



ST PETER'S

PREPARATORY SCHOOL

1:1 Teaching Assistant (20 hours per week)

Candidate Pack

**Start Date: As soon as possible, no later than 1
September 2026**

**Application forms will be reviewed upon receipt and
an interview date will be arranged shortly after.**

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www.stpetersprep.co.uk

St Peter's Preparatory School, Harefield, Lympstone, Devon EX8 5AU





St Peter's Preparatory School sits on a beautiful rural site in East Devon surrounded by fields and enjoying unrivalled views over farmland down to the River Exe. It is one of the most successful and forward-looking independent preparatory schools in the South West, awarded a 'significant strength' in our most recent ISI Inspection (May 2024). We believe in nurturing young minds to become the leaders of tomorrow. Join our vibrant community, and embark on a journey of excellence, growth, and discovery.

Overview of vacancy

We are seeking a dedicated and proactive 1:1 Teaching Assistant to provide tailored support for a pupil with Moderate Learning Difficulties and associated speech, language, social and emotional needs. Working closely with teaching staff, the Head of Learning Success, external specialists and the child's family, you will help plan and deliver an individualised programme of support in line with the pupil's EHCP, promote independence, contribute to assessment and record-keeping, and ensure the child's wellbeing and progress. This role requires strong communication skills, excellent organisation, experience of supporting children with additional needs, and a positive, solution-focused approach. This part-time opportunity is linked to external funding. A job description can be found in this pack.

Salary and Benefits

Position: Part time (20 hours per week), term-time only
(including INSET days)

Hours: Monday, Wednesday, Friday 08:30-13:00;
Tuesday, Thursday 08:45-12:00

Holiday entitlement: Statutory holiday, to be taken during
school holidays

Probation period: Six months

Additional benefits

Pension scheme

Discount on school fees

Beautiful working environment

Onsite parking

Application process

Please [click here](#) to download an application form. Completed applications should be emailed to recruitment@stpetersprepschool.co.uk or posted to Recruitment Team, St Peter's Preparatory School, Harefield, Lymptone EX8 5AU. **Application forms will be reviewed upon receipt and an interview date will be arranged shortly after.**

We encourage applications as soon as possible and the School reserves the right to close the advert at any time. **Please note that applications will only be accepted on the School's own application form. We are unable to consider CVs.**

Shortlisted candidates will undergo an online check. The successful candidate will also be required to complete full child protection screening, including checks with past employers and the Disclosure and Barring Service. Our 'Privacy Notice' and 'Recruitment, Selection, Disclosures and Induction Policy' are available to view on the [School's website](#).

St Peter's Preparatory School is committed to safeguarding and promoting the welfare of children and young people.



Job Description

Responsible to: Head of Learning Success

Primary purpose: To provide 1:1 support for a pupil with Moderate Learning Difficulties, including significant challenges with literacy, numeracy, memory and processing; significant expressive and receptive language difficulties indicative of a developmental language disorder; difficulties with social and emotional understanding; difficulties with gross motor skills. There is an Education Health Care Plan in place. The pupil is currently in Year 4 (Key Stage 2) and is likely to remain at the School, requiring 1:1 support, through to the end of Year 8 (Key Stage 3).

Key Accountabilities

- Work alongside teaching colleagues in the planning, preparation and delivery of an individualised programme of support for the child in line with EHCP outcomes and provision.
- Check curriculum planning at least weekly to be fully prepared for each lesson.
- Work alongside the class teacher to maintain high expectations and development of independence in learning.
- Contribute to oral and written assessment, recording and reporting on the development, progress and attainment of the child.
- Participate in meetings at school relevant to the child as requested by teaching colleagues and management.
- Work alongside external agencies in school, and implement advice and programmes from them, keeping records of interventions for review.
- Promote the general progress and wellbeing of the child, through a proactive and child-centred approach.
- Safeguarding the child's health and safety, both when on the School premises and when accompanying the child in authorised School activities elsewhere.
- Provide advice and guidance to the child on educational and social matters.
- Communicate and consult regularly with the parents of the child.
- Complete administrative and organisational tasks related to the duties described above.
- Attend all safeguarding training and other training (including INSET) which has a direct relevance to or impact on the child.
- Adhere to the school's vision on wellbeing that supports the school's ethos and aims, demonstrating a deep commitment to promoting the wellbeing of children.
- Carry out any other duty as reasonably requested by the School in relation to the child.

Essential Qualifications, Experience and Skills

- GCSE or equivalent in English and Maths.
- Teaching Assistant qualification (or other relevant qualification in Education and/or SEND) or suitable relevant experience supporting children with Moderate Learning Difficulties.
- Intellectual capacity and educational understanding necessary to support the pupil's progress across the Key Stage 2 and Key Stage 3 (Year 8) curriculum.
- Experience of working 1:1 with children with additional needs, especially cognition and learning difficulties, and speech and language difficulties.

