



## St Paul's C E Primary School

### Teaching Assistant Recruitment



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



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## 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 fabulous 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 (Feb 2020) the school was graded 'Good' and it was reported that *'There is an effective curriculum to support pupils' understanding of the wider world. This means they learn about different faiths and cultures. Tolerance, respect and kindness are values fostered well in the school'*. In September 2021 we were awarded the Positive Parental Engagement Mark of Excellence for the effective way that we work with our Parents, Carers and Families.

In our most recent SIAMS inspection (January 2023) it was reported that *St Paul's is a school with a big heart. Adults and pupils flourish because they are immersed in patient, kind love. The core Christian values are known and used by the youngest children and the vision is understood by all. The impact of this exemplifies the family culture that enables everyone to flourish. Parents report that the school has 'changed their and their children's lives'*.

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.

Applicants are encouraged to visit our school and I will be more than happy to discuss any further details regarding this opportunity prior to application.

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!

Mrs Cath Palmer  
Headteacher



Our pupils need someone who....



## Key Facts and Statistics

Type of School	C of E, Voluntary Aided
Age Range	4-11
Number of Children on roll	203
% of children on SEND register	17%
% of children with English as an additional language	4.4%
% of children eligible for free school meals	26%
% Pupil Premium (2021/22 budget)	26%

## School Location

### Our address:

St Paul's CE Primary  
School  
St Paul's Avenue  
Wibsey  
Bradford  
West Yorkshire  
BD6 1ST



## Statement of St Paul's ethos and values

### 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 learning and behaviour each week and teaching staff select two pupils in each class that have shown this value in their learning or around the school. These pupils are presented with a coloured certificate that is taken home as a reminder of how they are showing that value in school.

Each pupil also has a 'values passport'. The booklets are where the children record their successes and commitment to our school values. There are special pages in the passports for each of our core values and each page has a Bible quote and a symbol that links to the value. Our pupils collect 'staff stamps' for demonstrating each value through both school life and through their learning; classes with the most stamps at the end of the week get a special mention in celebration assembly. We hope that our pupils will travel far with their 'passports' on their St Paul's 'values journey'

These values underpin all our policies and plans.







## **Early Years Teaching Assistant Job Description and Person Specification**

<b>Post title:</b>	<b>Teaching Assistant</b>
<b>School:</b>	<b>St Paul's C of E Primary School</b>
<b>Pay range:</b>	<b>Band 5, SCP 4-6, 27.5 hours per week term time only</b>
<b>Line manager:</b>	<b>Headteacher</b>

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### **GENERIC INTRODUCTION:**

The following information is furnished to assist staff joining St Paul's CE Primary 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. St Paul's 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. St Paul's 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.

Work collaboratively with teaching staff and other support staff to enhance the development and education of pupils.

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, personal care 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 and creation of sensory resources.
- 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.



- Follow direction to meet the specific needs of individual pupils, in line with their Education, Health and Care Plans and pupil passports
- 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 well being 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/carers 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, 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.

#### **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:

	ESSENTIAL (E)/DESIRABLE (D)
<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> </ul>
<b>Qualifications/ Training:</b>	<ul style="list-style-type: none"> <li>• GCSE English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2. (E)</li> <li>• Other relevant qualifications relating to the post e.g., Level 2 NVQ in Health/Childcare, first aid qualification. (D)</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. (E)</li> <li>• Will have an outline understanding of relevant legislation. (E)</li> <li>• Will have knowledge of some of the policies covering their service area. (E)</li> <li>• Problem solving skills. (E)</li> <li>• Good communication skills. (E)</li> <li>• Exercising advisory, guiding, negotiating and persuasive skills at a developed level. (D)</li> <li>• Basic ICT skills. (D)</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. (D)</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>

	<ul style="list-style-type: none"> <li>• Ability to relate well to pupils and adults. (E)</li> <li>• Ability to work constructively as part of a team. (E)</li> <li>• Ability to remain calm under pressure. (E)</li> <li>• Demonstrate a commitment to working with children of the relevant age. (E)</li> <li>• Demonstrate good co-operative, interpersonal and effective listening skills. (E)</li> <li>• Maintain confidentiality in matters relating to the school, its pupils, parents or carers. (E)</li> <li>• Ability to perform all duties and tasks with reasonable adjustments where necessary. (E)</li> <li>• Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. (E)</li> </ul>
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### **Curriculum**

Develop the curriculum further  
to ensure it is robust,  
progressive,  
ambitious, engaging and  
promotes a sense of belonging  
and community

### **Leadership and Management**

Develop 'staff as leaders',  
'pupils as leaders' and  
governors to  
secure future development

### **Vision and Core Values**

Embed the Vision, Core  
Values and Christian  
ethos of St Paul's to  
enable the school  
community to flourish

### **Inclusion**

Refine practices and  
ensure that all pupils  
maximise their  
potential in a safe  
and nurturing  
environment

### **Core subjects**

Ensure all pupils make  
progress in maths and  
English in line with  
national expectations

### **Community**

Proactively manage and  
improve attendance and  
continue to develop and  
embed strategies to support  
the health and well-being of  
the St Paul's community

