with children. You will work in one of our Year R or Key Stage One classes, alongside our supportive team helping ensure the children are successful within their learning.

I would encourage you to come and visit our school and see it in action. Please contact the School Office to make an appointment. I look forward to receiving your application. The closing date for applications is **noon on Friday 19th June 2026**.

Yours sincerely

A handwritten signature in black ink that reads 'David Peart'.

David Peart
Headteacher

Year R Teaching Assistant

Fixed Term until August 2027, possibility of extension

Salary – Grade C, £25,186- £26,244

27.5 hours, Monday to Friday - 9.00am until 3:00pm (30 minutes for lunch)

40 weeks a year (3.30pm some Wednesdays)

(including one week during school holidays)

(pro rata £16,423 to £17,112 depending on experience)

We are looking to appoint a Teaching Assistant with lots of initiative and excellent communication skills to join our friendly, forward-thinking and supportive team. You will be an enthusiastic, highly motivated and hard working individual. You will work alongside the class teacher in one of our Year R or Key Stage One classes. You will be required to support individuals, work with small groups, and to teach the class on occasions.

Our children are lovely, friendly, keen to learn, caring and well behaved. Experience of working with children who have specific learning needs would be desirable, although not essential.

The successful candidate will:

- have experience of working with children within the Early Years or Key Stage One and be committed to supporting all children's learning.
- be enthusiastic, self-motivated, creative and able to use their initiative.
- be committed to working as part of a team in order to plan and deliver a broad curriculum.
- be organised, efficient and professional in their approach and have good interpersonal skills.
- be caring, understanding and patient.
- have NVQ2/3 or equivalent in working with children or within schools.
- have good IT skills.
- have good behaviour management skills.
- be willing, at times, to go above and beyond to ensure our children receive the very best!

We actively encourage visits to the school from interested applicants and one can be made by contacting the School Office. For more information and an application pack, please contact Ian Peach i.peach@fairoak-inf.hants.sch.uk or call the school office on 023 8069 2207.

This advert may close early if a suitable candidate is identified.

Fair Oak Infant School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks, along with other relevant employment checks.



Closing Date: Friday 19th June 2026

Our School...



...is a popular, innovative, successful and over-subscribed four form entry school serving the villages of Fair Oak and Horton Heath.

The School has 15 bright, attractive teaching spaces plus a hall, library, IT suite, music/drama room, cookery room, medical room, meeting room and PPA room. There is a central paved courtyard which offers an excellent outdoor teaching area. The school is very well resourced.

The staff are friendly, supportive, hard-working and committed. They set themselves high standards and have high expectations of the children. They work well as individuals and as a team to provide very high levels of care and education for the children.

The children are friendly, keen to learn, well behaved and, like all children, gloriously funny at times!

Professional Development

The School provides excellent opportunities for personal and professional development in line with the School's Improvement Plan.



Location and School Campus

Fair Oak Infant School shares a site with Fair Oak Junior School, Wyvern College and Wyvern Day Nursery, and is part of an active seven strong cluster of schools.

We value the key role we play within the life of the campus and believe that we "sow the seeds of success" for our pupils as they set out on their educational journey.

We have a large playground, a children's world garden, an exciting trim trail, covered play areas and separate Year R playgrounds. We also make good use of a local park, situated directly across the road from our school.

Our 12 classes are organised into three year groups. We currently have 360 children on roll.

For more information about the school, please visit our website.

www.fairoakinfant.co.uk



The Curriculum

Our school curriculum encompasses all the experiences and opportunities we provide for the children, both the academic and through the wider curriculum. It ensures children become motivated to learn, make progress and attain highly; develop independence, resilience and responsibility, and enables them to make healthy lifestyle choices, giving them the best opportunity for their future learning, whether that is later today, tomorrow, next year or well into the future.

As a school we ensure the curriculum provides children with memorable experiences as we believe these equal memorable learning, and the curriculum is underpinned by our school aims to develop: Successful Learners; Confident Individuals and Global Citizens.

Our School Values help each child to become a better person and a better learner, and are embedded into our curriculum. Our School Values of: Caring; Creativity; Perseverance; Collaboration; Reflectiveness and Respect enable our children to begin to develop the skills required for lifelong learning and to prepare them for adulthood, their place in society and the world of work.

The curriculum is carefully planned, regularly reviewed and developed to engage all children in exciting ways. It is built around our curriculum design principles: Challenge for All; Equity and Enrichment; Broad, Balanced and Memorable; Secure Learning Pathways; High Quality Outcomes and Responsive and Relevant, to help children acquire a balance between knowledge acquisition and learning relevant skills.



