



Stanbury Village School

Recruitment Pack
Teaching Assistant Vacancy
Start date: January 2027



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

As a 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 pupils 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 across the primary age range, 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 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: Teaching Assistant

Responsible to: Headteacher

Salary Grade: Band 5 – Point 6

Working pattern: – 6 hours per day – 30 hours per week – 8:30am until 3:30pm – Term Time Only

Contract: Temporary, to cover a staff sabbatical, until 31 August 2027 with a potential to extend

Start date: January 2027

We are seeking to appoint a dedicated, caring and reflective Teaching Assistant to support pupils across our school. This is a rewarding opportunity to make a genuine difference to children's learning, development and wellbeing within a nurturing and inclusive school environment.

The role will involve working alongside pupils in our Upper Key Stage 2 class during the mornings and supporting children within Key Stage 1 during the afternoons. You will work closely with class teachers and the wider school team to help pupils access learning, develop confidence and independence, and participate positively in school life.

You will support teaching and learning through a range of activities, including working with individuals and small groups, delivering targeted interventions, preparing learning resources and helping to maintain a positive, purposeful and well organised classroom environment.

On occasion, you may be required to provide one to one support for a pupil with SEND due to staff absence or the changing needs of the school. You should therefore be flexible, adaptable and confident in responding sensitively to pupils with a range of needs.

We are looking for someone who is patient, enthusiastic and committed to helping every child succeed. The successful candidate will understand the importance of building positive relationships, promoting high expectations and working collaboratively to provide consistent and effective support.

You will be joining a well established and supportive staff team who are committed to inclusion and to helping every child thrive. Previous experience of working with primary aged children would be beneficial, although a caring, reflective and child centred approach is equally important.

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, and by following all safeguarding procedures with diligence and professionalism.

We strongly encourage prospective applicants to visit the school to learn more about the role, meet members of the team and gain a better understanding of our school and its pupils.

The Opportunity



We are looking to appoint a Teaching Assistant who will:

