



# St Vincent's Catholic Primary School

## Job Description and Person Specification September 2025/2026

Job title:	<b>Level 3 Teaching Assistant</b>
Reports to:	SENDCO
Hours of work:	32.5 hrs per week term time + 4 weeks outside of term
Salary:	Grade F £32,454 - £35,448
Start date:	September 2025

### Overview

Overall to assist in the care, academic and social development of pupils with high levels of need, under the direction and guidance of the SENDCO from 8:30 am – 3:30 pm term time plus 8:30 am - 3:30 pm outside of term for 4 weeks per year.

*Note that timings of the day may need to be adjusted depending on individual children's needs.*

The role forms a central part of the work of St Vincent's School SEND provision and you will work closely with the SENDCO and other support staff to contribute positively to providing safe, creative and stimulating activities to meet the needs of children aged between 3 and 11 years of age with significant needs.

### JOB CONTEXT

- The post is managed by the SENDCO
- This is a term time plus 4 weeks post, following Barnet pay and conditions.
- The starting salary for this post is on Grade F £32,454 with progression dependent on achieving performance targets.

**This role has been created to fulfil the needs of specific pupils, who have profiles of Autism, ADHD and/ or physical disabilities. These children are in receipt of 25+ hours of exceptional needs funding. The children all have Education, Health and Care Plans outlining their needs and provision requirements. This role will be as a member of a team of support assistants who will work together under the supervision of the SENDCO.**

### General duties

To provide support to teachers in the learning and personal development of pupils with complex needs and/or disabilities to whom you are assigned, to enable them to make best use of the educational opportunities available to them.

### Key responsibilities include:

#### 1. Supporting the pupils' in 1:1 or small groups

- supporting the development of skills in literacy, numeracy, communication and social and behavioural needs

- differentiating and personalising work for the pupil to suit their ability and interests
- using knowledge of pupil's learning support needs to suggest appropriate adjustments to lesson plans to teachers
- clarifying and explaining instructions using indirect language
- motivating and supporting the pupil - helping the pupil to regulate their emotions by offering sensory breaks
- close liaison with class teacher, SENDCo, external agencies and parents
- developing appropriate resources to support the pupil

## **2. Supporting pupils self esteem, inclusion and behavioural development, e.g.**

- encouraging an acceptance and inclusion of the pupil with special needs
- developing methods of promoting/reinforcing the pupil's self esteem and independence
- providing individual supervision in and out of the classroom for the pupil
- establishing a supportive relationship with all pupils
- reinforcing the school ethos, e.g. Vincentian Values, expectations of behaviour within class and elsewhere on the school site
- supervising the pupil on outings, school activities including accompanying them in the swimming pool, and at lunchtimes and playtimes.

## **3. Supporting the Teacher/s, e.g.**

- Being part of a High Needs support team working with individual children with significant needs.
- Using knowledge and experience of the pupil concerned, to contribute, with the class teacher, High Needs Support Team, SENDCo (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for the child.
- Contribute to the development of the child's support plans and reviews of pupil progress.
- Providing regular feedback, written and verbal using agreed systems, about the pupil to the Teacher/s and SENDCo.

## **4. Supporting the curriculum**

- Support the delivery of the English and Mathematics along with other aspects of both the National Curriculum/Early Years Curriculum and the enhanced curriculum offered by the school.

## **5. Supporting the school, e.g.**

- Where appropriate, fostering and developing links between a pupil's home and school.
- Assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc
- Administering First Aid when required
- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties

In addition, the role might include some general Teaching Assistant duties as listed below:

- Assisting with the planning, delivery and assessment of learning under the direction of the teaching staff.

- Supervising groups in or out of the classroom.
- Preparing classrooms and resources including display of pupils' work and providing clerical/administrative support e.g. photocopying, filing and record keeping.
- Use ICT for learning activities and support pupils to develop competence and independence in the use of ICT.
- Where necessary, liaising with parents in a professional manner, ensuring all relevant information is communicated to the class teacher
- Communicating effectively with all staff and pupils promoting professional relationships.
- Ensuring children remain within a safe environment and are able to play safely.
- Actively encouraging pupils to cooperate and play together.
- Setting suitable and positive behaviour standards in line with the school behaviour policy.
- Managing behaviour issues in a calm and positive manner in line with the child's personal support plan and Restorative Practice approach.
- Ensuring that all incidents requiring first aid are communicated and recorded appropriately and in line with school's procedures and policies.
- Be familiar with and maintain up-to-date knowledge of the school's Child Protection Policy and safeguarding procedures.
- Maintaining confidentiality at all times.
- Attend regular review meetings, staff meetings when required.
- Meet with external professions and follow advice related to children's EHCPs.
- Participate in Child Protection training every three years and other training as required.
- Take on roles and responsibilities as directed by your Line Manager or the Headteacher.

