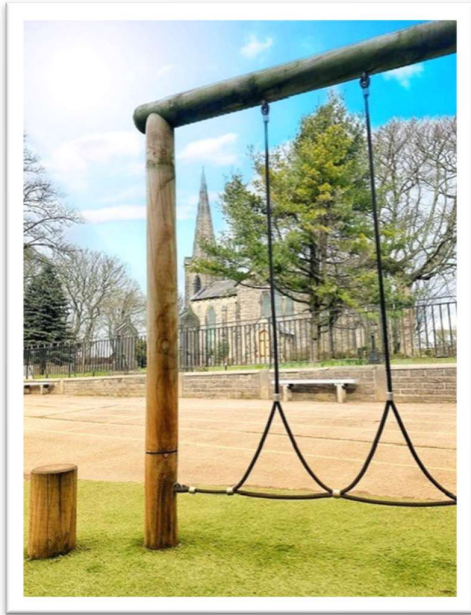




**St. Paul's  
C.E. Primary School**  
Together on life's great adventure

## Recruitment Information





## Contents:

1. Welcome letter from the Headteacher
2. What we're looking for
3. Information about St Paul's CE Primary school

## Vision Statement

Through the love of God, we protect our school community. Together we **trust, hope, persevere** and **flourish** on life's great adventure.

## Core Values

Our pupils have chosen our core values of **love, courage, community, forgiveness, honesty, determination** and **respect**. These are also the names of our school 'families' and each one is represented by a colour of the rainbow.

One of our values is chosen as the focus of our behaviours and worship each week or half term. This allows us to link the behaviours we would expect from the staff, children and community of St Paul's with the values and behaviours God guides us to demonstrate.

We celebrate the children's achievements each week through Celebration Worship where a Star of the Week is selected for demonstrating exceptional work or progress throughout the week. Our close links with St Paul's church are extremely important to us as a church school and we regularly worship or gather in church for various celebrations.

Our vision drives what decisions we make as a school, our values support *how* we live out our vision. Our values underpin all our policies and behaviours within school.

## Welcome letter from the Headteacher

Dear Applicant,

We are delighted that you have shown an interest in the role of teaching assistant at St Paul's C. E. Primary School. St Paul's is a popular primary school with a reputation for high standards of behaviour and achievement. We pride ourselves on our amazing children who are polite, enthusiastic and eager to learn and we strive to create a special place where all children, parents, carers, governors and staff feel valued and respected. It is our aim to nurture and promote achievement for all within a caring Christian environment. We want everyone in our school community to enjoy learning and coming to our school!

St Paul's is brimming with potential and the pupils' participation in school life provides good spiritual, moral, social and cultural development. In our most recent Ofsted inspection (March 2025) the inspector commented on the clear vision and values that the children and adults of St Paul's 'live and breathe'. This is something that we are extremely proud of because visitors to our school regularly comment on the positive and welcoming atmosphere that we have, solidified by our strong school values.

We are also very proud of our close links with the St Paul's Church. The links with church are extremely important to us and we regularly worship and collectively gather in church for services and assemblies such as weekly worship, Mother's Day and Easter services, nativities etc. We work with and support the local community in many ways including supporting the local community market and food banks, singing to the community at the local supermarkets or care homes and taking part in events held in Wibsey such as the Christmas market and summer fayres.

The successful candidate will receive my full support, along with that of our dedicated staff team and committed Governing Body. They will have the opportunity to work closely with parents and carers who actively seek a strong and productive partnership with the school and fantastic children who are keen to learn.

Further information about our school can be found on the website: [www.stpaulscephprimary.com](http://www.stpaulscephprimary.com)

Thank you for your interest, I look forward to receiving your completed application and to meeting you in due course. Good luck!

Sean Helliwell-Kenny  
Headteacher





St Paul's CE Primary School

**School Values:**

Love

Courage

Community

Forgiveness

Honesty

Determination

Respect

**What We're Looking For**

We are looking for the perfect fit for our wonderful school! Someone who is hard working, dedicated and has a desire do their very best for the children of St Paul's. Someone who is able to 'live and breathe' our school values in and outside of school and be a role model to all.

Please come and visit us for a full tour of the school so you can get a feel for us, the school and the amazing children and staff of St Paul's CE Primary School.



