

# Candidate Information



# Note from the Headteacher

Thank you for your interest in working at King James's School.

I would say at the outset that this is a very rewarding school in which to work.

Many job adverts specify what they demand from the candidate. We have plenty of skills and qualities that we are looking for but we also have a lot to offer to prospective candidates. First and foremost the students here are great to work with. It is a comprehensive school and our students reflect the full range that you would find in any area. Although some pupils need more support, most of our students come to school eager to learn and to contribute to their school community. The local community is supportive of the school, the catchment area is well defined and we have excellent relationships with parents who choose to send their children here. There is pressure for places from beyond our catchment area. Knaresborough and North Yorkshire isn't just a great place to teach, it's a great place to live.

The extra-curricular life of the school is rich, most staff who work here make the most of it; there really is a vibrancy here that is difficult to match. We have a committed staff (teaching and non-teaching) who go the extra mile. Almost without exception, teachers go above and beyond the core delivery of lessons to enhance the enrichment opportunities for the students.

The ethos here is one of the strengths. Even though we have a charter going back to 1616 we are a very forward facing school with an open and friendly ethos. We are highly inclusive and we have a strong reputation for delivering outstanding care and outcomes for students with SEND alongside an enviable output to top university courses from our high-performing A level students. Our A level results place us in the top 20% of providers nationally consistently, year on year.

We are demanding of our staff, teaching and associate staff. We believe that our community deserves an outstanding school and we strive to be outward facing, never resting on our laurels and always seeking further improvement. We expect students and staff to embrace challenge and to see resilience and hard work as the route to success. At the same time we have a very strong commitment to the development and training of all staff, teaching and non-teaching. The opportunities for your personal development are rich in this school.

Thank you for considering King James's School.

**Carl Sugden**  
**Headteacher**



KING JAMES'S SCHOOL  
KNARESBOROUGH

## **Advanced Teaching Assistant**

**Term Time Only (including Training Days)**  
**33.75 hours per week. Permanent**  
**includes 2.5 hours per week as a Midday Supervisor**  
**up to £21,646 full-time equivalent**  
(up to £16,890 actual, with allowances: 39 weeks, part-time)

**King James's School is offering an exciting and rewarding opportunity to work as an Advanced Teaching Assistant as part of our highly effective learning support team.**

Under the leadership and support of our SENCo you will be working with students with a range of special educational needs. Part of this role will be supporting and delivering small group and 1:1 targeted intervention programmes for students Cognition and Learning, Communication and Interaction and SEMH needs. Specific ATA roles and responsibilities will be agreed upon appointment.

This is a Term Time Only (plus Training Days) contract.

We are seeking an outstanding candidate to support our educational aims who has the vision, drive and interpersonal skills to motivate our students. You will benefit from strong leadership, effective support by colleagues and being part of an ethos that achieves the best possible outcomes for our students.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An Enhanced DBS disclosure is required for this post.

For an application form please visit our school website. Completed applications must be submitted via email to: [recruitment@king-james.n-yorks.sch.uk](mailto:recruitment@king-james.n-yorks.sch.uk) by **Friday 15th July 2022, 8.00am**

Please note that CVs will not be accepted.



# Information on the Learning Support Department

The Learning Support Department lies at the heart of teaching and learning within King James's School. The department aims to create a safe and inclusive learning environment where all students gain a sense of achievement and are enabled to reach their full potential during their time at King James's School, both academically and pastorally.

The department has a long-standing policy of enabling students to access a broad and balanced academic and pastoral curriculum. Students are supported to become part of the wider King James's community and participate in a full range of sports, clubs, extra-curricular activities, charity events and residential trips. Over recent years students with special educational needs have competed in national events, participated in local horticultural schemes and won National Enterprise Awards.

The Learning Support Department is one of the largest departments within King James's School and is housed in a modern hub. The department has dedicated teaching rooms, including specialist rooms for delivery of literacy interventions and a Reduced Sensory Stimulation Room primarily for use by students with ASD. The department has a wide range of resources including a literacy library, intervention packs and iPads for targeted students.

