



EYFS Level 3 Teaching Assistant & Mid-day Supervisor Advert

Job role: EYFS Level 3 Teaching Assistant & Mid-day Supervisor

Teaching Assistant:

Level 3, point 7 Full-time equivalent salary: £25,584 - 27.5 hours per week (Term Time only)

Mid-day Supervisor:

Level 1C, point 3 Full-time equivalent salary: £24,027 – 5 hours per week (Term Time only)

Working pattern: Monday – Friday (8:30am – 3:30pm)

Contract type: Permanent

We are seeking to recruit a Level 3 qualified Teaching Assistant & Mid-day Supervisor. This is a unique opportunity to join our wonderful school; working specifically within our Early Years unit. The successful candidate will be a professional, knowledgeable and passionate practitioner, who is invested in our school community.

It is our belief that all children should have an inspiring educational experience filled with fun and stimulating opportunities to learn, that develops their curiosity and a love of learning. We understand the importance of fostering the knowledge and skills that are necessary as the foundations for their future education. We enjoy extending children's learning through focusing on their interests and weaving that into their daily curriculum and we create a rich and entertaining learning environment, with a focus on outdoor learning and 'real life' hands on learning. We want to ensure all children have the very best start in life, and throughout their educational journey.

Following a **successful Ofsted inspection in September 2024**, inspectors reported that pupils at Castle Camps 'embrace the school's vision of 'life in all its fullness' and display positive attitudes towards all aspects of school life. This goal extends towards our staff, too. We acknowledge and appreciate the hardworking passion that our community commit to our school, and our success is due in no small part of their dedication and professionalism. We support staff with CPD, opportunities and training to *be the best they can be*. Ofsted inspectors reported that 'staff are extremely positive about working at the school' and that they appreciated 'leaders' support for their workload and well-being.'

Castle Camps is particularly ambitious for children who are disadvantaged, including those with special educational need and/or disability and therefore, we expect the successful candidate to share in this motivation. In our recent SIAMS inspection (March 2025) the report stated that our school is: 'deeply committed to meeting individual needs. This is driven by a passion for improving pupils' life chances. Consequently, all aspects of school life is shaped to help pupils thrive and reach their potential.

The successful candidate will therefore:

- Share our school vision and be committed to supporting, motivating and challenging the learning of children of all abilities within the provision.



- Hold the necessary Early Years Level 3 qualification required for this role, and has experience in working in a similar setting with proven success.
- Demonstrate high levels of competency in Numeracy and Literacy and a commitment to continued professional development.
- Be approachable, friendly and positive about their role in education and contribution to our whole school community.
- Show initiative and creativity in different learning situations.
- Be passionate about children's social and learning development, and well-being.
- Be keen to support the ethos and values of a church school.

Commitment to safeguarding

Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff, volunteers and trustees to share this commitment.

Our recruitment process follows the keeping children safe in education guidance.

Offers of employment will be subject to the following checks (where relevant):

- Disclosure and Barring Service (DBS)
- Medical
- online and social media
- prohibition from teaching
- right to work
- 2x satisfactory references
- suitability to work with children.

You must tell us about any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

How to apply

Please complete and return the application form, with an accompanying letter of application by email by **Friday, 6th June 2025 at 9.00am**. In line with KCSIE guidance and as part of due diligence, an online check will take place for shortlisted candidates. It is anticipated that interviews will take place on **Wednesday, 11th June**.

If you would like to talk informally about this opportunity, or arrange to visit, please contact: Alexandra O'Connor Headteacher. Thank you for your interest, we look forward to hearing from you.



Welcome to Castle Camps Church of England (V.C.) Primary School

Life in all its fullness

Our school is situated in a small, rural village within the Ely diocese and sits on the border of Cambridgeshire, Essex and Suffolk. 64% of the pupils live outside of our catchment area (2024); the majority of these being in the town of Haverhill. Our out of catchment families demonstrate a tremendous commitment to our school by commuting to us every day. Parents indicate our family-feel, high standards of behaviour and achievement, and values are key drivers for choosing Castle Camps above other local schools.

The current Headteacher was appointed in September 2013 and is well-supported by a team of professional, dedicated and compassionate staff. All members of staff live out our core values of Love, Courage, Wisdom, Respect, Hope and Community, which are at the heart of everything that we do at our school.

