



Stanbury Village School

Recruitment Pack

SEND Teaching Assistant Vacancy

Start date: September 2026



Stanbury Village School

Stanbury Village School is at the heart of the Bronte country and plays a fundamental role in the local community. We are a half form entry primary school who pride ourselves on our caring and nurturing environment where each member of the Stanbury family feels loved, cared for and valued. Families choose us because of our caring ethos, excellent behaviour and consistently strong outcomes.

A wonderful place to work and develop

We are incredibly proud of our nurturing culture where every child is supported to reach their potential; academically, socially and personally. Our pupils are curious, enthusiastic and motivated to learn, and our staff are committed, collaborative and passionate about making a difference.

At Stanbury Village School, learning is exciting, purposeful and memorable. We ensure all pupils, including those with SEND or from disadvantaged backgrounds, receive the support and challenge they need to thrive. Our curriculum is thoughtfully planned, well-sequenced and designed to help children know more, remember more and do more as they move through the school.

Join Us

This is an ideal time to join our dedicated team. As a SEND Teaching Assistant, you will be joining a supportive and forward-thinking school where your care, patience and commitment to inclusive practice will have a meaningful impact on the child you support and the wider school community. If you are passionate about helping children thrive, committed to meeting individual needs and enthusiastic about supporting learning and development in the Early Years, Stanbury Village School is the place for you.

As Headteacher, I feel incredibly proud of our warm, hardworking and dedicated school community. Stanbury is a very special place to learn and to work, and we are excited to welcome a SEND Teaching Assistant who shares our values, our ambition and our commitment to providing the very best support and opportunities for every child.



Location

Stanbury Village School is nestled in the heart of West Yorkshire, surrounded by breathtaking landscapes and rich cultural heritage. This charming village school is perfectly positioned for easy access, offering:

- Proximity to the picturesque Bronte Waterfalls, a short walk away, ideal for outdoor learning and adventures.
- Just 1.5 miles from the literary haven of Haworth, home of the Brontë sisters, adding historical and cultural depth to its setting.
- Nearby Lower Laithe Reservoir, a tranquil spot for family outings and nature exploration.
- Excellent transport links: only 6 miles from Keighley, 9 miles from Hebden Bridge, and 12 miles from Bradford City Centre.

With its stunning rural scenery, rich local history, and convenient connections to nearby towns and cities, Stanbury Village School offers an inspiring environment for learning and community engagement.

Visits to School

We warmly encourage prospective applicants to visit our school and experience our welcoming and supportive environment first-hand. To arrange a visit at a mutually convenient time, please contact the school office and we will be happy to make the necessary arrangements.

The Opportunity



Job Title: SEND Teaching Assistant

Responsible to: Headteacher

Salary Grade: Band 5 – Point 6

Working pattern: – 3.5 hours per day – 17.5 hours per week or 14 hours 4 afternoons per week – 12pm until 3:30pm

Contract: Temporary linked to child's EHCP Funding

Start date: September 2026

We are seeking to appoint a dedicated, caring and reflective SEND Teaching Assistant to provide one to one support for a child with an Education, Health and Care Plan (EHCP) within our Reception class. This is a rewarding opportunity to make a genuine difference to a child's learning, development and wellbeing within a nurturing and inclusive school environment.

Working closely with the Class Teacher, SENDCo and wider school team, you will support the child's communication, interaction and engagement with learning throughout the school day. You will help provide a calm, consistent and supportive environment where the child feels safe, understood and able to thrive.

The child is a happy and active young learner with a primary area of need in communication and interaction and is currently on the pathway for autism assessment. They enjoy sensory and self-directed play and are developing shared attention and awareness of others.

You will be joining a well established and supportive Early Years team who know the child extremely well. The child has attended Stanbury Village School for the past two years and is very familiar with school routines, expectations and staff. We are looking for someone who is patient, adaptable and passionate about supporting children with additional needs.

Safeguarding is at the heart of everything we do. As a member of staff at Stanbury Village School, you will play an important role in maintaining our strong safeguarding culture by ensuring that pupils feel safe, supported and cared for at school, and by following all safeguarding procedures with diligence and professionalism.

We strongly encourage prospective applicants to visit the school to meet the child and learn more about the role. Parents have kindly provided consent for an anonymised version of the child's EHCP to be shared with interested candidates to help applicants better understand the child's needs and the requirements of the role.

