



St Mary's
CE Primary & Nursery School



LEVEL 3 EYFS LEARNING SUPPORT ASSISTANT

Recruitment Pack
Closing Date: Tuesday 2nd December



Dear Colleague,

In our school, it is important that people are made welcome by all staff. The learning environment, displays pupils' work and the general care of our school should reflect the ethos and values of the staff, governors, pupils, families and communities. Our pupils should reflect on the values and relate them to their own behaviour. We encourage pupils to use values to guide their own actions. The endeavours of the pupils are built upon and extended through their work and play in a school committed to Christian Values.

Our vision is simple - it is for all our pupils to have high aspirations and to have a wide range of opportunities to develop the knowledge they need to reach their full potential.

To achieve this we will...

- Teach lessons which ignite curiosity and allow them to experience the feeling of discovery.
- Be role models who instil consideration and encourage them to embrace difference and diversity.
- Provide a safe environment to inspire confidence and support them to shape their own future.

As we are a church school, we take the development of the whole child as seriously as we do their intellectual, artistic and physical development.

We have an established a partnership between parents, governors, staff, children, church and everyone else involved in the life of the school.

We are an open and friendly school where all children are made welcome and made to feel they can succeed. We hope that you will feel welcome to get involved and to contribute whatever you feel able to offer to St Mary's.

For our part, we want you to feel secure and comfortable that we offer a happy and safe learning environment, where your child will make progress academically, creatively, socially, spiritually and physically. We have strong links with RAF Shawbury where many parents come for short-term postings. We believe it is especially important for you to feel that your child will be settled and begin to make progress from the word go.

Any primary school is a special place for all those who work there, encouraging high standards and genuine commitment from all who are involved. We work hard to provide an atmosphere of care, commitment and fun! We feel confident that our delivery of the curriculum at St Mary's, and our whole-school approach to children, meets the needs of all the individuals in the school. And of course, we are ALWAYS looking to improve what we do for the benefit of your children.

Sarah North - Headteacher



St Mary's
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Post Title: LEVEL 3 EYFS LEARNING SUPPORT ASSISTANT

Reporting to: SARAH NORTH - HEADTEACHER

Salary: £13.69-£14.59 per hour / £16415.00 - £17497.00 per annum - (Fixed term due to funding)

Hours: 27.5 HOURS PER WEEK - 8:45am - 15:15pm MON-FRI - Term time only

Location: ST MARYS CE PRIMARY SCHOOL AND NURSERY, SHAWBURY, SHREWSBURY, SY4 4JR

Core Purpose of Role:

- Support high-quality early years learning by assisting with planned activities and routines in line with the EYFS framework.
- Work directly with children to support their learning, development, and well-being, either individually or in small groups.
- Promote children's personal, social, and emotional development, encouraging confidence, independence, and positive relationships.
- Support children with additional needs (SEND, EAL, or other barriers) to ensure access to the curriculum.
- Assist with observation and assessment of children's progress and provide feedback to the teacher or Key Person.
- Implement learning activities that encourage exploration, play, and creativity in line with EYFS outcomes.
- Maintain a safe, inclusive, and stimulating environment, both indoors and outdoors.
- Work in partnership with parents and carers to support continuity of care and learning.
- Contribute to planning and preparation of activities and resources to meet the developmental needs of children.
- Support routines and transitions, such as snack times, toileting, and group activities, to ensure smooth daily operations.
- Promote positive behaviour and model expected conduct for children in line with the setting's policies.

Duties:

- Support children's learning and development through planned activities and play.
- Work with individuals or small groups to provide focused support
- Encourage children's independence, confidence, and social skills.
- Observe and record children's progress, contributing to assessments and reports.
- Support children during routines and transitions (snack times, toileting, outdoor play, circle time).
- Contribute ideas for activities that enhance learning and development.
- Help set up, maintain, and tidy learning areas and resources.
- Ensure the learning environment is safe, inclusive, and stimulating for all children.
- Follow safeguarding and child protection policies, reporting concerns promptly.
- Promote positive behaviour and model appropriate conduct for children.
- Work collaboratively with teachers, other LSAs, and external professionals to support children's needs.
- Build positive relationships with parents and carers, supporting continuity of learning and care.
- Support transition processes for children starting, moving within, or leaving the setting



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Management:

- Lead small groups of children during activities or focused learning sessions.
- Supervise and support less-experienced staff or volunteers, providing guidance in delivering EYFS activities.
- Mentor or coach peers, sharing best practice in supporting learning, behaviour, and developmental needs.
- Coordinate learning resources for groups or activities, ensuring effective use and accessibility.
- Monitor and report on children's progress, supporting teachers in evaluating interventions.
- Support planning and organisation of daily routines, activities, and transitions to ensure smooth operations.
- Model good practice in behaviour management, safeguarding, and child engagement.
- Contribute to staff meetings or planning sessions, providing insight from observations and day-to-day work.
- Ensure adherence to safeguarding, health, and safety policies, including risk assessments for activities.
- Assist in organising classroom or outdoor spaces, maintaining a safe, inclusive, and stimulating environment.

