

Welcome



Welcome to Claremont Primary and Nursery School and thank you for your interest in our school.

We are a Local Authority maintained school which is also a part of Nottingham Schools Trust (NST), an umbrella organisation that provides support and guidance to many other schools across the city.

The school is a Grade II listed building and was first opened in 1884. We have an inclusive ethos and enjoy educating children from a wide range of cultures and faiths. We celebrate that diversity and look for the bonds that unite us rather than the differences that separate us. Indeed, that ethos crosses over into everything that we do. Our children are at the heart of everything that we do. We aim to provide a broad and balanced curriculum supported by an extensive range of extra-curricular activities. Through high aspirations and high expectations our children make rapid progress during their time with us both academically and personally. We aim to establish an environment that is safe, friendly and focused on providing the very best for every child every day.

I look forward to welcoming you to our school. We are very proud of what we achieve and hope that you want to join us on our journey.

Rob Campbell
Headteacher





The Curriculum

Children are taught through a project-based approach and each theme is launched with a spectacular start and ends with a fabulous finish.

Our curriculum is an exciting blend of key academic skills, development of important knowledge and the building of vital skills that all combine together to make learning that is challenging, relevant and fun!

Our curriculum will enable our children to develop and demonstrate their creativity, lay the foundations of a solid base of knowledge and understanding that can be built upon in the future and experience the challenge and excitement of learning.

Through a broad and balanced approach to learning our children will have the opportunity to develop self-esteem and confidence in their abilities, learn to respect themselves and others, build respectful friendships and relationships, be comfortable when they make a mistake and use it as an opportunity to learn something new and reflect and think mindfully about their learning, themselves and others.



Early Years

Foundation Stage

The early years are known as the Foundation stage for a reason.

They provide the blocks upon which we build our futures. With firm foundations, children can build on their knowledge and skills and apply it in all areas of their lives. We strive to ensure that the children in our Nursery and Reception classes have the chance to play, learn, grow and develop in a safe and happy environment. Our children have access to a vibrant and thriving learning environment which encourages them to find things out by asking questions, making mistakes and building on their learning. Our children are encouraged to use language as a tool for thinking, exploring and expressing their ideas. The provision is tailored to meet the needs of all of our children and foster independence in our youngest learners.



Inclusion

Claremont is an inclusive school where all children, regardless of ethnicity, culture, gender or Special Educational Need or Disability, are encouraged to be the best that they can be.

We embrace diversity and celebrate our differences as well as our similarities. Claremont is a friendly, welcoming school where all of our pupils aim to achieve and do their best. We are ambitious for our pupils, providing them with opportunities to dream and pathways to help them to achieve their dreams. Our high expectations of work and behaviour are shared by all of our children and their parents or carers. We want all of our pupils to experience the joy of discovery and the satisfaction of putting that new knowledge to good use in a variety of ways. We want our pupils to...

Learn it! Love it! Live it!

About the Opportunity



Job Title:	Teaching Assistant – L3	Hours:	Part-time (3 days per week, Ideally Monday - Wednesday)
Posted:	Tuesday, 13 th May 2025	Expires:	Friday, 30 th May 2025
Interview date:	Tuesday, 10 th June 2025	Salary:	GLPC - E
Contract Type:	Permanent	Start Date:	ASAP

🌟 We're Hiring: Level 3 Teaching Assistant (Key Stage 1)

Are you passionate about primary education and ready to help shape the future for bright, eager learners? If so, Claremont Primary and Nursery School would love to hear from you! We are seeking an experienced, enthusiastic and committed **Level 3 Teaching Assistant** to join our fantastic team, working primarily in Key Stage 1. You'll play a vital role in supporting our pupils during this critical stage of their development, helping them to build strong foundations for life. While the initial placement is in KS1, there may also be the opportunity to work across the school, so flexibility and a can-do attitude are essential.

Why Claremont?

Located in the heart of Carrington and Forest Fields, Claremont is a vibrant, inclusive and forward-thinking school serving a wonderfully diverse community. Our school is full of life, kindness, curiosity, and ambition – and we're proud of the nurturing environment we've created for both children and staff.