The Opportunity



We are looking to appoint a SEND Teaching Assistant who will:

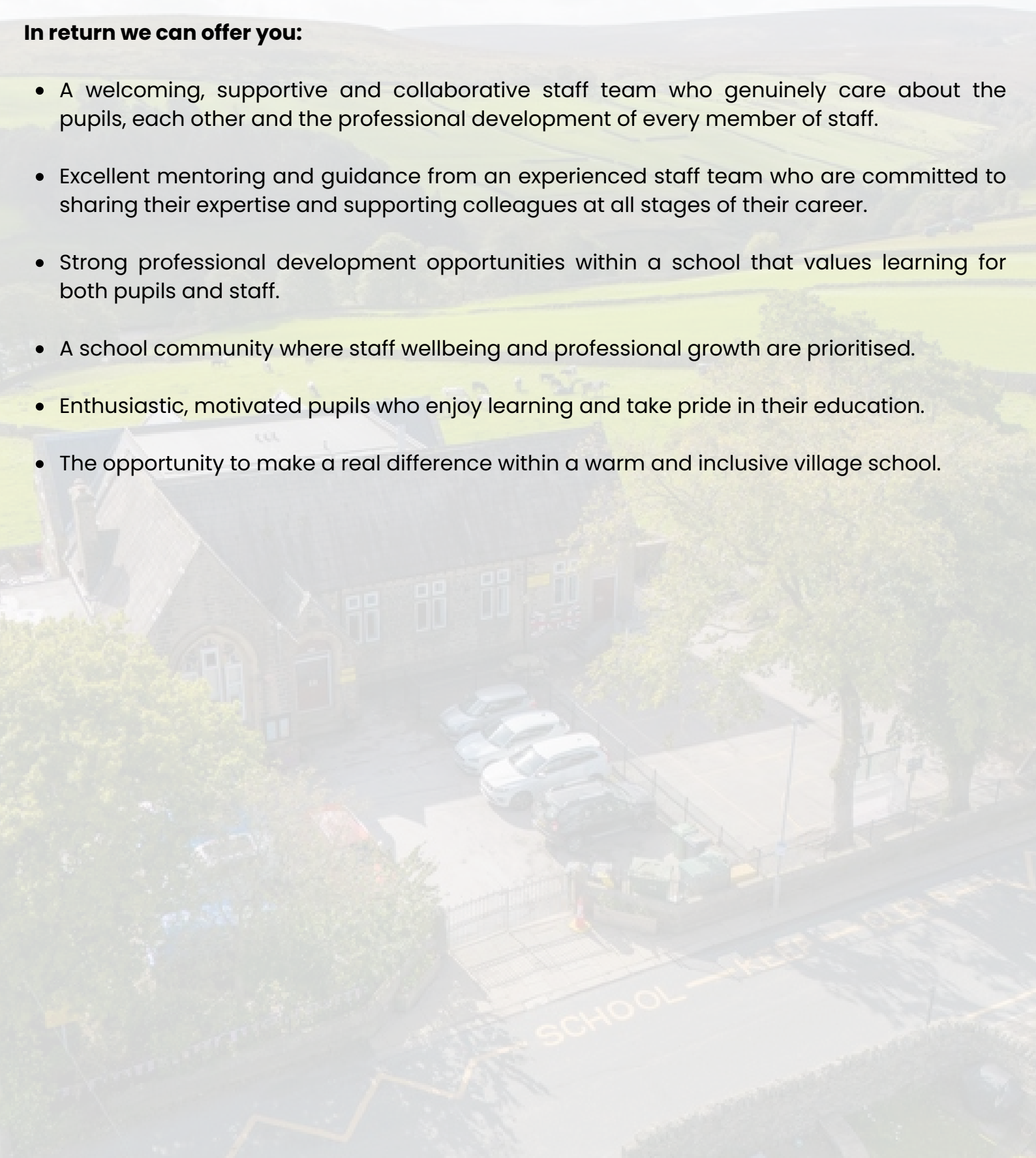
- Be a caring, patient and reflective practitioner with a commitment to supporting children with additional needs to thrive within an inclusive environment.
- Build positive and trusting relationships with the child, supporting their communication, interaction, learning and emotional wellbeing throughout the school day.
- Be willing to engage proactively with the child through play, sensory activities and everyday interactions, getting down to the child's level and supporting engagement through warm, responsive and consistent communication.
- Adapt activities and provision to meet the child's individual needs, interests and developmental stage, particularly through play based and sensory approaches within the Early Years environment.
- Work closely and collaboratively with the Class Teacher, SENDCo and wider staff team, contributing to a consistent and supportive approach.
- Be willing to follow advice and strategies provided by outside agencies and professionals supporting the child.
- Be committed to developing their professional practice through reflection, feedback and ongoing training.
- Demonstrate a strong commitment to safeguarding and promoting the welfare of all children.
- Contribute positively to the wider life and ethos of the school, including supporting PTFA events and activities where appropriate
- Be able to develop positive and professional relationships with the child's parents, providing regular handovers and sharing information about the child's day, successes, wellbeing and progress towards individual targets and next steps.