Resources:

- repair and set up resources for learning activities, including play, craft, and outdoor equipment.
- Adapt and create materials to meet the developmental needs of individual children or groups.
- Maintain and organise learning areas, ensuring resources are accessible, safe, and appropriate for children.
- Monitor stock levels of consumables, toys, and learning materials, and report needs to the teacher or manager.
- Support the use of ICT and educational technology (e.g., tablets, interactive whiteboards, digital cameras) in learning activities.
- Develop and update resource packs for interventions or small-group activities.
- Ensure resources are used safely and responsibly, in line with school or setting policies.
- Support displays that celebrate children's work and reinforce key learning themes.
- Contribute to planning resource allocation to ensure activities run smoothly and effectively.



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Knowledge and Qualifications:

Essential, i.e. the postholder must have:

- **Level 3 Early Years qualification (e.g., CACHE Level 3 Diploma in Early Years, BTEC Level 3 in Children's Care, Learning & Development).**
- **GCSEs (or equivalent) in English and Maths, typically grade C/4 or above.**
- **Evidence of ongoing professional development relevant to early years practice.**
- **Safeguarding and child protection training (or willingness to undertake).**
- **Basic first aid training (desirable in some settings, essential in others).**
- **Understanding of the Early Years Foundation Stage (EYFS) framework and its learning outcomes.**
- **Awareness of SEND, EAL, and other barriers to learning, and strategies to support inclusive practice.**
- **Understanding of behaviour management strategies appropriate for early years.**
- **Awareness of safeguarding and child protection procedures and responsibilities.**

Please follow the link to check qualifications accepted for this position:

<https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england>

Desirable, i.e. the postholder would ideally have:

- **Level 3 or above in first aid (Paediatric First Aid preferred).**
- **Training in behaviour management or positive handling (e.g., Team Teach).**
- **Additional early years or childcare certifications, e.g., Forest School Leader, ELSA, or Thrive practitioner**
- **Knowledge of specialist early years interventions, e.g., speech and language programmes, phonics schemes, or social-emotional learning programmes.**
- **Awareness of inclusive practice for diverse needs, including children with complex SEND or EAL.**
- **Familiarity with assessment frameworks beyond EYFS, e.g., transition to Key Stage 1 or early literacy/numeracy assessments.**
- **Knowledge of restorative practice or positive behaviour approaches in early years.**
- **Understanding of outdoor learning, forest schools, or experiential learning approaches.**

Experience:

Essential, i.e. the postholder must have:

- **Experience working directly with children in an early years setting (nursery, reception, or similar).**
- **Experience supporting children's learning and development in line with the EYFS framework.**
- **Experience implementing learning activities, both adult-led and child-initiated.**
- **Experience supporting behaviour management and promoting positive social interactions.**
- **Experience working as part of a team, collaborating with teachers, other LSAs, and external professionals.**
- **Experience maintaining a safe and stimulating learning environment.**

Desirable, i.e. the postholder would ideally have:

- **Experience leading small groups or targeted interventions independently.**
- **Experience supporting children with complex SEND or SEMH needs.**
- **Experience using ICT and digital tools for learning, assessment, or record-keeping.**
- **Experience participating in extra-curricular activities, trips, or enrichment programmes.**
- **Experience in outdoor learning, Forest Schools, or creative learning approaches.**



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Skills and Personal Qualities:

Essential, i.e. the postholder must have:

- **Strong communication skills to interact effectively with young children, colleagues, and parents.**
- **Ability to deliver, and evaluate learning activities in line with EYFS outcomes.**
- **Observation and assessment skills to monitor children's progress and development.**
- **Ability to differentiate activities to meet individual needs, including SEND and EAL support.**
- **Effective behaviour management skills appropriate for early years.**
- **Teamwork skills, collaborating with teachers, LSAs, and external professionals.**
- **Ability to support personal care and daily routines confidently and sensitively.**
- **Patience, empathy, and understanding to support the needs of young children.**
- **Enthusiasm and passion for early years education and child development.**
- **Reliability and professionalism, maintaining confidentiality and following policies.**
- **Flexibility and adaptability to meet the changing needs of children and the setting.**
- **Positive attitude to encourage and motivate children.**
- **Observant and reflective, able to identify needs and adapt approaches.**
- **Commitment to inclusion and equality, ensuring all children have opportunities to thrive.**
- **Emotional resilience when working with challenging behaviours or sensitive situations.**

Desirable, i.e. the postholder would ideally have:

- **Ability to lead small groups or targeted interventions independently.**
- **Experience using specialist intervention programmes, e.g., phonics, early literacy/numeracy, or SEMH programmes.**
- **Confidence with outdoor or experiential learning approaches.**
- **Ability to use digital learning tools, interactive whiteboards, or MIS systems.**
- **Inspirational and motivational, able to engage children and build confidence.**
- **Calm under pressure, maintaining patience and composure.**
- **Commitment to ongoing professional development.**





Why would an aspirational Level 3 EYFS LSA join us?