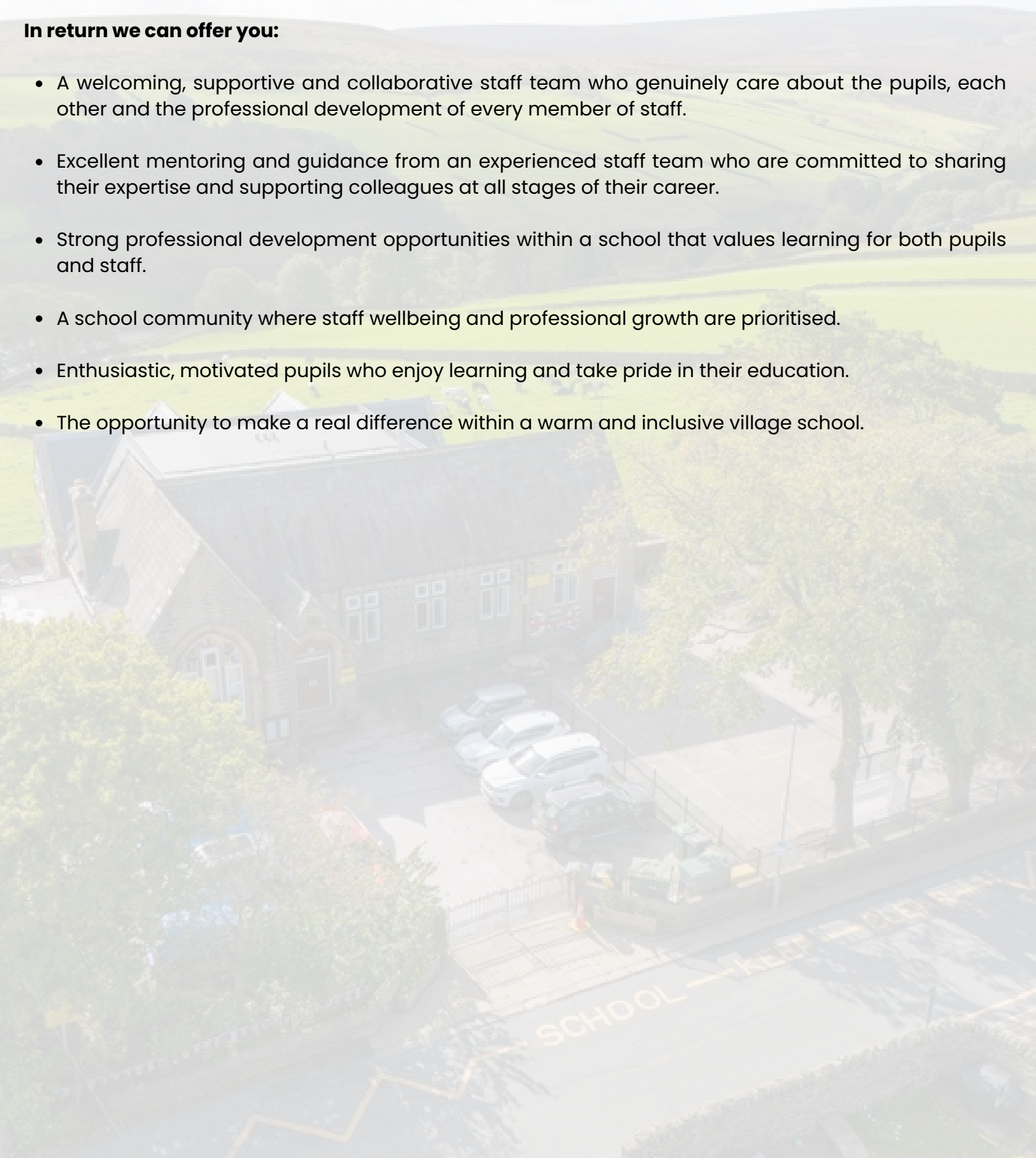
- Be a caring, patient and reflective practitioner who is committed to helping all children thrive within an inclusive environment.
- Build positive and trusting relationships with pupils, supporting their learning, confidence, independence and emotional wellbeing.
- Work proactively with individuals and small groups, using clear explanations, questioning and encouragement to help pupils engage successfully with their learning.
- Adapt activities and resources in response to pupils' individual needs, interests and starting points.
- Work closely and collaboratively with class teachers, the SENDCo and the wider staff team, contributing to a consistent and supportive approach across school.
- Deliver targeted interventions and provide feedback to teachers about pupils' engagement, progress and next steps.
- Be flexible and willing to provide one to one support for pupils with SEND when required due to staff absence or the changing needs of the school.
- Follow individual support plans and advice provided by school leaders, external agencies and other professionals where appropriate.
- 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.
- Develop positive and professional relationships with parents and carers, sharing appropriate information in accordance with school procedures.
- Contribute positively to the wider life and ethos of the school, including supporting PTFA events and other school activities where appropriate.

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 class teachers and senior leaders to provide high quality support for pupils across the school.

The postholder will work within the Year 5/6 classroom during the mornings and support pupils within Key Stage 1 during the afternoons. The role will involve supporting individuals, groups and whole-class learning to help pupils access the curriculum, develop confidence and independence, and participate fully in school life.

On occasion, the postholder may be required to provide one to one support for a pupil with SEND due to staff absence or the changing operational needs of the school.