#### **HEALTH AND SAFETY / FIRST AID**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.
- Be able to lift children after falls or accidents or to remove them from danger in line with Positive Handling procedures.
- Be able to clear up blood or other bodily fluids of children after accidents or sudden illness and change nappies when needed in line with the school's Intimate Care Policy.
- Be able to feed children and encourage self care in line with their EHCP requirements.
- Promote diversity, equality and inclusion, accounting for cultural differences and family circumstances in activities.

#### **Promoting the health, safety and welfare of children**

- Act in accordance with legal requirements and statutory guidance on health and safety, child protection, safeguarding, security and confidentiality.
- Act in accordance with relevant school policies and procedures, such as those concerning child protection, health and safety and emergency situations.
- Promote the welfare of children at all times and report any safeguarding concerns to the Headteacher.
- Plan and carry out physical care routines suitable to the age, stage and needs of each child.
- Promote health and wellbeing throughout all practice and activities.
- Follow and encourage appropriate infection control measures, e.g. hand-washing, food hygiene, cleaning spillages and safely disposing of waste.
- Maintain accurate records and share information as required to ensure all children's needs are met, e.g. in relation to allergies and medical conditions.

- Ensure that children are kept safe and that staff members understand and follow safeguarding policy and procedures.
- Report any safeguarding concerns to the School's Designated Safeguarding Lead (DSL) at the earliest opportunity.
- Support all children by promoting positive strategies for unwanted behaviour, in line with the School's Behaviour Management Policy.
- To contribute to the review of any policies and procedures ensuring that they are understood and followed by everyone.

## **SAFEGUARDING**

The Governing Body of St Vincent's Primary School are committed to safeguarding and promoting the wellbeing of children and young people. The Headteacher ensures the highest priority is given to following the most up to date guidance and regulations to safeguard children and young people. You will need to demonstrate knowledge and understanding of relevant guidance and legislation and to display commitment to the protection and safeguarding of children and young people.

The successful candidate will be required to undergo an enhanced DBS check before securing their employment at St Vincent's Primary School.

***As part of our commitment to Racial Justice, Equality and Diversity, we welcome applicants from a range of diverse backgrounds.***



## St Vincent's Catholic Primary School

	Attributes	Essential/ Desirable	
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>● Level 2 or above NVQ in Early Years Care and Education or similar field.</li> <li>● Minimum of GCSE grade C or equivalent in maths and English.</li> <li>● First aid certificate</li> <li>● A 2:1 or above degree in early years childcare or a related subject.</li> <li>● Food and Hygiene certificate</li> <li>● Level 2 Safeguarding Training</li> </ul>	E E D D D D	Application Form Interview References
<b>Skills and experiences</b>	<ul style="list-style-type: none"> <li>● Worked with primary aged children.</li> <li>● Worked with parents to support children's development.</li> <li>● Used the early education curriculum framework to support children's development.</li> <li>● Excellent communication, planning and organisational abilities.</li> <li>● Able to work with pupils and their families sensitively and effectively.</li> <li>● Able to assess and plan for a child's individual needs and differentiate activities to cater for children's varying needs and stages of development.</li> <li>● Worked with children with SEND.</li> </ul>	E E E E E E D	Application Form Interview References

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Clear understanding of the expected patterns of children’s development from birth to age five, and of further development from age five to eleven.</li> <li>● Able to analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.</li> <li>● Appreciation of the importance of children’s holistic development in the following areas: <ul style="list-style-type: none"> <li>- Speech, language and communication</li> <li>- Personal, social and emotional development</li> <li>- Physical development</li> </ul> </li> <li>● Able to explain the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</li> <li>● Recognition of the importance of CPD and how to use time effectively.</li> </ul>	D  D  D  D  D	Application Form Interview References
<b>Personal Traits</b>	<ul style="list-style-type: none"> <li>● A willingness to support the ethos and values of St Vincent’s Catholic Primary School.</li> <li>● A calm, caring and friendly nature.</li> <li>● A commitment to promoting children’s wellbeing and education.</li> <li>● Excellent verbal and written communication skills.</li> <li>● Excellent time management and organisation skills.</li> <li>● A flexible approach towards working practices.</li> <li>● Ambition for self-improvement.</li> <li>● The ability to work independently and as part of a team.</li> </ul>	E E E E E E E E	Application Form Interview References