

A truly unique opportunity – for a truly unique colleague...



Cambrai Primary School

# L3 Teaching Assistant & Play Team Member

Pay Scale: **L3 Teaching Assistant SCP 7-8 (£20,257 – £20,580 Actual Salary)**  
32.5 hours per week as L3 Teaching Assistant, Term Time Only plus 5 PD days.

**Play Team Member SCP 4 (£3,637 Actual Salary)**  
6.25 hours per week as Play Team Member, Term Time Only

Contract Required from: 3<sup>rd</sup> March 2025, Fixed Term Contract until February 2026

Are you looking for a once in a lifetime opportunity? Do you have a genuine desire to create something extraordinary for the children in our care? If so, Cambrai Primary School may just be looking for you...

Cambrai Primary School is a new school which opened in September 2019 and is growing.

This key position will see you initially working across EYFS or KS1 and across the wider school, supporting individuals, groups and covering classes when required. Part of this role will include 6.25 hours each week supporting our Breakfast Club, each morning.

Your practice, ethos and approach to school life will shape the lives of our children, the school we are building and the future staff that are appointed. As such, it is key that:

- ✿ you are an experienced and strong Teaching Assistant professional;
- ✿ you love working with children; being able to forge positive relationships quickly and become a trusted adult during their time in school;
- ✿ you are kind. You lead by example and will embody our school motto: 'Growing good people – doing great things';
- ✿ you work well as team; as a small and growing school, we will all need to support each other across all aspects of the school so you will be happy to work together to make Cambrai an outstanding school.

If this sounds like you and a role that you would relish, please look carefully at the following materials and complete the application form.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure form from the Disclosure and Barring Service) and pre-employment checks will be undertaken before an appointment is confirmed. Pre-employment checks including an online and social media search (KCSIE 2022) will also be undertaken before an appointment is confirmed.

Further details are available from Mrs H Reese, Office Manager of Cambrai Primary School. Please email: [hreese@cambraiprimaryschool.co.uk](mailto:hreese@cambraiprimaryschool.co.uk) or call 01748 503 130 for an informal discussion.

Please return completed applications directly to Holly Reese, our Office Manager, at:

Cambrai Primary School,  
Catterick Road,  
Catterick Garrison,  
North Yorkshire,  
DL9 4BZ

Or email your application to: [office@cambraiprimaryschool.co.uk](mailto:office@cambraiprimaryschool.co.uk)

**Closing Date:** 3pm Friday 21<sup>st</sup> February 2025

**Shortlisting:** w/c 24<sup>th</sup> February 2025 (if you do not hear on this date, please assume that you were unsuccessful in being shortlisted this time)

**Interviews:** w/c 24<sup>th</sup> February 2025

## JOB DESCRIPTION

<b>POST:</b>	<b>Teaching Assistant &amp; Play Team Member</b>
<b>GRADE:</b>	L3 Teaching Assistant SCP 7-8 Play Team Member SCP 4
<b>RESPONSIBLE TO:</b>	Head Teacher / Senior Management Team
<b>STAFF MANAGED:</b>	None
<b>JOB PURPOSE:</b>	<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term absence. Activities involve planning, preparing and delivering learning lessons as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development, under the direction of the class/subject teacher.</p>
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>• Cover short term teacher absence, communicate pupil work as planned by the classroom teacher and manage pupil behaviour.</li> <li>• Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs.</li> <li>• Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.</li> <li>• Interact with pupils in ways that support the development of their ability to think and learn and work independently.</li> <li>• Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence.</li> <li>• Support pupils in their social and emotional wellbeing and develop and implement related social, health and physical programmes.</li> <li>• Take account of the effects of different parenting approaches, background and routines and be involved in home school liaison.</li> <li>• Encourage and motivate pupils to promote independence and resilience and increase self-esteem.</li> <li>• Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.</li> <li>• Accompany educational visits, with the class teacher, and other activities outside of the classroom, supervising the pupils.</li> <li>• Provide supervision during breaks as required.</li> </ul>

