

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

Senior 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 £24,865 full-time equivalent

(up to £19,401 actual, with allowances: 39 weeks, part-time)

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

Under the leadership and support of our SENCo you will be working to support and promote the academic, social and emotional progress of students across all domains of special educational needs. The SATA will have organisation and management roles within the Department.

Specific Senior ATA (SATA) 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

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 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

SENIOR 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>	Assistant Headteacher/ SENCo
<i>Responsible to:</i>	Assistant Headteacher/ SENCo

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

Professional Responsibilities**ALL ASSOCIATE STAFF**

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

JOB DESCRIPTION

POST:	Senior Advanced Teaching Assistant (SATA)
GRADE:	Grade F
RESPONSIBLE TO:	Assistant Headteacher/ SENCo
STAFF MANAGED:	GTAs / ATAs
POST REF:	JOB FAMILY: 7
JOB PURPOSE:	<p>To carry out the professional responsibilities of a Senior Advanced Teaching Assistant under the guidance of the Assistant Headteacher/SENCo.</p> <p>To assist the SENCo and complement the professional work of teachers by taking responsibility for agreed duties within the Learning Support Department.</p> <p>To take a leading role within the Department including co-ordination of identified aspects of support and provision.</p> <p>To take a leading role in promoting student progress through:</p> <ul style="list-style-type: none"> • assessment and observation; • planning, preparing and delivering of learning activities and interventions • monitoring, assessing, recording and reporting on students' achievement, progress and development <p>To assist the SENCo with the smooth daily running of the Department.</p> <p>Can be required to provide cover supervision for the short term absence of teaching staff.</p>
JOB CONTEXT:	<p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Plan, prepare, deliver and monitor programmes of intervention and support to individuals and groups of students with special educational needs; • Monitor, evaluate and record student responses to learning

	<ul style="list-style-type: none"> • Implement the School's Behaviour for Learning policy, to anticipate and manage behaviour constructively, promoting self-control and independence • Take account of the effects of different parenting approaches, backgrounds and routines, and take a proactive role in home school liaison • Assist in the development, implementation and monitoring of systems relating to the Learning Support Department. • Support students in their social and emotional wellbeing, and assist in the development and implementation of related programmes, including health plans • Interact with pupils in ways that support the development of their ability to think and learn and work independently • Escort and supervise pupils on educational visits and out of school activities under the supervision of the teacher • Support and motivate pupils to promote independence, resilience and increase self esteem • Cover short-term teacher absence and communicate pupil work as planned by the subject teacher.
Communication	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with students, young people, their families and carers • Initiate appropriate and effective communication with school staff and other professionals, forging and sustaining relationships across agencies
Sharing Information	<ul style="list-style-type: none"> • Share information about students with teachers and other professionals as required • Provide objective accurate feedback and reports as required on student development, progress and attainment, supported with relevant evidence • Participate in meetings with staff, external agencies and parents, regarding students • Liaise between managers/teaching staff and teaching assistants in the school • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Assist with pupils' personal, hygiene (including personal intimate care), and welfare, including physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, reporting concerns as appropriate.

Administration/Other	<ul style="list-style-type: none"> • Organise and manage appropriate learning environment and resources • Support the use of ICT to advance pupils' learning, use common ICT tools for own and pupils' learning • Assist with administrative support e.g. dealing with correspondence, making phone calls, • Assist in the supervision, recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school, where appropriate, sharing good practice • Supervise and provide access arrangements for students sitting internal and external examinations ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other learning activities
Data Protection	<ul style="list-style-type: none"> • To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality •
Health & Safety	<ul style="list-style-type: none"> • 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 • To work with colleagues and others to maintain health, safety and welfare within the working environment
Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils • Ensure services are delivered in accordance with the aims of the equality Policy Statement • Develop own and team members understanding of equality issues •
Flexibility	<ul style="list-style-type: none"> • North Yorkshire County Council 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 County Council Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

Date of Issue:

PERSON SPECIFICATION

JOB TITLE: Senior Advanced Teaching Assistant (SATA)

Essential upon appointment	Desirable on appointment
Knowledge <ul style="list-style-type: none">• Good understanding of child/young people's development and learning processes• Understanding of individual children and young people's needs• An understanding that children/Young people have differing needs and knowledge of inclusive practice• Knowledge of Behaviour Management techniques	<ul style="list-style-type: none">• Knowledge of Child Protection legislation• Knowledge of Health & Safety legislation
Experience <ul style="list-style-type: none">• Experience of working with children in an education setting.• Experience of delivering evidence based interventions that accelerate learning	<ul style="list-style-type: none">• Supervisory experience•
Occupational Skills <ul style="list-style-type: none">• Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe• Good written and verbal communication skills:• Able to communicate effectively and build good relationships with all staff, children, young people, families and carers	<ul style="list-style-type: none">•
Qualifications <ul style="list-style-type: none">• Level 2 qualification or equivalent in English & Maths	<ul style="list-style-type: none">• Relevant NVQ level 3 qualification or equivalent• Appropriate first aid training
Personal Qualities <ul style="list-style-type: none">• Demonstrable interpersonal skills• Ability to work successfully in a team• Able to exercise judgement• Confidentiality• Flexibility	<ul style="list-style-type: none">• Creativity
Other Requirements <ul style="list-style-type: none">• Enhanced DBS clearance• To be committed to the school's policies and ethos• To be committed to Continuing Professional Development• Motivation to work with children and young people• Ability to form and maintain appropriate relationships and personal boundaries with children and young people	

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| <ul style="list-style-type: none">• Emotional resilience in working with challenging behaviours and attitudes• Ability to use authority and maintaining discipline• An empathy for equality & diversity• The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post | |
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