

Candidate Information



Employee Benefits



Financial Benefits

We are delighted that we are able to provide you with access to a large range of employee benefits at King James's School.

Access to contributory pension schemes:

Local Government Pension Scheme (18% employer contribution).

Salary sacrifice schemes (e.g. cycle to work, technology and car schemes).

Discount vouchers for the high street, entertainment and supermarket shopping through Vivup.

Subsidised onsite catering facilities.



Well-being support

Health Assured Employee Assistance Programme:

Free, confidential 24/7 support and counselling.

Flexible working options and well-being initiatives.



Leave and Perks

Generous annual leave starting at 28 days (non-teaching staff), rising to 34 days plus bank holidays with service.

Free ample onsite parking.

Membership discounts at leisure centres.



Community and Additional Opportunities

Collaborative and supportive staff culture.

Lunch duty opportunities:

Hourly pay of £12.65 plus a free meal.

Some of these offers are subject to conditions and may change. See provider for full details.

Note from the Headteacher

Thank you for your interest in the Advanced Teaching Assistant role at King James's School.

Our school is a fantastic community, and I am sure that taking on this role would be a hugely fulfilling step on your career journey.

We are most proud of our ethos. We place students at the heart of all we do, and King James's students are delightful! The school is the heart of the community, physically located at the centre of this historic and beautiful market town. It is the school of choice for local residents, with most students walking to school, and those from surrounding villages who are fortunate to gain a place here, travel in on short bus journeys.

We have a truly comprehensive intake which brings a great vibrancy to the school. Our ethos is supported by clear values of 'Ready, Respectful, Engaged' which is demonstrated by the good behaviour and positive relationships enjoyed by staff and students throughout the school. Students are eager to be involved in all aspects of school life, including the many extra-curricular opportunities and visits that take place; the House events; and the Student Council. Parents are committed to supporting the school and there is a genuine feel of common purpose, with staff, students and parents all working in partnership to ensure that school is a happy place, with lots of opportunities, ensuring that students achieve well and go on to have great prospects.

We have a thriving sixth form where most of our students continue their education. We provide a wide range of Level 3 courses. Students go on to a wide range of destinations, including Oxbridge, Russell Group Universities, and high-quality apprenticeships.

When joining King James's, you will be warmly welcomed by our dedicated team of colleagues. The Pastoral department itself is staffed by experienced team members. However, there is no complacency, and the whole school is committed to being the best they can be.

We are committed to developing all staff and offer a range of professional development opportunities both within school and through networking with other local schools, with whom we have close relationships.

We are part of a federation with Boroughbridge High School and there will be chance to work with colleagues in both schools; for your own professional development and with the aim of improving education across both schools, to benefit young people in the area, and not just in Knaresborough. This year we had a joint training day which looked at engaging teaching, with colleagues from both schools sharing resources and discussing ways to inspire students and fuel a love of learning.

Our commitment to staff includes the offer of a range of benefits, including access to discounts at major retailers, employee assistance programs, and wellbeing initiatives such as cycle-to-work schemes. We do all we can to ensure every member of our team feels supported, valued, and empowered in their roles.

We have high expectations of one another, believing that our community deserves nothing less than excellence, but that comes with all the support you need to be successful and grow. A member of our Leadership Team will be your line manager, with whom you can share ideas, discuss challenges, and who will support you personally and professionally.

We are committed to deeply safeguarding and are keen to ensure that all our staff embody our values and promote the welfare of children. We therefore seek candidates with the right character and disposition as well as with the understanding of their responsibility to support the ongoing culture of vigilance in our organisation. Every member of staff will be undertaking Positive Regard training in September so that we have a common understanding of our culture.

I do hope you are as excited to join our school as we are to appoint the right candidate. If you would like to discuss any aspects of the role, or visit the school, please do not hesitate to contact me. I look forward to receiving your application and hope to meet you in person in due course.

Clare Martin
Headteacher



KING JAMES'S SCHOOL
KNARESBOROUGH

Advanced Teaching Assistant

Term Time Only (including Training Days)
31.25 hours per week.
£18,150 to £18,438 (actual)

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 with a range of Special Educational Needs. For example, those with cognition and learning needs, communication and interaction needs and social, emotional and mental health (SEMH) needs. The successful candidate will work alongside the SENCo, Assistant SENCo and other members of the SEND and pastoral team to support a specific year group. 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.co.uk by **8am Monday 17th March 2025**

Please note that CVs will not be accepted.