Key Responsibilities

1. Supporting Teaching and Learning

- Support teaching and learning within Year 5/6 during the mornings and Key Stage 1 during the afternoons.
- Work with individuals and small groups under the direction of the class teacher, reinforcing learning and addressing identified needs.
- Support pupils in understanding instructions, completing tasks and remaining positively engaged in their learning.
- Use appropriate questioning, explanation, modelling and encouragement to develop pupils' knowledge, skills and understanding.
- Deliver targeted interventions and structured learning activities as directed by the class teacher.
- Adapt activities, resources and approaches to reflect pupils' individual needs and starting points.
- Promote pupils' independence, confidence, resilience and readiness to learn.
- Provide appropriate challenge and support so that all pupils, including disadvantaged pupils, those with SEND and those with higher prior attainment, can make progress.
- Support the use of assessment for learning by observing pupils, identifying misconceptions and providing constructive feedback.
- Share relevant information with the class teacher about pupils' engagement, understanding, achievements and next steps.

2. Classroom Support

- Help to create and maintain calm, purposeful and well-organised classroom environments.
- Prepare, organise and maintain resources and equipment required for lessons and interventions.
- Support teachers with the display and celebration of pupils' work.
- Assist with the supervision of pupils during lessons, transitions and other parts of the school day as required.
- Encourage pupils to take responsibility for their learning, behaviour, resources and classroom environment.
- Provide appropriate administrative and practical support to class teachers where this contributes directly to pupils' learning.

Job Description



3. Supporting Pupils' Individual Needs

- Develop positive and trusting relationships with pupils, recognising and responding appropriately to their individual needs.
- Support pupils' communication, interaction, learning and emotional wellbeing through calm, consistent and nurturing approaches.
- Promote inclusion and help pupils participate fully in classroom learning and wider school life.
- Follow individual provision plans, support strategies and professional recommendations where appropriate.
- Provide occasional one to one support for pupils with SEND when required because of staff absence or the changing needs of the school.
- Follow advice provided by the class teacher, SENDCo, senior leaders and external professionals when supporting pupils with additional needs.
- Encourage pupils to become increasingly independent while maintaining appropriate levels of support and supervision.

4. Behaviour and Wellbeing

- Promote high standards of behaviour by applying the school's behaviour policy consistently and fairly.
- Establish positive relationships and communicate clear expectations to pupils.
- Use praise, encouragement and agreed strategies to promote positive behaviour, engagement and emotional regulation.
- Support pupils in developing positive relationships, managing emotions and resolving difficulties appropriately.
- Respond to pupils with patience, empathy and professionalism.
- Report concerns relating to pupils' behaviour, welfare or wellbeing promptly to the appropriate member of staff.

5. Communication and Partnership Working

- Work closely and collaboratively with class teachers, the SENDCo, support staff and senior leaders.
- Maintain clear and professional communication to ensure consistency across different classes and parts of the school day.
- Contribute relevant observations and information to discussions about pupils' learning, progress, wellbeing and provision.
- Develop positive and professional relationships with parents and carers, sharing appropriate information in accordance with school procedures and under the direction of the class teacher.
- Work appropriately with external professionals and implement recommended strategies where required.
- Maintain confidentiality and share information only with appropriate colleagues and professionals.

Job Description



6. 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 policies and procedures and report concerns promptly to the Designated Safeguarding Lead or a deputy.
- Maintain professional boundaries and uphold confidentiality at all times.
- Provide appropriate first aid, personal care or medical support where required, subject to relevant training and school procedures.
- Supervise pupils during lessons, transitions, breaktimes, lunchtimes, educational visits or other activities when required.

7. Inclusion and Equal Opportunities

- Support inclusive practice so that all pupils can access learning opportunities and participate fully in school life.
- Promote equality, diversity, kindness and respect within the classroom and wider school community.
- Help to create an environment in which every pupil feels safe, valued and supported to achieve their potential.
- Demonstrate high expectations for all pupils, regardless of their background, needs or starting points.

8. Wider Professional Responsibilities

- Participate in relevant staff meetings, training, professional development and review meetings.
- Reflect on practice and respond positively to feedback and professional guidance.
- Contribute positively to the wider life and ethos of the school, including school events, educational visits, enrichment activities and PTFA events where appropriate.
- Support colleagues and work flexibly across the school when reasonably required.
- Undertake other appropriate duties consistent with the nature and grade of the post, as directed by the Headteacher or senior leaders.
- Uphold the school's ethos, values and commitment to providing a nurturing, ambitious and inclusive education for every pupil.