The Opportunity



In return we can offer you:

- A welcoming, supportive and collaborative staff team who genuinely care about the pupils, each other and the professional development of every member of staff.
- Excellent mentoring and guidance from an experienced staff team who are committed to sharing their expertise and supporting colleagues at all stages of their career.
- Strong professional development opportunities within a school that values learning for both pupils and staff.
- A school community where staff wellbeing and professional growth are prioritised.
- Enthusiastic, motivated pupils who enjoy learning and take pride in their education.
- The opportunity to make a real difference within a warm and inclusive village school.



Job Description



Purpose of the Role

To work under the direction of the Class Teacher, SENDCo and senior leaders to provide high-quality one-to-one support for a child with an Education, Health and Care Plan (EHCP) within the Early Years Foundation Stage.

The postholder will support the child's learning, communication, interaction, emotional wellbeing and development, helping them to access the curriculum and participate fully in school life within a safe, nurturing and inclusive environment.

Key Responsibilities

1. Pupil Support and Learning

- Provide consistent one to one support for the child throughout the school day (afternoons), adapting approaches to meet their individual needs and developmental stage.
- Support the child's communication, interaction, engagement and emotional regulation through positive, nurturing and responsive interactions.
- Engage proactively with the child through play, sensory activities and everyday learning experiences, including working at the child's level to encourage shared attention, engagement and participation.
- Support the implementation of individual targets and provision outlined within the child's EHCP and support plans.
- Adapt activities and resources to enable the child to access learning opportunities within the Early Years environment.
- Encourage the child's independence, confidence and social development while maintaining appropriate levels of support.
- Work collaboratively with the Class Teacher and SENDCo to contribute to observations, assessment information and next steps for the child's learning and development.

2. Communication and Partnership Working

- Work closely with the Class Teacher, SENDCo, wider school staff and external professionals to ensure a consistent and supportive approach.
- Follow and implement strategies and recommendations provided by outside agencies supporting the child.
- Develop positive and professional relationships with parents and carers, providing regular handovers and sharing information about the child's wellbeing, achievements and progress towards individual targets.
- Contribute positively to meetings, reviews and discussions relating to the child's provision where appropriate.

Job Description



3. Behaviour, Wellbeing and Safeguarding

- Help to create a calm, safe and nurturing environment where the child feels secure, valued and supported.
- Promote positive behaviour, emotional wellbeing and engagement through consistent routines and supportive strategies.
- Demonstrate patience, empathy and professionalism when responding to the child's individual needs.
- Maintain a strong commitment to safeguarding and promoting the welfare of children, following all school safeguarding policies and procedures at all times.
- Support the wider ethos and values of the school and contribute positively to school life and events where appropriate.

4. Safeguarding and Welfare

- Safeguard and promote the welfare of all children in accordance with statutory guidance, including Keeping Children Safe in Education.
- Follow all school safeguarding procedures and report any concerns promptly and appropriately.
- Promote the child's wellbeing, emotional development and personal independence through nurturing and consistent support.
- Maintain professional boundaries and uphold confidentiality at all times.

5. Inclusion and Equal Opportunities

- Support inclusive practice to ensure the child is able to access learning opportunities and participate fully in school life.
- Work closely with the Class Teacher, SENDCo, support staff and external agencies to support the child's individual needs and provision.
- Promote equality, diversity, kindness and respect within the classroom and wider school community.
- Help to create an environment where the child feels valued, understood and supported to achieve their potential.