	<ul style="list-style-type: none"> <li>Support and facilitate meaningful and productive child-initiated play during the school day in accordance with the school Play Policy.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access and learning and support home to school and community links.</li> <li>Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils.</li> </ul>
<b>Sharing Information</b>	<ul style="list-style-type: none"> <li>Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence.</li> <li>Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters.</li> <li>Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> <li>Participate in staff meetings.</li> <li>Share information about pupils with teachers and other professionals as required.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>Assist pupils with personal hygiene and welfare, including physical and medical needs, whilst encouraging independence.</li> <li>Be responsible for promoting and safeguarding the welfare of pupils that you are responsible for and come into contact with, reporting concerns as appropriate.</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>Organise and manage an appropriate learning environment and resources.</li> <li>Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements.</li> <li>Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning.</li> <li>Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls.</li> <li>Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply DFE requirements.</li> <li>Under the guidance and supervision of a class teacher be responsible for marking the register when covering classes.</li> <li>Participate in training and appraisal.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>To comply with Lingfield Education Trust's policies and supporting documentation in relation to GDPR - this includes Data Protection, Information Security and Confidentiality</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>Work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>

<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Promote inclusion and acceptance of all pupils.</li> <li>• Ensure services are delivered in accordance with the aims of the Equality Policy Statement.</li> <li>• Develop own and team members understanding of equality issues.</li> <li>•</li> </ul>
<b>Lingfield Education Trust</b>	<ul style="list-style-type: none"> <li>• To comply with wider Trust policies and procedures as well as Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others.</li> </ul> <p><i>These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Trust Board may determine.</i></p> <p><b>PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY.</b></p> <p>The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.</p>
Date of Issue:	February 2025

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DBS CHECK BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.

The post will be based in Cambrai Primary School however, the Trust reserves the right to require you to work at other schools in the Trust. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career progression.



<b>Essential upon appointment</b>	<b>Desirable on appointment</b> (if not attained, development may be provided for successful candidate)
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Good understanding of child/young people's development and learning processes – particularly Early Years and or KS1. (AF, I, R)</li> <li>• Understanding of individual children and young peoples' needs (AF, I)</li> <li>• An understanding that children/Young people have differing needs and knowledge of inclusive practice (AF, I, R)</li> <li>• Understanding of how to cover classes, under the direction of teacher, for the purposes of PPA / short term absence (AF, I, R)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Behaviour Management techniques (AF, R, I)</li> <li>• Knowledge of Child Protection and Health &amp; Safety legislations and procedures (AF, R, I)</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Significant experience of working with children in an education setting, including Early Years and/or KS1 (AF, I, R)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering evidence based interventions that accelerate learning (AF, R, I)</li> <li>• Experience in a relevant specialism e.g. Art/Music/Sport (AF, R, I)</li> <li>• Experience of delivering or supporting wraparound care and activities (AF, R, I)</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe (AF, R)</li> <li>• Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers (AF, I, R, T)</li> </ul>	
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Grade C English and maths at GCSE or equivalent (AF,C)</li> <li>• Level 3 TA qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Paediatric First Aid Training (AF, C)</li> <li>• Relevant NVQ level 4 or foundation degree (AF, C)</li> </ul>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Demonstrable interpersonal skills (I, R)</li> <li>• Ability to work successfully in a team (AF, I, R)</li> <li>• Able to exercise discretion and judgement (AF, I, R)</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity (AF, T, I)</li> </ul>

<b>Essential upon appointment</b>	<b>Desirable on appointment</b> (if not attained, development may be provided for successful candidate)
<ul style="list-style-type: none"> <li>Confidentiality (AF, I, R)</li> <li>Flexibility (AF, I, R)</li> </ul>	
<b>Other Requirements</b> <ul style="list-style-type: none"> <li>To be committed to the school's policies and ethos (AF, I, T)</li> <li>To be committed to Continuing Professional Development (AF, I, R)</li> <li>Motivation to work with children and young people (AF, R, I)</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people (AF, R, I)</li> <li>Emotional resilience in working with challenging behaviours and attitudes (AF, R, I)</li> <li>Ability to use authority and maintaining discipline (AF, R, I)</li> <li>Enhanced DBS (D)</li> <li>The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post (I)</li> </ul>	

Key – Stage identified	
AF	Application Form
C	Certificates
O	Observation
I	Interview
T	Task
R	References
D	DBS Disclosure

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory reference