The school has 5 classes named after woodland animals; a celebration of our beautiful and unique rural setting. Parents speak positively about our school and recommend us to other families. At the OFSTED inspection (September 2024) the school was graded as **Good** in all areas. We have worked hard to uphold this standard and are proud of our achievements. These findings were further validated in our recent SIAMS inspection, which took place in March, 2025.

The school has an experienced, talented and established staff team. Senior Leaders are stringent in their recruitment processes to ensure only the right people are appointed to new posts and that they are fully invested in our school community. We are proud that when staff do leave us, they move on to further study or promotions within the field of Education. We feel this is a positive reflection on our commitment to professional development.

Governors share the Leadership Team's ambition and vision for the school and provide confident, strategic leadership to create robust accountability, oversight and assurance for educational and financial performance.



JOB DESCRIPTION: LEVEL 3 TEACHING ASSISTANT (EYFS)

Job role: EYFS Level 3 Teaching Assistant

Teaching Assistant: Level 3, point 7 Full-time equivalent salary: £25,584 - 27.5 hours per week (Term Time only)

Working pattern: Monday – Friday (8:30am – 3:30pm)

Contract type: Permanent

Responsible to: Class Teacher and Headteacher

Purpose of job:

To work with the teacher within the school including the planning of the daily programme, to pursue actively and assist with the formulation and implementation of the aims and policies of the school.

Children's Emotional Development

- 1) Adopt appropriate strategies to provide a welcoming and supportive environment for children
 - a. Provide reassurance to children
 - b. Liaise with parents about expectations and areas of concern
- 2) Plan activities that encourage co-operation amongst children
 - a. by ensuring inappropriate behaviour is dealt with promptly
 - b. by encouraging children to resolve minor conflicts
- 3) Observe & assess children's social & emotional development

Children's Language & Communication Development

- 1) With the Class Teacher, plan activities that encourage the development of language, speech and conversation of children
- 2) Develop children's language skills by encouraging them to discuss and share their experiences
- 3) Observe & assess children's language & communication development

Children's Physical Development

- 1) Plan and select activities that support children's motor skills and physical development
 - a. Encourage all children to participate in a range of activities
 - b. Ensure appropriate level of supervision
 - c. Plan quiet periods to balance physical activities
- 2) Observe & assess children's physical development against expected targets

Children/s Care

- 1) Contribute to children's personal hygiene
 - a. Ensure facilities are safe & hygienic
 - b. Establish routines for children
 - c. Promote & encourage independence & self-help
- 2) Respond to illness in children
 - a. Deal promptly with signs & symptoms of illness
 - b. Inform parents of child's condition
- 3) Attend Paediatric First Aid Training

**Inclusion**

- 1) Ensure all children are offered equality of access to learn & develop
- 2) Encourage & support cultural & social diversity

Records / Reporting

- 1) Assist the teacher in making effective use of assessment information on children's attainment and progress
- 2) Observe children's play and behaviour and use to develop meaningful activities
- 3) Record observed behaviour and discuss with relevant specialists, where necessary
- 4) Accurately record individual learning programmes and report to parents using systems in the school as appropriate

Planning and Evaluation

- 1) Plan activities that support children's learning and development
- 2) Establish and implement individual learning programmes for children
- 3) Evaluate children's participation in planned activities and assess effectiveness of the activities

School Activities

- 1) Attend school training days, when required
- 2) Contribute to the meeting in relation to children's needs
- 3) Together with the Teacher, determine a programme of activities to support the curriculum
- 4) Participate in school training days as required

Confidentiality

- 1) Observe the school's policy and best practice on confidentiality

Working Relationships

- 1) Maintain effective working relationships with colleagues
- 2) Support colleagues & contribute to the school as a member of the team
- 3) Attend and actively participate in staff supervisions
- 4) Take responsibility for own professional development and support others

Relate to Parents

- 1) Maintain effective positive relationships with parents:
 - a. Provide information & feedback
 - b. Comply with parental wishes
 - c. Respond to parental concerns
- 2) Attend events arranged for families



Behaviour Management

- 1) Establish boundaries for behaviour appropriate to children's stage of development in line with the school's behaviour Policy
- 2) Promote, praise and reward positive behaviour
- 3) Deal appropriately with unwanted behaviour using knowledge about child's background and experiences
- 4) Report concerns about problem behaviour to parents, colleagues and specialists
- 5) Comply with school policy and guidance in regard to physical restraint/positive handling

Learning Environment & Resources

- 1) Establish and maintain a safe environment for children
 - a. Ensure health and safety requirements are complied with
 - b. Ensure equipment is used appropriately
 - c. Ensure emergency procedures are planned, known and acted upon promptly and accurately
- 2) Select appropriate equipment to meet children's physical and developmental needs.