The SENCO is a member of the Leadership Team and leads the department. Learning Support teaching staff deliver lessons to the Student Support Group - a specialist part of our provision for those students with the highest level of learning need. An Advanced Teaching Assistant attached to each year group acts as a key liaison between the SENCO, teaching staff, students and parents. The department is further staffed by Teaching Assistants who work primarily within our year group teams or within core subject departments. An Administrative Assistant also supports the department.

The Learning Support department offers a comprehensive range of support, which compliments the wider support network within the school, enabling students' access to a wide ranging and varied curriculum. The support offered varies from in class support, small group work and 1:1 mentoring, through to targeted interventions and personalised timetables. Some students are part of our Student Support Group which provides a tailored learning package for our most vulnerable learners. Every student is individually assessed, with the level of support then tailored to the needs of that individual. Once at King James's School, student progress is regularly monitored and assessed. This information is then used to inform further support requirements.

Over the years we have established strong links with our feeder primary schools so that we can make full use of the information provided by Year 6 teachers. Our team runs a full programme of transition events and activities both at King James's and at our feeder primaries. We are proud of our track record of successful transition for our students including those with very complex needs.

# How to Apply

Please complete the King James's School non-teaching application form.

Please use the section "Experience & Qualities relevant to the Post" on the application form to demonstrate how you can meet the criteria given in the advert.

Please note CVs will not be accepted. Please do not enclose a covering letter as this will not form part of your application.

We are committed to safeguarding and promoting the welfare of young people and expect all members of staff to share this commitment.

An Enhanced DBS disclosure is required for this post through North Yorkshire County Council. This will be arranged for the successful applicant.

Your completed application form must be submitted via email to [recruitment@king-james.n-yorks.sch.uk](mailto:recruitment@king-james.n-yorks.sch.uk) and be received by **Friday 15th July 2022, 8.00am.**

Thank you for your interest in this post. If you have not heard from us within 21 days of the closing date, please assume your application has been unsuccessful. In that event, may we wish you well in our search for a suitable position.



## JOB DESCRIPTION

*All job descriptions will be reviewed annually & set in the context of the school's aims & current development plan*

**ADVANCED TEACHING ASSISTANT**

**To be accountable for students' attainment and achievement. To ensure all students make progress by promoting, monitoring and supporting the overall learning and personal development of students. To uphold the aims, policies, procedures and ethos of the school.**

<i>Line Manager:</i>	<b>SENCo</b>
<i>Responsible to:</i>	SENCo

<i>Salary Grade :</i>	<b>Grade D</b> (Scale point 4-6)
<i>Full Time/Part Time :</i>	<b>Part Time (31.25 hours per week)</b>
<i>Hours:</i>	Anticipated hours (to be confirmed at interview): <b>31.25</b> (Includes: 50 mins unpaid lunch, 25 mins unpaid break)
<i>Full Year / Term Time Only:</i>	<b>Term Time Only</b> (plus Training Days)

**Professional Responsibilities****ALL ASSOCIATE STAFF**

<b>1.</b>	To work within the North Yorkshire County Council's Conditions of Service
<b>2.</b>	To support the aims, policies, procedures and ethos of the school
<b>3.</b>	To participate in the school's agreed Performance Management procedures
<b>4.</b>	Help safeguard the welfare of children in the school and ensure services are delivered with regard to equalities
<b>5.</b>	Work safely and co-operate with health and safety procedures
<b>6.</b>	Attend school meetings as appropriate
<b>7.</b>	Undertake appropriate staff training and development activities
<b>8.</b>	Undertake whatever duties might be reasonably requested by the Head Teacher or Line Manager