### **EYFS**

Embed the new EYFS  
framework and ensure  
a secure foundation  
to the pupils' learning  
journey at St Paul's



## **St Paul's School Development Priorities 2022-23**

## School Development Plan agreed priorities 2022- 2023



<b>Curriculum</b> Develop the curriculum further to ensure it is robust, progressive, ambitious, engaging and promotes a sense of belonging and community	<b>Leadership and Management</b> Develop staff as leaders, pupils as leaders and governors to secure future development	<b>Inclusion</b> Refine practices and ensure that all pupils maximise their potential in a safe and nurturing environment	<b>Maths and English</b> Ensure all pupils make progress in maths and English in line with national expectations	<b>Community</b> Proactively manage and improve attendance and continue to develop and embed strategies to support the health and well-being of the St Paul's community	<b>EYFS</b> Embed the new EYFS framework and ensure a secure foundation to the pupils' learning journey at St Paul's	<b>Vision</b> Embed the Vision, Core Values and Christian ethos of St Paul's to enable the school community to flourish
<p>Ensure the curriculum is taught to a high standard, informed by evidence -based approaches, and ensure there is challenge and high expectations for all pupils in all lessons</p> <p>Coherently plan the curriculum so it is progressive, ensuring lessons are sequenced carefully, resulting in children's acquisition of transferable knowledge</p> <p>Continue to develop the 'Our Bradford' curriculum</p> <p>Continue to embed a high quality reading curriculum that will spark hope, create a reading culture across the school which will foster a love of literature and enable children to access their learning across the curriculum</p> <p>Develop knowledge organisers as a communication tool for parents and a form of assessment for foundation subjects</p>	<p>Ensure the school vision and values are woven through every element of school life</p> <p>Develop subject leaders, to enable them to plan and develop a coherent and engaging curriculum.</p> <p>Develop the role of 'pupils as leaders' through the 'Bridge Builder' initiative</p> <p>Develop the roles and responsibilities of governors, linking these roles to areas of the curriculum</p> <p>Networking and training opportunities are available for all</p>	<p>Ensure safeguarding procedures continue to follow the current guidance and meet statutory requirements</p> <p>Embed new assessment systems to ensure that staff are confident to target pupils, plan effectively and accurately report to parents</p> <p>Develop our school environment to ensure comprehensive SEMH provision is in place for all pupils</p> <p>Networking and training opportunities are maximised for all staff with regard to SEND in it's widest sense</p>	<p>Additional staff recruited to support accelerated progress for targeted groups</p> <p>Implement Little Wandle phonics scheme across foundation stage, KS1 and lower KS2</p> <p>Bespoke INSET training provided -outstanding teaching and learning strategies and marking and feedback</p> <p>Make adaptations to and implement the Power of Reading programme</p> <p>Ensure the school-led tutoring programme offers targeted support to a wide range of pupils out of school time</p> <p>Robust monitoring cycle in place to enable trusting working relationships to impact positively on practice</p>	<p>Review attendance procedures and policies to support high attendance and punctual habits in the families of St Paul's</p> <p>Ensure relationships are maintained and strengthened with all stakeholders through targeted community cohesion work</p> <p>Networking and training opportunities are maximised for family support and behaviour support staff</p> <p>Continue to offer a wide range of well-being strategies in school to support staff</p> <p>Signpost a wide range of support for all stakeholders</p>	<p>Ensure that practice is child-led and includes a range of experiences that challenge and extend all learning</p> <p>Develop provision inside and outdoors to maximise learning opportunities for all pupils</p> <p>Develop strong links with parents and carers before and during pupils' Foundation Stage years</p> <p>Networking and training opportunities are maximised for leaders, teachers and support staff</p>	<p>To further embed Understanding Christianity and thus continue to develop children's skills in approaching an understanding of Christianity and faith informed by argument, objectivity, historical perspective and more detailed theology</p> <p>Give pupils regular opportunities to monitor and record their own spiritual development as they learn to apply the school Christian values to their lives and work.</p> <p>Ensure self – evaluation is in line with SIAMS framework and revised syllabus</p> <p>Networking and training opportunities are maximised for staff</p>

### Disclosure and Barring Service

This role will be subject to a satisfactory disclosure from the Disclosure and Barring Service. The Rehabilitation of Offenders Act 1974 helps rehabilitated ex-offenders back into work by allowing them not to declare criminal convictions and cautions to employers after a defined rehabilitation period has elapsed. During the rehabilitation period convictions and cautions must always be declared. Further, you should now include a statement in your recruitment materials for applicants, explaining that an online search will be completed for shortlisted candidates.

### 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.

### Job Sharing

Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

### Key Dates Summary

Closing Date	Wednesday 4 <sup>th</sup> October 2023 at 12 noon
Visits to school	Email <a href="mailto:schooloffice@stpauls.bradford.sch.uk">schooloffice@stpauls.bradford.sch.uk</a>
Shortlisting Date	Wednesday 4 <sup>th</sup> October 2023 pm
Interview Date	Thursday 5 <sup>th</sup> October 2023 pm