JOB DESCRIPTION: MIDDAY SUPERVISOR

GRADE: Scale 1C, Points 7-10

RESPONSIBLE TO: Headteacher

PURPOSE OF THE JOB: To ensure the security and care of the pupils of the school and to promote their social development during the lunch time period.

Working pattern: Monday – Friday (12 noon – 1pm)

Contract type: Permanent

Main Duties and Responsibilities

To supervise pupils, during the lunch period, in the dining hall, playground areas and school premises, ensuring the safety, welfare, physical and mental well-being of pupils and the maintenance of good order and discipline.

To deal with minor problems, accidents and unreasonable behaviour and to report any incidents to the Class Teacher and/or Headteacher.

To be familiar with the School's Policies on Behaviour, Child Protection, Child Protection Whistleblowing, Equality of Opportunity and Race Equality as well as the School's Staff Code of Conduct.

To ensure that all children return to the care of their teachers following the mid-day break and report any incidents or accidents to the Class Teacher concerned. To ensure that all pupils who suffer any injury or accident are dealt with appropriately in accordance with the school's agreed procedures. If any first aid has been given, record the incident in the Accident Book.

Dining Hall

To liaise with catering staff to ensure the smooth running of the dining hall.

To assist with the preparation of the dining hall at lunchtime.

Before pupils enter the dining hall, to ensure that they have visited the toilet and washed their hands where appropriate.

To organise dinner queue and entrance of pupils into dining hall and from dining hall to playground, ensuring good behaviour and a calm atmosphere. To deal with any misbehaviour that may occur in accordance with the school's behaviour policy.

To encourage all pupils to eat but especially those with special needs or disabilities and to assist children with cutting up of food, pouring of water, etc. where necessary.



To encourage social skills and good table manners, ensuring safety with knives and forks.

To clean up spillages of food and to organise clearing cutlery and crockery off tables.

Playground

Where appropriate, to collect pupils from classroom ensuring that they are adequately dressed for the weather conditions.

To supervise and control entrance and exit to school premises by pupils during the lunch break. Check on any strangers who may enter the school grounds and report any concerns to the Headteacher.

School Premises

To supervise pupils on the school premises in the hall, classrooms and through corridors, when they are not allowed outside because of inclement weather.

To ensure that, when classrooms are used during the midday break because of inclement weather, the children are quietly occupied and that the classroom is left tidy, ready for afternoon school.

To check toilet areas regularly to ensure that they are clean and being used appropriately. To report any problems to the Headteacher.

To

- take part in training appropriate to the job of Midday Supervisor
- take part in any appraisal arrangement made by the school
- undertake any other duties consistent with the purpose of the job.



CASTLE CAMPS CHURCH OF ENGLAND PRIMARY SCHOOL

PERSON SPECIFICATION

You should use this Person Specification as a guide for aspects to be covered in your application after reading the Job Description.

Qualifications:

- An approved Level 3 Qualification in Early Years Education (or above)
- Competent literacy, numeracy and ICT skills
- Experience of working with young children in schools or other settings
- Familiarity with the Early Years Foundation Stage
- Ability to work with children both patiently and tactfully, and an understanding of the importance of play
- Ability to deal with children's personal needs
- A positive attitude, and an ability to work well with others, including staff, parents and governors
- An ability to work independently and use initiative when appropriate
- Demonstrate an understanding of the place of the school in educating primary pupils
- promoting the social and cultural development of pupils from a multicultural community
- Demonstrate an understanding of the roles of the teacher and teaching assistant
- An understanding of the importance of good communication to support carrying out this important role
- A commitment to safeguarding the well-being of all children in the school.

Prospective candidates are strongly advised to make an appointment to visit our school and talk informally about the role advertised. This is an exciting and unique opportunity to help shape the future development of our school community, alongside the successful candidate's own professional development.