We firmly believe every child should be enabled to fulfil their full potential. All teachers are continually assessing, evaluating and reviewing each child's attainment and ability. The staff and governors are very proud of the creative and inspiring curriculum.



Ethos and Learning

Our motto is "sowing seeds of success" and this underpins the ethos of the whole school. The core principles of nurturing confident individuals, successful learners and international citizens are supported through the following:

- innovative, proactive leadership
- highly committed and enthusiastic teaching
- dedication to continuous improvement
- sustaining a stimulating and creative environment for learning



School Aims

We aim to provide an environment where every child really matters and where parents, school and the community work together to create:

Successful learners who:

- enjoy learning and have enquiring minds
- are motivated, confident and independent learners have research and problem solving skills

Confident individuals who:

- can form and maintain relationships and work independently or in a team
- are aware of their strengths and weaknesses
- can set themselves goals and work to fulfil their potential
- take risks and feel a sense of achievement
- have self-esteem
- can deal with change and uncertainty



International citizen who:

- have a voice, joins in and feel valued
- are aware of, and are able to, express their own feelings and have empathy for the feelings of others
- behave responsibly
- are aware of their rights
- take pride in their own culture and are able to respect the culture of others
- make informed choices about health, relationships and behaviour
- are able to reflect on experiences which are personal and full of wonder

School Values

Our School Values:

Caring; creativity; perseverance; collaboration; respect and reflectiveness are beginning to be embedded into our school curriculum. They are represented by toy animals and are helping the children become a better learner and a better person.

School Expectations

At our core are three clear expectations that form the expected behaviour throughout school.

We are kind
We are safe
We do our best



Extra Curriculum

There are many extra-curricular clubs run by staff and external providers, both during the lunch hour and after school. These include, amongst others: Football, Recorder, Computing, Sewing, Dance, Multi skills, Art and Choir.

School and Home

Our school is proud of the positive relationship with parents. There is a wide range of opportunities for parents to actively participate in supporting their children at school.

Alongside a programme of meetings, including: parent workshops, Class Assemblies, curriculum meetings and topic specific invitations. All are very well supported and enjoyed by all concerned.

Parents and local businesses regularly support enrichment activities through, for example, assemblies, sharing their religious celebrations, gardening, and visiting local shops to purchase ingredients to make soups.

We keep everyone up to date with our Friday Bulletin, which is sent out weekly to all parents. This weekly email includes an overview from each year group of learning for that week, as well as upcoming events, diary dates and celebrations.

Friends of Fair Oak Infant School (FoFOIS)

FoFOIS are very active in fund raising and have contributed to purchasing many computers and iPads, hundreds of books, shelters in the playground, our cookery room redevelopment and, most recently, playground equipment and shade.

The Governing Body

The Governing Body are fully committed to their role and work hard to support the leadership team to maintain the high standards already being achieved within the school. They aim to provide regular updates for parents during the year to give an insight into the work governors do and to demonstrate how they continually strive to further improve the school.

Governors make visits to school in order to monitor and evaluate the key targets identified by the strategic plan, and to ensure the effective use of resources.



Community

Fair Oak Infant School works closely with the other schools within the Wyvern Cluster and regularly shares ideas and practices. In addition, there are strong active links with local pre-schools.

We also participate in cluster events such as sports tournaments and an annual music festival.

We have established strong links within the local community and currently work with St Thomas Church and local businesses to enrich the curriculum and provide additional opportunities for our children.

Pupil Voice

Our pupils' views and well-being are at the heart of our school and therefore particular emphasis is put on providing opportunities for pupils to develop their role in the school and their sense of responsibility.



Job Description

Early Years Teaching Assistant at Fair Oak Infant School

POST: Early Years Teaching Assistant

SALARY: HCC Grade C

WORKING PATTERN: 27.5 hours, 40 working weeks a year

JOB PURPOSE:

- To provide support for our youngest pupils in the EYFS, the teacher and the school in order to raise standards of achievement for all pupils in the EYFS, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.
 - To work as part of a team of early years educators delivering the highest quality of care and education
 - To contribute to the provision and maintenance of a healthy, stimulating, safe,
 - enabling and aesthetically pleasing learning environment
 - To develop and maintain professional links with parents, colleagues, carers and other agencies working with the school.
 - To contribute and plan for the preparation, delivery and evaluation of learning experiences, that will enhance children's development.
- To develop children's speech and language skills, delivering specialist programs to individual children where necessary.
 - To carry out observations of children, as requested by the class teacher or SENCo.
 - To take responsibility for a group of children, either within the classroom or the outside learning area.
 - Establish rapport and respectful, trusting relationships with children, acting as a role model and setting high expectations.
 - Ensure children's safety, welfare and personal hygiene. (Basic First Aid to be included where appropriate).
 - Promote inclusion and acceptance of all children in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
 - Support the implementation of IEPs, Behaviour Plans, Curriculum Planning and Assessment.
 - Provide feedback to children on their progress and achievement under the guidance of a teacher, in line with school policy.
 - Model learning (phonics, writing, maths etc.) correctly when working with children.
 - Support children with personal care when needed.
 - To take responsibility for leading a phonics group as part of our phonics programme (Read, Write Inc).