Professional Standards

The successful candidate will be expected to:

- Work in accordance with all school policies and procedures, including the Staff Code of Conduct.
- Demonstrate a strong commitment to safeguarding and promoting the welfare of children.
- Maintain positive and professional relationships with pupils, colleagues, parents, carers and external professionals.
- Take responsibility for their own professional development and participate fully in relevant training.
- Work flexibly and collaboratively to meet the changing needs of pupils and the school.

This job description is not exhaustive and may be reviewed and amended following consultation to reflect the changing needs of the school and the requirements of the role.

Personal Specification

The following person specification outlines the essential and desirable criteria for this role. Applicants should demonstrate through their application how they meet the essential criteria. The desirable criteria may also be used to support the shortlisting and selection process.

CATEGORY	CRITERIA	E/D
EXPERIENCE	Experience of working in a team situation.	E
	Experience of working with or caring for children of relevant age, e.g. voluntary organisation or parental/caring responsibilities.	E
	Experience of working with pupils with additional educational needs and more able pupils/special educational needs.	D
	Experience of working within a relevant discipline.	D
QUALIFICATIONS AND TRAINING	GCSE English and Maths or equivalent, e.g. Adult Literacy/Numeracy at Level 1.	E
	Level 3 NVQ for Teaching Assistants, or equivalent qualification or experience.	D
	Other relevant qualifications relating to the post, e.g. Level 3 NVQ in Health/Childcare or first aid qualification.	D
	Evidence of further training/development and/or willingness to participate in further training and development opportunities, e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bilingualism, dyslexia, ICT, mathematics or English.	D
KNOWLEDGE AND SKILLS	Will possess a full working knowledge of educational policies, procedures and codes of practice, with an outline understanding of relevant legislation.	E
	Knowledge of childcare, with an understanding and awareness of the principles of child development and learning processes, as appropriate.	E
	Working knowledge of the national curriculum and foundation stage curriculum, and other relevant learning programmes and strategies.	D
	Good organisational and problem-solving skills, with the ability to work proactively and independently.	E

Personal Specification

CATEGORY	CRITERIA	E/D
	Good communication skills.	E
	Exercise advisory, guiding, negotiating and persuasive skills at a developed level.	D
	Excellent numeracy and literacy skills.	E
	Good ICT skills.	D
	Ability to use relevant equipment and resources.	D
	Ability to self-evaluate learning needs and actively seek new learning opportunities.	E
	Ability to understand classroom roles and responsibilities.	E
KNOWLEDGE AND SKILLS CONTINUED	An understanding of the issues relating to pupils who have additional learning needs, are more able or have special educational needs.	E
	Knowledge of behaviour management.	E
	Knowledge of health and safety requirements.	E
	Ability to relate well to pupils and adults.	E
	Ability to work constructively as part of a team, with a willingness to share knowledge, expertise and experience.	E
	Ability to remain calm under pressure and prioritise conflicting demands.	E
	Demonstrate a commitment to working with children of the relevant age.	D
	Demonstrate good cooperative, 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, working flexibly and being willing to accept change.	E
	Ability to cope with the requirements of the post, including working with pupils who have emotional, behavioural or physical difficulties.	E
	In line with the Immigration Act 2016, be able to demonstrate fluency in English at an Intermediate Threshold Level.	E

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-criminal-records)

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: Tuesday 6th October 2026

Short listing: Wednesday 7th October 2026

Interviews: Thursday 15th October (PM) and Friday 16th October (AM)

Interview Process and Key Dates

The selection process will include a formal interview, a written scenario based task and a short observation of you working with a group of children, for which planning will be provided. 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