## St Paul's CE Primary School

### Outline Job Description

|                    |                           |
|--------------------|---------------------------|
| <b>POST TITLE:</b> | <b>TEACHING ASSISTANT</b> |
| <b>GRADE:</b>      | <b>BAND 5, SCP 5-6</b>    |

#### **GENERIC INTRODUCTION:**

The following information is furnished to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. The school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

#### **PRIME OBJECTIVES OF THE POST:**

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

## **KNOWLEDGE AND SKILLS:**

*(See Personnel Specification)*

## **EFFORT DEMANDS:**

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

## **RESPONSIBILITIES:**

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate exams and undertake routine marking of pupils' work.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g., language, culture, ability, race and religion.

- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g., literacy, numeracy, KS3, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupils' competence and independence in its use.

- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

#### **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

#### **FLUENCY DUTY**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

#### Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

**SPECIAL CONDITIONS OF SERVICE:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g., access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION:**

|                                      | <b>ESSENTIAL (E) / DESIRABLE (D)</b>  |
|--------------------------------------|---|
| <b>EXPERIENCE:</b>                   | <ul style="list-style-type: none"><li>• Experience of working in a team situation. (E)</li><li>• Experience of working with or caring for children of relevant age e.g., voluntary organisation or parental/caring responsibilities. (E)</li><li>• Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. (E)</li></ul>   |
| <b>QUALIFICATIONS/<br/>TRAINING:</b> | <ul style="list-style-type: none"><li>• GCSE English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 1. (E)</li><li>• Other relevant qualifications relating to the post e.g., Level 2 NVQ in Health/Childcare, first aid qualification. (E)</li><li>• Evidence of further training/development and/or willingness to participate in further training and development opportunities. (D)</li></ul>   |
| <b>KNOWLEDGE/SKILLS:</b>             | <ul style="list-style-type: none"><li>• Will possess knowledge of the school's relevant procedures or practices. (D)</li><li>• Will have an outline understanding of relevant legislation. (D)</li><li>• Will have knowledge of some of the policies covering their service area. (E)</li><li>• Problem solving skills. (D)</li><li>• Good communication skills. (E)</li><li>• Exercising advisory, guiding, negotiating and persuasive skills at a developed level. (D)</li><li>• Good numeracy/literacy skills. (E)</li><li>• Basic ICT skills. (E)</li><li>• An understanding of the needs of a multicultural society. (E)</li><li>• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E)</li><li>• Knowledge of childcare. (E)</li><li>• Awareness of child development. (D)</li><li>• Knowledge and commitment to schools Equality policy. (E)</li></ul> |

- Ability to relate well to pupils and adults. (E)
- Ability to work constructively as part of a team. (E)
- Ability to remain calm under pressure. (E)
- Demonstrate a commitment to working with children of the relevant age. (E)
- Demonstrate good co-operative, interpersonal and effective listening skills. (E)
- Maintain confidentiality in matters relating to the school, its pupils, parents or carers. (E)
- Ability to perform all duties and tasks with reasonable adjustments where necessary. (E)
- Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties. (E)

In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.

## **Safeguarding**

St Paul's C.E. Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All shortlisted candidates will be subject to appropriate pre-employment checks, including:

- Enhanced DBS check with barred list information
- References from current and previous employers
- Verification of identity, qualifications and right to work in the UK
- Online searches of publicly available information

Safeguarding checks will be undertaken in accordance with Keeping Children Safe in Education statutory guidance."

## **Equal Rights**

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to school's services.

## **Disabled Applicants**

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personal Specification. As an equal opportunities employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Applications should be made via Prospects Online - [Home](#) | [Prospects](#) | [PACT HR](#)

## **Key Dates Summary**

Closing Date: Tuesday 30<sup>th</sup> June 2026 at 12 noon  
Shortlisting Date: Wednesday 1<sup>st</sup> July 2026  
Interview Date: Thursday 9<sup>th</sup> July 2026

We warmly welcome all applicants to visit our school before submitting an application.

To book a visit date below please contact the school office on 01274 679183.

If you are unable to make any of the scheduled dates, we'll be happy to arrange an alternative time that works for you.

School visit dates:

Monday 15<sup>th</sup> June 2026 at 3.30pm  
Wednesday 17<sup>th</sup> June 2026 at 8.00am  
Monday 22<sup>nd</sup> June 2026 at 4.00pm