Job Description



6. Wider Professional Responsibilities

- Work collaboratively with colleagues to support the child's development and the wider work of the Early Years and SEND teams.
- Participate in staff meetings, training, professional development opportunities and relevant review meetings.
- Communicate effectively and professionally with parents and carers regarding the child's wellbeing, achievements and progress.
- Contribute positively to the wider life of the school, including school events, enrichment activities and PTFA events where appropriate.
- Support and uphold the school's ethos, values and commitment to providing a nurturing and inclusive environment for all children.

7. Working with Colleagues and External Professionals

- Work effectively and collaboratively with the Class Teacher, SENDCo, support staff and wider school team to provide consistent support for the child.
- Contribute to professional discussions, observations and planning related to the child's provision, progress and next steps.
- Follow guidance and implement strategies recommended by external agencies and professionals working with the child.
- Share relevant information appropriately with colleagues to ensure continuity, consistency and high-quality support.

Professional Standards

Support staff are expected to demonstrate high standards of professionalism, confidentiality and conduct at all times. The successful candidate will be expected to work in line with school policies and procedures, including adhering to the school's Staff Code of Conduct, and demonstrate a strong commitment to safeguarding, inclusion and supporting the wellbeing and development of all children.

Personal Specification

The following personal specification outlines the essential criteria required for this role. Applicants are expected to demonstrate how they meet all of the criteria listed below through their qualifications, experience, skills, and personal qualities. These requirements will be used as part of the shortlisting and selection process.

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
Experience	<ul style="list-style-type: none">• Experience working in a school environment or other educational setting• Experience working with children / young people with SEN• Experience planning and delivering learning activities
Skills and knowledge	<ul style="list-style-type: none">➢ Good literacy and numeracy skills➢ Good organisational skills➢ Ability to build effective working relationships with pupils and adults➢ Skills and expertise in understanding the needs of all pupils➢ Knowledge of how to help adapt and deliver support to meet individual needs➢ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils➢ Excellent verbal communication skills➢ Ability to work as part of a team and to be flexible in their approach to daily routines➢ Active listening skills➢ The ability to remain calm in stressful situations➢ Knowledge of guidance and requirements around safeguarding children
Personal qualities	<ul style="list-style-type: none">➢ Enjoyment of working with children➢ Sensitivity and understanding, to help build good relationships with pupils➢ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school➢ Commitment to maintaining confidentiality at all times➢ Commitment to safeguarding pupil's wellbeing and equality➢ Resilient, positive, forward-looking and enthusiastic about making a difference➢ Capacity to inspire, motivate and challenge children and young people

Safeguarding



This post is exempt from the Rehabilitation of Offenders Act 1974 under the Exceptions Order 1975 (as amended in 2013 and 2020). This means that both spent and unspent convictions and cautions may need to be disclosed. However, certain convictions and cautions are considered 'protected' under filtering rules and do not need to be disclosed. Guidance on what should be disclosed can be found on the Ministry of Justice website: [Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 - GOV.UK](https://www.gov.uk/guidance/disclosure-of-convictions-and-cautions)

Stanbury Village School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexuality or religion.

The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure Barring Service (DBS).

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

You have a duty of care for your own health and safety at work and that of others who may be affected by your actions at work.





How to apply

To apply for this vacancy, please complete an application form and return to recruitment@stanbury.bradford.sch.uk

Stanbury Village School is committed to safeguarding and promoting the welfare of all our children. All posts are subject to an Enhanced DBS check and references. Applicants will be subject to an online search if shortlisted. Proof of eligibility to work in the UK will be required.

Please note: CVs are not accepted for this post.

Closing Date: Monday 15th June 2026 at 9:00am

Short listing: Tuesday 16th June 2026

Interviews: Monday 22nd June 2026

Interview Process and Key Dates

The interview process will take place over half a day and will include a formal interview, a practical task, and a short observation session working alongside a child with an EHCP. These activities are designed to assess your suitability for the role, including your skills, experience, and ability to support pupils effectively within the school environment.

Thank you

Thank you for taking the time to learn about our unique school and the exciting opportunities we have to offer. Whether you decide to visit us in person or take the next step by applying, we are excited about the possibility of welcoming you to our team. Together, we can create a positive and enriching environment where both students and educators thrive. We look forward to hearing from you!

Andy Robinson
Headteacher