We are committed to developing our staff and to providing opportunities for growth. We want to encourage the career progression of our employees wherever possible, and support staff who wish to move between our schools and the Shared Services Team when suitable roles arise. We also offer secondment opportunities when available.

At Empower Multi-Academy Trust you would be working alongside excellent leaders in education, each with specific areas of expertise. We offer Middle and Senior Leadership development programmes, professional support networks and career development pathways for staff at all levels. In addition, we also have mentoring and coaching programmes, peer learning, internal and external CPD opportunities.

Health and Wellbeing Services

Working in education is a challenging job and the health and wellbeing of our staff is high on our agenda and a key priority. We have several Trust wide wellbeing initiatives that offer support and guidance for our workforce:

- A Trust Wellbeing Strategy and Charter outlining our commitment to staff wellbeing.
- At least one trained Mental Health First Aider in every location, helping to embed our belief that physical and mental health hold equal importance.
- A network of Mental Health First Aiders and Mental Health Leads who provide support, guidance, and signposting to colleagues across the Trust.
- A Future in Mind network representing all our academies, who signpost staff to wellbeing support and information, and ensure staff voice is heard.
- A designated Trustee sponsor whose role is to ensure staff wellbeing remains a priority
- Wellbeing is a discussion item on each Trustee / Local Governing Body meeting agenda
- Dissemination of annual staff wellbeing questionnaires to inform future actions
- Active engagement in national and international awareness days
- Working towards the Mental Health and Work Commitment and the Education Staff Wellbeing Charter.

Take a look at our employee benefits [HERE](#)





What we can offer you

Mission Statement:

To give our young children the knowledge and skills they need to flourish, succeed and contribute to our world

Vision Statement:

For all our pupils to have high aspirations and to have a wide range of opportunities to develop the knowledge they need to reach their full potential.

School Values: Peace, Empowerment, Ambition, Collaboration, Positivity, Respect and Integrity

Join Empower Multi-Academy Trust - Where People Matter



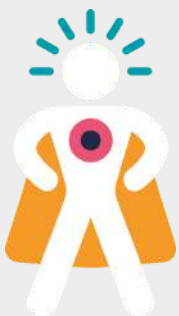
EMPOWERMENT

We actively promote opportunities for every child, adult and school to influence their own practice and future.



POSITIVITY

We adopt a 'can do' attitude and an optimistic approach.



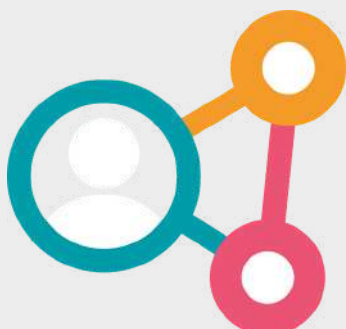
AMBITION

We encourage and support every child, adult and school to aim high to achieve their aspirations.



RESPECT

We are thoughtful and considerate to ourselves, others and the environment.



COLLABORATION

We work together to support everyone to achieve their aims.



INTEGRITY

We are honest, transparent and fair in everything we do.



Application & Selection Process

Please complete the online application form in full and submit with a supporting letter detailing how your skills, experience and attributes demonstrate your sustainability for the role.

Applications should be sent to Michelle Harrington, Director of People & Culture, via the My New Term platform.

The closing date for applications is: Tuesday 6th January 2026 12pm

Interviews will be held on: Friday 16th January 2026

Selection Procedure:

Successful candidates will be invited to interview on Friday 16th January 2026

More detailed information about the interview process will be provided to shortlisted candidates.

Safer Recruitment:

Empower Trust is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. As part of our recruitment process all successful candidates will be subject to a Disclosure and Barring Service check along with other relevant employment checks.

On the day interview:

All applicants will be required to bring in a minimum of three pieces of identification which verify their name, date of birth and current address., one of which must be a form of photographic identification.

The following are acceptable:

- Valid passport, birth certificate or driving licence
- Additional proof of address such as a recent utility bill, council tax bill or bank statement (at least two are required and should be dated no more than three months ago)

Applicants will also need to bring their qualification certificates.

Appointments are subject to the receipt of satisfaction references. References will be sought from the current employer and gaps in employment history followed up.

Data Protection:

You should be aware that the information you provide will be stored at Empower Trust and will not be passed to any third party. Please also refer to our Recruitment Privacy Notice.