Information on the Learning Support Department

Our Vision for SEND

We are driven by the desire to provide each and every young person with the best chance to succeed in life; whoever they are and whatever background and challenges they may have. We are proud to be a truly inclusive school and our commitment to this goal is shared by all members of our community.

Students with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The best provision for students with SEND requires coordination across multiple organisations and individuals, as well as teachers weaving specific approaches into everyday, high-quality classroom teaching - being inclusive by design, not as an afterthought.

Supporting teachers to understand the needs of individual students and to effectively employ strategies like scaffolding, explicit instruction and Positive Regard (to support students with SEND), is a key element of this role. It also involves using carefully implemented interventions and working effectively with teaching assistants and specialist teachers to offer additional support where needed. In essence, the focus is on improving the quality of teaching and learning in mainstream classrooms and through interventions to ensure pupils are full members of the school community who have a rich and positive experience.

Ofsted

We were inspected in January 2023 and were delighted that Ofsted recognized the strength in our SEND provision.

“Leaders are ambitious for pupils with SEND”

“Pupils with special educational needs and/or disabilities (SEND) are extremely well supported”.

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.

The Learning Support Department is one of the largest departments within King James's School and is made up of different provisions. These include our SEMH Nurture Hub, our PDLS programme and our Student Support Group. The department has dedicated teaching rooms, including specialist rooms for delivery of interventions and has safe spaces for students to access.

The SENCo is supported by a non-teaching Assistant SENCO and the Assistant Headteacher: Senior SENCo and DSL.

Specialist 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 is attached to each year groups. A Senior Teaching Assistant specialising in ASD works across all key stages. They all act as a key liaison between the SENCO, teaching staff, students and parents. The department is further staffed by Teaching Assistants who work primarily within a year group and teams or within core subject departments.

Our SEMH Nurture hub is lead by two specialist SEMH teachers and support a range of students across KS3 and KS4. Students access different pathways that the Hub offers but it is intrinsically a safe and supportive space for those who need support with their SEMH need.

Our PDLS curriculum is delivered by our teacher of Inclusion and Intervention who is also our designated teacher for LAC and EAL. This small group curriculum ensures students are not at risk of being NEET and access suitable qualifications.

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 small group 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.co.uk and be received by **8am Monday 17th March 2025**.

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>	SENCo
<i>Responsible to:</i>	SENCo

<i>Salary Grade :</i>	Grade D (Scale point 4-6)
<i>Full Time/Part Time :</i>	Full time (31.25 hours per week)
<i>Hours:</i>	Anticipated hours (to be confirmed at interview): 31.25
<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:	Advanced Teaching Assistant
GRADE:	NYCC Grade CD, Spinal Points 5-6 Term Time only (including Training days)
RESPONSIBLE TO:	Assistant Headteacher/SENCo
STAFF MANAGED:	N/A
JOB PURPOSE:	<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"> 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; b) supporting and delivering high quality interventions and the implementation of structured learning activities; c) assisting with target setting /monitoring /recording and evaluating young people’s progress and outcomes.

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

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

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

Health & Safety	<p>You will be expected to:</p> <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; • work with colleagues and others to maintain health, safety and welfare within the working environment; • work others to ensure appropriate risk assessments are undertaken and care plans implemented for young people.
Equalities	<p>The local authority aims to make sure that:</p> <ul style="list-style-type: none"> • services are provided fairly to all sections of the community, and that existing and future employees have equal opportunities; • 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; • staff are expected to work in accordance with the Equality Policy Statement; • services are delivered in accordance with the aims of the equality Policy Statement.
Flexibility	<ul style="list-style-type: none"> • 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.

Date of Issue:	June 2024
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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. Your school will have its own policies adapted from the County Council's Policy.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
<p>Qualifications & Training 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>Experience</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>Skills & Knowledge</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	2, 4 2, 3 & 4 2 & 4 2 & 4 2 & 4

Personal Qualities			
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
Other Requirements			
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)