



St Mary's Catholic Primary School

Job Application Pack

Level 3 Teaching Assistant



Welcome from the Executive Headteacher

St Mary's is a happy, inclusive Catholic school where children develop as well-rounded individuals with a strong sense of self and a commitment to being an involved participant in our community. Our children are viewed as unique individuals with value and worth created in the image of God.

St Mary's Catholic Primary School is part of a partnership of Catholic Schools. In collaboration with Holy Family Xavier Catholic Primary and St Francis Xavier Catholic Primary, we aim to create a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At St Mary's, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning, and exceptional personal support in an inclusive, faith based environment.

Every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from staff who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our staff to make a difference, makes me proud to be Executive Headteacher of this diverse and dynamic family of schools.

I look forward to receiving your application

Bernadette Nesbit
Executive Headteacher, NLE

"The Catholic Life of the school is outstanding because a strong sense of Catholic identity has been established, enabling all staff and pupils to be united in living its mission" Section 48 inspection December 2022

"Pupils' behaviour and attitudes to learning are exceptional. They show tremendous respect for, and kindness towards, each other. Pupils' behaviour does not get in the way of learning. In fact, it is quite the opposite. Girls and boys work and play together in harmony. Leaders' hard work to improve attendance and punctuality has paid off. Pupils come to school regularly and on time." Ofsted, 2021

Our mission statement at St Mary's Catholic Primary School is embedded by the statement of ethos:

'Dream it, Believe it, Achieve it'

**'At St Mary's, we walk together with Christ, to achieve our potential,
helping one another to love, care, smile and learn.
Let your light shine'**

About the Partnership of Catholic Schools

Our aim as a partnership is to deliver an innovative approach to inclusive, enriching and balanced cross curricular teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth and strength of the partnership is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

St Mary's Catholic Primary School

St Mary's Catholic Primary School is situated close to Doncaster town centre with close links with the A1 and other major motorway routes.

St Francis Xavier Catholic Primary School

St Francis Xavier Primary School is situated close to Doncaster City centre with close links with the A1 and other major motorway routes. It is a vibrant and aspirational school with a proud and visible Catholic ethos underpinning a positive approach to both learning and behaviour.

Holy Family Catholic Primary School

Holy Family Primary School is a Catholic Voluntary Academy located in the east of Doncaster. It is a vibrant and aspirational school with a proud and visible Catholic ethos underpinning a positive approach to both learning and behaviour.

Safeguarding Children & Young People

The Governing Body is fully committed to safeguarding and to promoting the welfare of children and applicants will undergo child protection screening appropriate to the post, including checks with past employers. The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check. Shortlisted Applicants will be required to complete a self-disclosure.

Please read the following policies, which are available on the 'Policies' tab on the school website:

- **Safeguarding Policy**
- **Child Protection Policy**
- **Safe Recruitment Policy**

The Vacancy

Telephone: 01709 863280 Email: sarah.cashmore@francisxavier.co.uk Website: www.st-marys-pri.doncaster.sch.uk

St Mary's consists of a committed and professional team led by experienced passionate practitioners supported by a strong Senior Leadership Team (SLT) who have experience within and beyond the partnership.

The SLT will take a proactive approach, sharing experiences and good practices between colleagues to develop our teaching and learning and own professional developments. We are keen that students have an opportunity to extend their interest and enthusiasm by taking part in a range of extra-curricular activities such as clubs, visits and competitions. We would welcome any contribution you could make to these activities at the school. Above all, we wish to appoint imaginative and enthusiastic Level 3 Teaching Assistant, who will be keen to work alongside a team determined to create an excellent school.

You will primarily be based at St Mary's. However, as part of your professional development, there is also the potential to support and be supported by the staff at St Francis Xavier Primary School, Balby and Holy Family Catholic Primary School, Stainforth.

Applications

For more information about St Mary's Catholic Primary School, please visit www.St-Marys-pri.doncaster.sch.uk.

To apply for the role please download the 'CES Teacher Application Form' and supporting documents from the 'Vacancies' tab on our website. Your completed form, along with all supporting documents are to be submitted to sarah.cashmore@francisxavier.co.uk clearly demonstrating your suitability for the role.

Closing Date: Tuesday 9th June 2026, noon

Interview Date: Thursday 11th June 2026

If you have any queries, wish to discuss the role informally or undertake a visit to the school, please do not hesitate to contact us via email sarah.cashmore@francisxavier.co.uk or telephone 01709 863280

Job Description

Post Title: EYFS Level 3 Teaching Assistant

Grade: Grade 5, Scale 04 (With the potential of Grade 6, Scale 06 through appraisal)

Main Purpose:

- To support children's learning and to share in the care and wellbeing of the children throughout the school.
- To support the emotional, behavioural and pastoral needs of all pupils, including children with SEN.
- To support individual and small groups of children in the curriculum to accelerate their learning
- To carry out specific administrative/ procedural tasks to support the class teacher.
- To be involved in the planning, development and delivery of intervention strategies.
- To observe and monitor pupils' progress and adapt agreed approaches to their particular needs.
- Provide support and assistance for children's pastoral needs (e.g. dressing, going to the toilet, the changing of nappies or the administration of an EpiPen/medication)
- To assist in the maintenance of children's records.
- To promote the school's Catholic aims and values
- To cover classes in the short term

Responsible to: Head of School

Relationships with: Senior Leadership Team, teachers, SENDCo, other teaching assistants, support staff, local authority services, other education providers, pupils and parents

Is this a regulated activity: Yes

General:

- Work as part of a team and assist the class teacher to ensure quality education for the children.
- To promote the development of numeracy, language and speech, including providing additional support to children with special needs or to bilingual learners, by working alongside the class teacher.
- Be aware of and support school policies and procedures.
- Liaise and plan with the teacher to support pupils in their learning
- Work or play with individuals/small groups of children by planning and carrying out relevant activities that accelerate and raise the level of achievement for all pupils involved in all areas of the curriculum, under the guidance of the class teacher.
- Assist the teacher by receiving instructions directly from professional or specialist support staff involved in the children's education. These may involve social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.
- Report any concerns regarding children's welfare or education, to the class teacher.
- Be aware of suspected or actual cases of child abuse, referring such matters to the appropriate designated person for further action.
- Under the direction of the teacher, liaise with parents as appropriate, maintaining sensitivity and confidentiality at all times.
- Assist with the reception and departure of children at the beginning and end of school sessions.
- Assist with maintaining good discipline throughout the school at all times, following

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school procedures. When directed escort and supervise pupils on planned visits/journeys.

- Assist with the preparation of resources e.g. photocopying, repairing books, filing of work, making games and the creation and mounting of displays for children's work.
- Assist and attend with seasonal events e.g. parents evenings, concerts and festivals
- To show a commitment to school life by running an extra-curricular club.
- Attend appropriate staff meetings and training days/events as requested.

Behaviour and Safety:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration:

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration:

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks as required by the Head or class teacher

Professional development:

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal

Other:

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the head.
- Supporting policies and new procedures are implemented effectively
- To be flexible to meet the needs of the school
- To remain smart and professional at all times and in accordance with the school's Dress Code

- Administer medication and intimate care in line with school policies.

Covering Classes:

- It is the class teacher's responsibility to plan the learning in their class.
- Where possible meet with the teachers to discuss planning before covering classes.
- Contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- Monitor pupils' responses to learning tasks and modify their approach accordingly.
- Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learning.
- Communicate effectively and sensitively with pupils to support their learning.
- Promote and support the inclusion of all pupils in the learning activities in which they are involved.
- Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.
- Ensure marking and feedback is in line with the school's policy.
- Ensure behaviour is dealt with according to policy rewards and sanctions.
- Report any concerns in line with polices and procedures
- Undertake an Induction with the relevant member of staff

Other Responsibilities:

- Any other duties required by the teacher or Headteacher within the scope of this post.
- The post holder shall ensure that the duties of the post are undertaken with due regard of the School's Health and Safety Policy and their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of Post Holder:

Date:

Please sign both copies of the job description. Retain one copy for your own reference and return the remaining copy to the school within 14 days of receipt. If a signed copy is not received within the 14 day timescale, it will be assumed that you have accepted the terms and conditions contained within it.

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

	Essential	Desirable	MOA
Qualifications			
Appropriate qualifications, knowledge and skills to Level 3	✓		A/C
Other relevant qualifications – e.g. first aid, safeguarding,		✓	A/C
Practising Catholic or a commitment to the Catholic teachings of the school	✓		A/I
Experience			
Experience with EYFS age children and covering groups in the absence of the teacher.	✓		A/I
Experience of cross curricular approach	✓		A/I
Experience of working in partnership with parents.	✓		A/I
Skills and Abilities			
Good literacy and communication skills – good interpersonal skills	✓		A/I
Ability to create a happy, challenging and effective learning environment.	✓		A/I
The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies	✓		I
Ability to communicate effectively (both orally and in writing) to a variety of audiences.	✓		A/I
Ability to support good, well planned, organised and innovative	✓		I
Ability to match teaching strategies to different learning styles/needs to engage all pupils	✓		I
Conscientious, reliable, flexible. Self-motivated and understands the importance of self-evaluation and professional accountability	✓		I
Proficiency in the use of ICT and the software programmes used in schools (including interactive whiteboard)	✓		A/I
The ability to contribute to establishing, maintaining and developing positive behaviour, good order and assertive discipline in the	✓		A/I/R
The ability to use information and data for purposes of recording, monitoring, evaluation and reporting, using data to accelerate rate of progress	✓		A/I
Ability to remain calm and deal with competing demands on time managing stress levels	✓		I
Knowledge			
Up to date knowledge and understanding of EYFS and EYFS Profile	✓		A
The ability to contribute to curriculum development and innovation across a year group	✓		A/I
Working knowledge of relevant policies and codes of practice – e.g. Every Child Matters, Safeguarding	✓		A/I

How children and young people learn, develop and progress through life stages and events	✓		A/I
How ICT can be used effectively to motivate children to learn	✓		I
Health and safety practice and the role of the individual in promoting and safeguarding pupil and staff welfare	✓		A/I
How to promote and contribute to the implementation of equalities and inclusion policies in schools	✓		A/I
Personal Qualities			
Ability to relate well to children and adults.	✓		A/I/R
Ability to work effectively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		A/I/R
Able to motivate self and others	✓		A/I/R
Committed to continual improvement.	✓		A/I
Positive outlook and able to respond positively to feedback	✓		A/I/R
Willingness to be flexible with working hours to respond to the school's needs	✓		A/I/R
Calm under pressure	✓		A/I/R
Well organised	✓		A/I/R
Creative	✓		A/I/R
Enthusiastic	✓		A/I/R
Assertive and confident	✓		A/I/R
Safeguarding			
Commitment to the protection and safeguarding of children and young people	✓		A/I
Has an up to date knowledge of relevant legislation and guidance in relation to working with young people		✓	A/I

Key: A = Application, I = Interview and assessment, R = Reference, C = Certificate