## JOB DESCRIPTION

<b>POST:</b>	Advanced Teaching Assistant
<b>GRADE:</b>	NYCC Grade D, Spinal Points 4-6 Term Time only (including Training days)
<b>RESPONSIBLE TO:</b>	Assistant Headteacher/SENCo
<b>STAFF MANAGED:</b>	N/A
<b>JOB PURPOSE:</b>	<p>To carry out the professional responsibilities of an Advanced Teaching Assistant under the guidance of the Assistant Headteacher/SENCo:</p> <ol style="list-style-type: none"> <li>a) working with individuals and groups of young people with special educational needs to facilitate the removal of barriers to curriculum access and promote inclusion;</li> <li>b) supporting and delivering high quality interventions and the implementation of structured learning activities;</li> <li>c) assisting with target setting /monitoring /recording and evaluating young people’s progress and outcomes.</li> </ol>

<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Operational Management</b>	<p>Under the direction of the Assistant Headteacher/SENCo:</p> <ul style="list-style-type: none"> <li>• work as part of the Learning Support team to support young people with special educational needs;</li> <li>• support and advise on a range of strategies and approaches relating to children and young people with special educational needs</li> <li>• contribute to the planning and preparation of learning activities for identified young people and be prepared to model and coach others in applying these;</li> <li>• promote young people’s social and emotional health and well-being;</li> <li>• draw upon a range of research-based methods and approaches which have shown to be effective;</li> <li>• have awareness of and apply a range of appropriate supporting materials and resources to support students’ learning and well-being;</li> <li>• contribute to, and monitor, information on young people’s progress and outcomes;</li> <li>• contribute to, monitor and maintain Support Plans;</li> </ul>

	<ul style="list-style-type: none"> <li>• support the delivery of training for other Teaching Assistants, provide advice to parents/ carers and encourage inclusive practice;</li> <li>• Assist in the induction and development of classroom support staff, cascading information and good practice.</li> <li>• provide regular verbal and/or written feedback to the Assistant Headteacher/SENCo</li> <li>• Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations</li> </ul>
<b>Multi-agency working</b>	<p>Work effectively as part of a team of professionals:</p> <ul style="list-style-type: none"> <li>• to develop positive working relationships with mainstream teachers, Teaching Assistants, others professionals, agencies engaged in working with the young person.</li> <li>• liaise as appropriate with parents/carers to support their children.</li> <li>• As appropriate and under the direction of the SENCO, participate in meetings with other staff, external professionals and parents regarding individual students.</li> </ul>
<b>Effective communication and engagement with children, young people and their families and carers</b>	<ul style="list-style-type: none"> <li>• listen and build empathy and respectful trusting relationships with young people, families, and other professionals through clear systems and effective rapport;</li> <li>• ensure appropriate confidentiality;</li> <li>• support, understand and promote the role and value of families and carers as partners in supporting their children to achieve positive outcomes and maintain an open approach to parental involvement;</li> <li>• ensure that views of young people and their parents/carers inform action planning and development.</li> </ul>
<b>Child and young person development</b>	<ul style="list-style-type: none"> <li>• promote and support inclusive learning;</li> <li>• actively listen to young people in order to understand the context in which they learn and function;</li> <li>• Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning</li> <li>• ensure the highest possible achievement for young people;</li> <li>• apply your knowledge of special educational needs and its impact on developmental, behavioural and emotional changes;</li> <li>• Using agreed structured observation feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students</li> <li>• assist with evaluation of the learning process;</li> </ul>