What we offer:

- ✓ A school rated 'Good' by Ofsted in 2022, recognised for our inclusive ethos, high standards, and positive relationships throughout the school
- ✓ Refurbished buildings and modern outdoor learning spaces to support a 21st-century curriculum
- ✓ A genuinely supportive team culture where collaboration and professional growth are valued
- ✓ Wonderful pupils who are well-behaved, enthusiastic, and a joy to work with
- ✓ A leadership team that is hands-on, approachable and committed to staff wellbeing and development
- ✓ Strong and engaged parent partnerships that enhance our whole-school community

What We're Looking For:

We're looking for someone who is ready to bring **energy, compassion, and high expectations** into the classroom every day.

You'll need to:

- Hold a **Level 3 Teaching Assistant qualification** (or equivalent)
- Have **recent experience working in a primary setting**, ideally in Key Stage 1
- Understand child development and be confident supporting a range of learners
- Build warm, positive relationships with pupils, staff and families
- Be adaptable, reliable and ready to contribute fully to school life — including in Key Stage 2 and EYFS, if needed

Our Mission: Every Child, Every Day

At Claremont, we believe in recognising every child as unique, capable and full of potential. When children feel seen, supported and celebrated, they don't just grow — they thrive. If you're the kind of person who makes every child feel like they matter, you'll fit right in here.

How to Apply:

If you think Claremont could be the right place for you, please send your completed application form and supporting information to:

✉ **sbm@claremont.nottingham.sch.uk**

⌚ *Please note: We may close this advert early if we receive a high number of strong applications.*

Our school is committed to safeguarding and promoting the welfare of children and young people, therefore all positions are offered subject to an enhanced DBS disclosure and references confirming your suitability to work with children in line with safer recruitment.

Job requirements and responsibilities

Post: Teaching Assistant – Level 3

Responsible to: TA Team Leader

Salary grade: GLPC - E

Job purpose:

- To work with children as part of a team under the overall direction of the Headteacher who will be responsible for the policy and educational programme and for matters of control and discipline within the appropriate Articles of Government.
- To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses;
- Working independently in accordance within guidelines, to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.
- To develop, plan, deliver and review learning activities for individuals and groups of pupils in accordance with best practice and national guidelines.
- To take responsibility for the planning and delivery of specified packages of work such as lesson planning, assessment or reporting.
- To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher in accordance with The Education (Specified Work & Registration) (England) Regulations 2003.

2 Principal duties and responsibilities

The following duties and responsibilities are developed from the Supporting Teaching and Learning National Occupational standards (STL NOS)

KEY DUTIES

- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress. (STL40)
- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate. (STL24)
- Support pupils by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback where appropriate. (STL6)
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour. (STL37)
- Provide literacy and numeracy support to individuals and groups to enable them to access the wider curriculum, whilst monitoring progress and dealing with challenges as they arise. (STL33)
- Hold responsibility for a specialist area within school for which you will lead, keep abreast of developments and provide whole school staff training etc. (STL64)

SPECIFIED WORK

- Post holder must also carry out specified work in order to assist or support the work of a qualified teacher in a school. This is an on-going and regular requirement of the post and is an integral element of the role at this level. Specified work includes:
- Planning and preparing lessons and courses for pupils;
- Delivering lessons to pupils. This includes delivery via distance learning or computer aided techniques;
- Assessing the development, progress and attainment of pupils;
- Reporting on the development, progress and attainment of pupils.

SUPPORT FOR THE PUPIL

- Support learning activities for all pupils, being aware of stages of development, individual needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential. The learning activities may be for individual pupils, groups of pupils, or the whole class and may be delivered in the above of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom. (STL18)
- Give care and support for pupils by providing a safe and secure environment, responding to accidents, emergencies and following procedures where appropriate. (STL3)
- Contribute to the safeguarding of all pupils by having an awareness of signs of abuse, an understanding of relevant procedure and protocol and ensuring any concerns are addressed in a calm and sensitive manner. (STL3)
- Establish and maintain positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to, encouraging questions and ideas. (STL20)
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner. (STL49)
- Contribute to the personal and intimate care of pupils.
- Support pupils with behaviour, emotional and social development needs and report any issues to the appropriate senior member of staff (STL41)
- Provide support to pupils with sensory and/or physical needs to enable them to maximise learning (STL 42)
- Provide support to pupils where English is not their first language (STL35 & 36)
- Support learning activities for gifted and talented pupils (STL 34)
- Support pupils in a specialist area e.g. ICT, Literacy, Numeracy (STL 28)