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- Experience of adapting planning, tasks and resources to support the differentiated needs of pupils with special educational needs.
- Strong behaviour management skills.
- Understanding of Moderate Learning Difficulties and Developmental Language Disorder, and the willingness to complete additional training.
- Excellent written and verbal communication, with both children and adults.
- High levels of competence in computing and IT skills for supporting the child with curriculum access; creating resources and adapting teaching resources; record-keeping.
- Competence in using WidgetOnline to create resources is desirable but not essential.
- Strong organisational skills, including prioritisation and finishing tasks to completion.
- Effective team-working, demonstrating loyalty and support to colleagues.

Personal Characteristics

- Positive and proactive approach; solution-focussed.
- Proactive and can use initiative to independently support the child.
- Love and enthusiasm towards the education of children.

What is set out above amounts to a statement of what may be regarded as minimum expectations, not an exclusive summary and may be amended at the reasonable discretion of the Head to meet the changing needs of the school.



History of the School

St Peter's Preparatory School, located in Lymington, has a rich history spanning over a century. Founded in 1882, this prestigious preparatory school has played a significant role in the education and development of young students in the region.

Early Years (1880s-1930s):

St Peter's Preparatory School was established in the late 19th century with the aim of providing a high-quality education for young boys in the Exmouth and Lymington area. Before relocating to Lymington in 1949, the school's original site was on Rolle Road, Exmouth. The school's founder, Rev. Alfred Wren, envisioned a nurturing environment that would prepare students for the challenges of future education and life. During these early years, the school was relatively small in size but quickly gained a reputation for its academic excellence and strong moral values.

Expansion and Growth (1940s-1970s):

The school continued to flourish in the post-World War II era, expanding its facilities and curriculum. The 1950s and 1960s saw a significant increase in student enrolment, prompting the construction of additional classrooms, dormitories, and recreational areas. This period also witnessed the inclusion of a broader range of subjects and extracurricular activities, reflecting the changing needs of students and society.

Modernisation and Coeducation (1980s-2000s):

As the school entered the latter part of the 20th century, it underwent a series of modernisation efforts. In the 1980s, St Peter's Preparatory School made a momentous decision to become a coeducational institution, welcoming female students for the first time. This change in policy reflected a growing awareness of the importance of providing equal educational opportunities to all students.

Academic Excellence and Community Involvement (2010s-present):

In recent years, St. Peter's Preparatory School has continued to uphold its commitment to academic excellence while also emphasising community involvement and social responsibility. The school has adopted modern teaching methods and technology, remaining progressive and continuing to adapt in order to prepare students for their future. Various community service initiatives, environmental awareness programs, and extracurricular activities have been introduced to instil a well-rounded education.

Charlotte Johnston, the school's first female Head, joined the school in September 2016. Previously Deputy Head at Edge Grove in Hertfordshire, a large co-ed 3-13 prep school, and with a background in management consultancy, Charlotte's experience was perfectly placed to lead St Peter's. Charlotte is passionate about a prep school education, where children have the chance to shine in all areas (Sport, Music, Art, Drama and Academics), as well as making the most of the school's 28 acres.

Today, St Peter's Preparatory School stands as a symbol of tradition and modernity, offering a holistic education to a diverse student body. The school is known for its unique and publicly recognised St Peter's School Baccalaureate®, and a curriculum that promotes academic achievement, personal development and a focus on learning beyond the classroom. Most pupils remain to 13 and go on to independent day and boarding schools in the South-West. A small number of leavers at the end of Year 6 go on mainly to the grammar schools at Colyton and Torquay.

Throughout its history, St Peter's Preparatory School has remained committed to its core values of academic excellence and personal growth. It continues to adapt to the changing educational landscape and the evolving needs of students.

St Peter's Preparatory School is committed to safeguarding and promoting the welfare of children and young people.



Safeguarding information

St Peter's Preparatory School is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with accurate answers.

The School takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the Head immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection concerns or allegations and if so the outcome of any enquiry or disciplinary procedure. Any information about past disciplinary action or substantiated allegations will be considered in the circumstances of the individual case.

If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children. Where you have no previous employment history, we may request character references which may include references from your school or university.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been appointed, and a possible referral to the police and/or DBS.



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Information for shortlisted candidates

The School will carry out an online search on all shortlisted candidates as part of its due diligence. This may help to identify any incidents or issues that have happened, and are publicly available online, which the School may want to explore with an applicant at interview. This forms part of the School's wider safeguarding due diligence which aims to prevent and/or deter individuals who may be unsuitable to work with children from working in a school environment.

All candidates invited to interview must bring the following documents with them:

1. Valid passport
2. Photo driving licence (required, if you have one)
3. Birth certificate
4. Evidence of any name change since birth (e.g. marriage certificate, deed poll certificate)
5. A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
6. Qualification certificates relevant to the role

Please note that originals of the above are necessary. Photocopies or printouts from the internet are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

Contact information

If you have any queries or would like further information, please do not hesitate to contact Claire Harris, Office Manager, on 01395 272148 or email recruitment@stpetersprepschool.co.uk.



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