KEY TASKS:

Support for Children

- Provide support in the early years foundation stage, working with individuals, small groups and occasionally the whole class, either within the classroom or within the outdoor learning environment.
- To develop children's learning through their play, and own interest led learning, knowing when to intervene through skilful observation and interaction, to move children's learning on.
- To support children progress and develop within all seven areas of the foundation stage curriculum.
- To support children's social and emotional development throughout the year.
- To act as a co-player within children's play.
- To model and demonstrate skills needed when learning and playing.



Support for Teachers

- To have an understanding of the Early Years Foundation Stage curriculum and the seventeen early learning goals for the end of the Early Years Foundation Stage.
- Support in the development and enhancement of the classroom, through planned curriculum activities and child led interests.
- Promote good behaviour by children, dealing promptly with conflicts in line with the school behaviour policy.
- Establish constructive relationships with parents.
- Undertake agreed learning activities / interventions, being aware of learning intentions and outcomes. Adjust activities according to children's responses / needs.
- Provide detailed feedback to teachers on children's achievement, progress, problems etc. as requested.
- Support the effective use of IT in learning activities and develop children's competence and independence in its use.
- Assist with the display of children's work within the classroom and around school.
- Be able and willing to undertake cover supervision for the teacher.

Support for the School

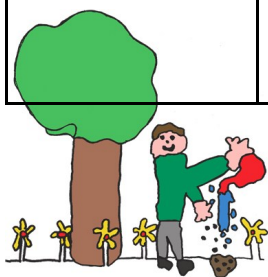
- Be aware of and comply with school policies including those relating to child protection, health & safety, confidentiality, safeguarding and data protection, reporting all concerns to a nominated person.
- To release class teachers, working alongside another Educational Support Assistant, for PPA time.
- Promote the School Values.
- Contribute to the overall work, smooth running and ethos of the school.
- Appreciate and support the role of other people within the Fair Oak team.
- Attend and participate in meetings as required.
- Improve one's own practice through training, self-evaluation and performance management.
- Assist with the supervision of children out of directed lesson time, including before and after school and at lunchtime and during assemblies, within working hours.
- Accompany teaching staff and children on out-of-school activities as required and take responsibility for a group under the supervision of a teacher.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



Year R Teaching Assistant— Person Specification

	Essential	Desirable
Education and Qualifications	<p>GCSE English and Maths Grade C or equivalent.</p> <p>NVQ 2 or equivalent.</p> <p>Experience of professional training within an educational setting.</p>	<p>NVQ 3 or equivalent.</p> <p>Ability to communicate using Makaton.</p> <p>Willingness to undertake appropriate first aid training.</p>
Knowledge, Skills and Abilities	<p>Understanding of safeguarding within school.</p> <p>Excellent communication skills, written and verbal.</p> <p>Ability to inspire confidence and gain trust of children.</p> <p>Excellent organisation skills and the ability to work to deadlines.</p> <p>Ability to reflect, analyse and act both independently and collaboratively.</p> <p>Ability to work alone and with initiative.</p>	<p>Understanding of child development.</p> <p>Working understanding of Early Years Foundation Stage or Key Stage One.</p>
Experience	<p>Experience of working with children, within small groups or on a one to one basis within a school or pre-school setting.</p> <p>Evidence of an application of range of behaviour management strategies.</p> <p>Proven ability to motivate and develop children.</p> <p>Ability to work as part of a team.</p> <p>Ability to provide detailed and regular feedback to teachers on children's achievements and progress.</p> <p>Evidence of effective behaviour management.</p>	<p>Experience of working within a school environment.</p> <p>Experience of teaching whole classes, following teacher's plans.</p> <p>An awareness of inclusion, especially within a school setting.</p> <p>Experience and ability to teach the whole class on occasions.</p>
Other Requirements	<p>A commitment to safeguarding procedures.</p> <p>A commitment to being professional and respecting confidentiality.</p> <p>A sense of humour and resilience.</p> <p>Adaptability and initiative.</p>	



Other requirements

A commitment to ensuring children become:

Successful learners, who enjoy learning, make progress and achieve; confident individuals, who are able to live safe, healthy and fulfilling lives; and global citizens, who make a positive contribution to society.

A desire to make a difference to the lives of young children.





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