SUPPORT FOR THE TEACHER

- To assist with writing and monitoring pupil plans reviewing and implementing interventions enabling pupils to understand and meet their targets. (STL39, STL40, STL41, STL55)
- Support with the delivery of learning activities in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom. (STL18)

- Contribute to maintaining accurate pupil records, following relevant procedure and ensuring confidentiality at all times. (STL 55)
- Working alongside the class teacher, ensure the learning environment, learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary. (STL31)
- Develop positive relationships with families, taking a partnership approach so that support is provided both at the school and at home and sharing information where appropriate. (STL 52)
- Escort and supervise pupils on educational visits and out of school activities (STL59)

SUPPORT FOR THE CURRICULUM

- Prepare and effectively use ICT within the classroom environment to support and promote pupils learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities. (STL 8)

SUPPORT FOR THE SCHOOL

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning. (STL62)
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities. (STL1)

N.B. The STLs in this job description are relevant to the core duties and responsibilities of a Teaching Assistant at this level. These may be used in conjunction with the full range of National Occupational Standards for Supporting Teaching and Learning in Schools at Level 3 which also includes further details of the performance elements attached to the standards listed.

3 All staff are expected to maintain high standards of customer care in the context of the City council's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

4 This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer, the responsibility level of any other duties should not exceed those outlined above.

5 Numbers and grades of any staff supervised by the post holder: none

6 Post holder's immediate supervisor:

Teaching Assistant 4 if post in school or Head teacher.

Person specification

Job title: Teaching Assistant 2

Department: Schools

Grade: GLPC - D

Job Evaluation ID: JE1000003369

Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
Knowledge	<ul style="list-style-type: none"> Hold a recognised qualification as listed below 		✓			✓
	<ul style="list-style-type: none"> Knowledge and understanding of the statutory framework in subject areas and phases supported. 		✓		✓	
	<ul style="list-style-type: none"> Knowledge of Teaching Assistants' contribution to raising standards by the promotion of independent learning. 		✓		✓	
	<ul style="list-style-type: none"> Appreciation of the National Curriculum and how this is applied to planning, preparation and delivery of learning activities. 		✓	✓	✓	
	<ul style="list-style-type: none"> Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment. 		✓		✓	
	<ul style="list-style-type: none"> Knowledge of stages of child development and individual needs. 		✓		✓	
	<ul style="list-style-type: none"> Knowledge of appropriate behaviour management practices. 		✓		✓	
	<ul style="list-style-type: none"> Knowledge of Health and Safety policies and procedures contribute to the maintenance of pupil safety and security. 		✓		✓	
	<ul style="list-style-type: none"> Knowledge of safeguarding procedures and protocol. 		✓		✓	
Skills/Abilities Interpersonal	<ul style="list-style-type: none"> Understanding and awareness of individual needs and ability to adjust communication methods accordingly. 		✓	✓		
	<ul style="list-style-type: none"> Developed communication skills, both orally and in writing 			✓		
	<ul style="list-style-type: none"> Ability to contribute to the management of pupil behaviour 			✓	✓	
	<ul style="list-style-type: none"> Ability to establish positive relationships with pupils, families and colleagues. 		✓	✓	✓	
Skills/Abilities Other	<ul style="list-style-type: none"> Awareness of techniques necessary to support individual learning needs and development. 		✓		✓	
	<ul style="list-style-type: none"> Initiative in dealing with day to day issues 			✓	✓	

	<ul style="list-style-type: none"> Ability to contribute to the planning and delivery of learning activities 		✓		✓	
	<ul style="list-style-type: none"> Skills to support the effective use of ICT in the classroom. 		✓		✓	
	<ul style="list-style-type: none"> Ability to organise classroom resources 		✓			
	<ul style="list-style-type: none"> Contribute to maintaining pupil records. 		✓			
Relevant experience	<ul style="list-style-type: none"> Experience of working within an education setting or equivalent. 		✓	✓	✓	
	<ul style="list-style-type: none"> Direct experience of working with pupils to raise attainment through personal intervention 		✓		✓	
	<ul style="list-style-type: none"> Proven experience of working with children and young people, including children with individual needs and from a range of backgrounds. 		✓		✓	
	<ul style="list-style-type: none"> Innovative use of resources and materials including ICT software and equipment 			✓	✓	✓
	<ul style="list-style-type: none"> Relevant experience of building positive relationships with all stakeholders. 		✓	✓	✓	
	<ul style="list-style-type: none"> Understanding the role of parents/carers and the wider community in education 		✓		✓	
Work to promote mutual respect and good relations	<ul style="list-style-type: none"> Commitment to inclusive education 		✓		✓	
	<ul style="list-style-type: none"> The desire to create a working culture which values creativity and openness and is sensitive to individual needs 		✓		✓	
Work Related Circumstances	<ul style="list-style-type: none"> Be willing to undertake training and development, as necessary, in order to enhance service delivery 				✓	