PRIVACY NOTICE - JOB APPLICANTS

This privacy notice advises job applicants of the Trust's commitment to data protection responsibilities of privacy and confidentiality relating to the collection and processing of their personal information.

We collect and process your personal data as part of the recruitment process in relation to the role you are applying for. All Headteachers and Managers involved in the recruitment process have responsibility for ensuring that applicants' personal information is held and processed in the correct way.

What is personal information

Personal information is any information that relates to you and can be used directly or indirectly to identify you, such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural, or social identity of that natural person (GDPR article 4).

Special categories of personal data means information about an individual's racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, health, sex life or sexual orientation and biometric/genetic data (GDPR article 9).

Legal Basis for Using Personal Data

We collect personal data only for specified, explicit and legitimate purposes, whether or not by automated means, such as collection, recording, storage, retrieval, use, disclosure, dissemination, erasure, or destruction (GDPR article 4).

1. We process personal data lawfully, only where it is adequate, relevant, and limited to what is necessary for the purposes of processing.
2. We keep accurate personal data, only for the period necessary for processing, and take all reasonable steps to ensure that inaccurate personal data is rectified or deleted without delay.
3. We adopt appropriate measures to make sure that personal data is secure, and protected against unauthorised or unlawful processing, accidental loss, destruction, or damage.
4. We do this to ensure a candidate is suitable for the role and to make sure reasonable adjustments can be made for those applicants who have a disability.
5. Processing of personal data ensures that a fair recruitment process has taken place.

We will not process personal data of applicants for reasons other than the recruitment and selection process. Where we process special categories of personal data or criminal records data to perform obligations, this is done for legal reasons. We will update personal data promptly if an applicant advises that his/her information has changed or is inaccurate.

To operate an effective recruitment process, we will collect and store personal information you submit as part of the application process. By submitting your personal information, you are consenting to us using it in accordance with this policy. You are under no obligation to provide your consent for the organisation to hold your data out-side of the recruitment process. If you do not consent to the organisation holding, processing, and sharing your personal data during the recruitment process, we may not be able to process your application.

In some cases, the organisation will need to process data to ensure that it is complying with its legal obligations. For example, we must check an applicant's entitlement to work in the UK.



What data do we hold on you?

The personal data we hold regarding you can include, but is not limited to, information such as:

- Your name and address.
- Email address and telephone number.
- Date of birth.
- Equal opportunities monitoring information.
- Your nationality and entitlement to work in the UK.
- National insurance number.
- Information about your current salary and benefits.
- Qualifications and skills.
- Work experience and employment history.
- Information about your criminal record.
- Disability status to enable us to make any reasonable adjustments throughout the recruitment process.

Any applicant wishing to see a copy of the information about them that we hold should contact the organisation

Who can access your personal data?

Your personal data may be shared internally with other members of staff involved in the recruitment process for them to perform their roles. Throughout the recruitment process we maintain strict confidentiality and only process and retain personal data of unsuccessful applicants for up to 12 months before being deleted or destroyed.

How do we protect applicants' personal data?

Our servers and storage systems are based in the UK and we have ensured that appropriate safeguards are in place to protect your personal data.

We take the security of your personal data very seriously. Internal policies and controls are in place to try to ensure that data is not lost, accidentally destroyed, misused, or disclosed, and is not accessed except by our employees in the performance of their duties. Where we engage third parties to process personal data on our behalf, they do so based on written instructions, are under a duty of confidentiality and are obliged to implement appropriate technical and organisational measure to ensure the security of data. For example, we ensure that we use encrypted devices, use passwords, virus protection and have firewalls.

What rights do you have in relation to your information?

You have the following rights in relation to your personal data: -

- The right of access to the personal data and supplementary information. This right is to enable you to be aware of and verify the lawfulness of the personal data we are processing.
- The right to rectification. This right allows you to have personal data rectified if it is inaccurate or incomplete.
- The right to erasure. This is also known as the 'right to be forgotten'. This is not an absolute right and applies in specific circumstances.
- The right to restrict processing. The right applies in circumstances where, for example, the data subject contests the accuracy of the data or challenges the public interest or legitimate interest basis. Further guidance can be obtained from the ICO's website.



- The right to data portability. This allows individuals to obtain and reuse their personal data for their own purposes.
- The right to object. Individuals have the right to object to:
 - Processing based on legitimate interests or the performance of a task in the public interest / exercise of official authority.
 - Direct marketing
 - Processing for scientific / historical research and statistics.
 - Rights in relation to automated decision making and profiling.

Further guidance and advice on the above rights can be obtained from the ICO:

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulationgdpr/individual-rights/>

This policy may be subject to change, and any changes. We recommend that you check the Privacy Notice each time you submit an application. If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance by contacting the Data Protection Officer on admin@empowermat.co.uk Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns> to raise any issues you have.

