

St Mary's School, Fowler Road, N1 2EP

Tel: 020 7359 1870

email: parentsupport@stmarys.islington.sch.uk

www.stmarys.islington.sch.uk

Interim Executive Headteacher: Anthony David

Interim Head of School: Laura Mayende



Teaching Assistant Position

Required to start as soon as possible

Salary Grade: Level 2, Scale 4, Spine Points 8-11

Actual Salary: £24,104.88 per annum (Pro-rot)

Part-time post, Term Time Only, Monday – Friday 9.00am – 3.30pm

The contract is a 1-year fixed-term

Please note the advertised actual salary is a range based on continuous service, with the maximum range indicating 5+ continuous years with local government/schools. The starting salary will be calculated based on the individual circumstances of the successful candidate/s.

We are looking for an excellent, qualified teaching assistant, or graduate with an interest in working in primary education, who is keen to become part of our committed and happy team at St Mary's C of E Primary School. They should have an enthusiasm for and commitment to child-centred learning, and be confident and flexible in supporting children across the school. We are looking for new team members who are competent in literacy and numeracy, have good verbal and written communication skills and are experienced in working with children, particularly those with SEND.

The successful candidate will:

- Have a record of good classroom practice and attendance.
- Be an energetic and creative person with a 'can-do' attitude who uses their own initiative.
- Set and achieve high standards in supporting teaching and learning, in developing the school environment and in whole school improvement.
- Have good communication skills and will work well as part of a team to make a positive school contribution.
- Be committed to continually reflect upon their practice and develop themselves further, in order to provide the best possible education for our children.
- Be committed to diversity with inclusion, and ensuring that all children progress and achieve well.

We can offer:

- Enthusiastic and well-behaved children who are keen to learn.
- A team approach with supportive and friendly staff.
- Engaged parents and governors within a friendly community.
- An on-going commitment to learning for all.
- Opportunities to innovate, excel and develop.

If you are interested in this role, then we would be really like to meet you. Visits to St Mary's C of E Primary School are warmly encouraged, and can be organised by contacting the School Office on 020 73591870 or email school@stmarys.islington.sch.uk

Closing date: Wednesday 6th May 2026 – Midnight Shortlisting: Monday 11th May 2026

Interviews: TBC

To apply for this post please follow link to <https://jobs.islington.gov.uk>

In line with KCSIE 2023 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence. St Mary's C of E Primary School is an Equal Opportunities Employer. Our environment is diverse in character and in its student population and we aspire to reflect this diversity in our staff. We positively welcome applications from minority groups. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of our staff.

Job Description

POSITION: Teaching Assistant **GRADE:** Scale 4, Spine Points 8-11
SCHOOL: St Mary's C of E Primary School
RESPONSIBLE TO: Assistant Headteacher

Purpose of the Post

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

1 b) DUTIES

The jobholder should have the ability to fulfil all or most of the following:

- To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in focus areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - Liaising with class teacher, Inclusion Leader and other professionals about Education and Health Care Plans (EHCP), contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or Inclusion Leader
 - Consistently and effectively implementing agreed behaviour management strategies
 - Making appropriate resources to support the pupil
 - Supporting differentiation and giving feedback to class teacher

- To establish supportive relationships with the pupil concerned

- To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner

- Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes

- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.

- To support the pupil in developing social skills both in and out of the classroom.

- To support the use of ICT in learning activities and with specific programmes to support learning.
- To provide regular feedback on the pupil's learning and behaviour to the teacher and Inclusion Leader, including feedback on the effectiveness of the behaviour strategies adopted
- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- To know and apply school policies
- To be aware of confidential issues linked to home/pupil/teacher/school
- To contribute towards reviews of the pupil's progress as appropriate
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- To support playground/break time supervision
- To accompany teacher and pupils on educational visits
- To carry out the above duties in accordance with the Education Department's Equal Opportunities Policy.

Deployment in the Classroom

- Work with a specific individual with special educational needs within the class and school environment.
- Support a specific individual with Special Educational Needs (SEN) needs or groups in a structured way, so it helps them access general classroom teaching.
- Work effectively as a teaching team, with a shared understanding of respective roles in helping children to progress academically and socially.
- React flexibly to teachers' and Senior Leaders' decisions regarding deployment.
- Undertake administrative tasks to enable the smooth running of classroom and learning systems.

- With the support and guidance of the class teacher, to ensure learning and pastoral needs of all pupils are met.

Delivering Targeted, Structured Interventions

- Deliver evidence-based and structured interventions, chosen to deliberately complement and extend class-based teaching and learning.

Wider Professional Duties

- To undertake First-Aid responsibilities including related training/refresher courses.
- Attend relevant staff meetings and briefings as directed.
- Uphold the St Mary's Staff Code of Conduct.
- Undertake any other reasonable duties as may be directed by the Head Teacher or their nominee.

Reporting to: **Assistant Headteacher**

Person Specification

POSITION: Teaching Assistant **GRADE:** Scale 4, Spine Points 8-11

SCHOOL: St Mary's C of E Primary School **RESPONSIBLE TO:** Assistant Headteacher

SPECIFICATION	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Experience	<ul style="list-style-type: none"> • Experience of working with children in an educational setting. 	<p>Experience of working with children with additional needs (SEND) such as Autism.</p> <p>Experience of working with children across key stages.</p>	Application References Interview
Qualifications and Curriculum	<ul style="list-style-type: none"> • NVQ Level 2 or higher in a relevant field. • Demonstrable levels of Numeracy and Literacy equivalent to GCSE A-C • Demonstrable understanding of the 2024 National Curriculum • Willingness to attend appropriate training. 	First Aid Qualification, or ability and willingness to successfully complete first aid training.	Application Interview Skills Test
Skills and Attributes	<ul style="list-style-type: none"> • Knowledge of current SEN Code of Practice. • Ability to provide necessary personal care to children including manual handling and toileting. • Excellent organisational and interpersonal skills. • Excellent command of spoken and written English. • Good computing and technical skills (including: email, word processing, presentations, and photocopier), and willingness to try new technologies as they emerge • Positive and effective approaches to behaviour management. 	SEND training, such as Makaton, Attention Builders, TeamTeach	References Interview Skills Test

	<ul style="list-style-type: none"> • Awareness of health and safety issues and their implications. • Knowledge of Safeguarding, and a developing a safeguarding culture. 		
Social Skills	<ul style="list-style-type: none"> • Courteous and polite. • Ability to work with a variety of different people (for example staff, children, professionals and parents). • Previous experience of dealing with a range of people and behaviours. • Ability to stay calm, be patient and act professionally. • Sense of humour • Team-player 	Experience of working with professionals such as a speech and language therapist.	References Interview
Motivation	<ul style="list-style-type: none"> • High standards of work and presentation, and an eye for detail. • Enthusiasm and energy to work as part of a hard-working team. • Ability to use initiative. • Committed to providing the highest-quality service. 		Application References Interview
Professional Characteristics	<ul style="list-style-type: none"> • Solution-focussed attitude. • Flexible approach. • Awareness of the importance of confidentiality. • Professional image (for the school). 		Application References Interview
Disclosure of Criminal Record	<ul style="list-style-type: none"> • Enhanced Disclosure and Barring Service (with list) checks 		DBS form (after short listing)