P: Pre-application **A:** Application **T:** Test **I:** Interview **D:** Documentary evidence

Teaching Assistant Qualifications

Current qualifications as of April 2014

Level 3 Certificate and Diploma in Supporting Teaching and Learning (STL)

Level 3 NVQ Supporting Teaching and Learning (STL)

Level 3 NVQ Childcare Learning and Development (CCLD)

Level 3 CACHE Diploma in Childcare and Education

Open University Certificate in Early Years Practice

Relevant Foundation Degree (relating to childcare and education)

QTS

Relevant degree in education studies accompanied by demonstrated practical experience as detailed in the person specification above.

Past qualifications still accepted

National Nursery Nursing Board Award (NNEB)

BTEC National Learning Support

Children's Care and Education Diploma (CCE)

NVQ Level 3 in Early Years and Childcare

NVQ Level 3 Caring for Children and Young People
Open University Specialist Teaching Assistant Certificate (STAC)

Specialist Teaching Assistant Award (STA)
City and Guilds Certificate in Learning Support combined with NCFE
3563 Special Needs Assistant Qualification
NVQ3 Teaching Assistant

Prepared by/author: NCC

Date: 30 April 2014





Information for applicants – pre-employment checks required for this post

Vacant post:	Teaching Assistant – L3
---------------------	-------------------------

Note to candidates:

Candidates for the above post are advised that the following checks and references must be completed at the stage of the recruitment process. Any subsequent offer of employment to a successful candidate can only be made on a conditional basis only, until these checks have been satisfactorily completed. Failure to comply with all or part of these requirements will result in the withdrawal of any employment offer. Please ensure that you have read and understand the accompanying Privacy Notice for Candidates.

All applicants means that this is an expectation for everyone applying for this vacancy

Shortlisted applicants refers to all applicants who are provisionally assessed as suitable to progress to the selection stages of the process

Appointable applicant indicates the person who is deemed to be the most suitable to be conditionally offered the job

Pre-employment check	Stage required	Applicable to post ✓
Application form (CVs will not be accepted without a fully completed application form)	All applicants	✓
At least 2 satisfactory references (to include last/current employer and one of which relating to a post working with children if applicable)	Shortlisted applicants	✓
Signed self-declaration of criminal record and other relevant information (posts in schools are exempt from the Rehabilitation of Offenders Act 1974 and applicants for school-based jobs must, therefore, disclose all spent and unspent convictions)	Shortlisted applicants	✓
Checks of shortlisted applicants social media presence	Shortlisted applicants	✓
Verification of Right to Work in the UK	Appointable applicant	✓
Photo identification	Appointable applicant	✓

Enhanced DBS check and Barred List	Appointable applicant	✓
Staff suitability declaration in compliance with the disqualification requirements of the Childcare Act 2006 and amendment regulations 2018 (required annually thereafter)	Appointable applicant	✓
Medical check	Appointable applicant	✓
Verification of any relevant qualifications and registration required for the job (see person specification)	Appointable applicant	✓
Verification of professional status	Appointable applicant	✓
Verification of successful completion of the statutory induction period and QTS (teachers)	Appointable applicant	N/A
Checks on: teachers and others prohibited from the profession; General Teaching Council for England (GTCE) sanctions; teachers who have failed induction or prohibition; teachers sanctioned in other EEA member states; and, Section 128 barring directions.	Appointable applicant	✓

A copy of checklist is to be retained for use during selection process. All information will be handled in compliance with data protection requirements at this school.

Further information relating to the pre-employment checks required for positions in schools can be found in the statutory document Keeping Children Safe in Education on the www.gov.uk website.