	<ul style="list-style-type: none"> <li>• support the social, emotional and physical development of young people.</li> </ul>
<b>Safeguarding and promoting the welfare of the child</b>	<ul style="list-style-type: none"> <li>• be responsible for promoting and safeguarding the welfare of young people;</li> <li>• involve young people when taking actions that concern them;</li> <li>• communicate, record and report actions and outcomes using the most appropriate format;</li> <li>• have an awareness and basic knowledge, as appropriate, of recent legislation;</li> <li>• follow school Safeguarding procedures and report any concerns to the Designated Safeguarding Lead.</li> </ul>
<b>Supporting transitions</b>	<ul style="list-style-type: none"> <li>• promote child-centred approaches to transition;</li> <li>• support the transition processes in school and into further education, training and employment to ensure this is effectively managed for young people;</li> </ul>
<b>Sharing information</b>	<ul style="list-style-type: none"> <li>• contribute to the reporting and monitoring of young people's progress;</li> <li>• use clear, accessible language when communicating with young people, schools and parents/carers;</li> <li>• comply with the King James's School and County Council's policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Integrated working</b>	<ul style="list-style-type: none"> <li>• have a commitment to shared values and the common purpose of developing a culture of integrated working: including statutory bodies, voluntary organisations;</li> <li>• have a general knowledge and understanding of the range of organisations and individuals working with young people and those caring for them, and be aware of the roles and responsibilities of other professionals;</li> <li>• work closely with all school staff and external agencies.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• develop your knowledge of special educational needs through reading and sharing with colleagues;</li> <li>• undertake personal and professional development activities as agreed;</li> <li>• engage appropriately in the performance management process.</li> </ul>

<b>Health &amp; Safety</b>	<p>You will be expected to:</p> <ul style="list-style-type: none"> <li>• be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure;</li> <li>• work with colleagues and others to maintain health, safety and welfare within the working environment;</li> <li>• work others to ensure appropriate risk assessments are undertaken and care plans implemented for young people.</li> </ul>
<b>Equalities</b>	<p>The local authority aims to make sure that:</p> <ul style="list-style-type: none"> <li>• services are provided fairly to all sections of the community, and that existing and future employees have equal opportunities;</li> <li>• services are developed and delivered in accordance with the aims of the Equality Policy Statement in response to the needs and aspirations of service users;</li> <li>• staff are expected to work in accordance with the Equality Policy Statement;</li> <li>• services are delivered in accordance with the aims of the equality Policy Statement.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• King James's School provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with the King James's School and County Council Policies and Procedures.</li> </ul>

<b>Date of Issue:</b>	November 2018
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**Equal Opportunities**

King James's School, under North Yorkshire County Council, supports the principle of equality of opportunity in employment and has a clearly stated policy for Equalities and a copy can be downloaded from [www.northyorks.gov.uk](http://www.northyorks.gov.uk). Your school will have its own policies adapted from the County Council's Policy.

## PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
<p><b>Qualifications &amp; Training</b> GCSEs or equivalent (Level 2)</p> <p>Completed, working towards or can demonstrate a commitment to work towards an appropriate Qualification at Level 3 (or equivalent)</p> <p>Appropriate first aid training</p>	X	X	2, 4 & 5  2, 4 & 5  2
<p><b>Experience</b></p> <p>Appropriate experience working with children with special educational needs in an education setting</p> <p>Experience of planning and delivering small group and 1:1 interventions.</p>	X  X		2 & 4
<p><b>Skills &amp; Knowledge</b></p> <p>Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop IT skills in a reasonable timeframe</p> <p>Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, children, young people, their families and carers</p> <p>Good understanding of child/young people's development and learning processes</p> <p>Understanding of individual children and young people's needs.</p> <p>Understanding of behaviour management and strategies</p>	X  X  X  X		2, 4  2, 3 & 4  2 & 4  2 & 4  2 & 4

<b>Personal Qualities</b>			
Demonstrable interpersonal skills	X		2 & 4
Ability to work successfully in a team	X		2 & 4
Able to exercise judgement	X		2 & 4
Confidentiality	X		2 & 4
Flexibility	X		2 & 4
<b>Other Requirements</b>			
Emotional resilience in working with challenging behaviours; ability to use authority and maintain discipline	X		2 & 4
To be committed to the school's policies and ethos	X		2 & 4
To be committed to Continuing Professional Development	X		2 & 4
Motivation to work with children and young people	X		2 & 4
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		2, 4, 5
The ability to drive for business purposes.		X	
The ability to drive a minibus or the willingness to undertake MIDAS training.		X	

**Assessment:** 1. Test prior to shortlisting (i.e. all applicants)  
3. Test after shortlisting  
5. Documentary Evidence

2. From application form  
4. Probing at interview  
6. OTHER (please specify)