



KING JAMES'S SCHOOL
KNARESBOROUGH

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 working at King James's School.

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

At King James's School, our core values—Ready, Respectful, and Engaged—are at the heart of everything we do, shaping the attitudes and behaviours of our students and staff alike. Guided by our vision “To set no limits on what we can achieve,” we foster a culture of high aspiration and continuous growth. As a school grounded in unconditional positive regard, we believe that strong, respectful relationships form the foundation of effective learning and personal development. Our relationship-based approach ensures every student feels valued, supported, and empowered to thrive, while our staff are committed to nurturing an inclusive and inspiring environment where everyone can succeed.

We have plenty of skills and qualities that we consider important, 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, but the vast majority are well-motivated students willing to learn and to contribute to their school community. The local community is very supportive of the school; the catchment area is well defined and we have excellent relationships with the local parents who choose to send their children here. We fill up each year with pressure for places from beyond our catchment area. Knaresborough and North Yorkshire is not just a great place to teach, it is a great place to live.

The extra-curricular life of the school is rich. Most staff who work here involve themselves in 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. This is a school in which the opportunities for your personal development are rich.

We believe in collaborative working with other schools. We are proud of the relationships that we have fostered, including taking the lead role within the White Rose Alliance for School Direct. We are also federated with another local school, Boroughbridge High, for whom we provide 6th form provision and some non-teaching support.

Thank you for considering King James's School and we look forward to receiving your application.

Miriam Oakley
Headteacher



KING JAMES'S SCHOOL
KNARESBOROUGH

General Teaching Assistant

Term-time only (including Training Days)

Permanent for 28 hours per week

Grade CD £16,266 to £17,049 (Pending Cost of living payrise)

King James's School is offering an exciting and rewarding opportunity to work as a General Teaching Assistant within the heart of our vibrant, modern school. You will be joining a highly committed and supportive Learning Support team. This is a term-time only (including training days), part-time contract.

King James's School is a large 11-18 comprehensive school proud to offer a diverse and rich curriculum and is committed to high quality professional development and career opportunities for all staff.

We are seeking a committed candidate to support our educational aims who has the vision, drive, and interpersonal skills to motivate our students. GCSE equivalent level of education or NVQ Level 2 qualification is required for this role in addition to the desire to work with children in a positive learning environment. Full training will be provided – no previous experience is necessary.

The Learning Support Department is central to our school's fully inclusive mainstream model of provision. We provide additional support for students with a wide range of special educational needs across all age ranges, including the 6th form. We encourage that all of our students with SEND attend timetabled lessons and are not taught separately. We believe in the promotion of social interaction for our students and provide the additional support required for them to embrace the broader developmental experiences gained from attending mainstream school.

We offer a competitive salary, generous holidays, access to a contributory local pension scheme and other additional staff benefits.

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.

Full details and an application form are available via our website.

Completed applications should be submitted by email to:

recruitment@king-james.co.uk

by Monday 11th May 2026 08.00am



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.

The SENCo is supported by a non-teaching Assistant SENCO. 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. A Senior Advanced Teaching Assistant is attached to KS4, and at KS3, an Advanced Teaching Assistant is attached to each year group. A Senior Teaching Assistant specialising in ASD works across all key stages. They 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.

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 range 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 Council. This will be arranged for the successful applicant.

Your completed application form must be submitted via email to recruitment@king-james.co.uk by **Monday 11th May 2026 08.00am**

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 your 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

GENERAL 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.

Line Manager:	SENCo
Responsible to:	SENCo

Salary Grade :	Grade CD (Scale points 3-6)
Full Time/Part Time :	Part Time
Hours:	28 hours
Full Year / Term Time Only:	Term Time Only (incl. Training Days)

Context Statement

- 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.
- The school is committed to supporting the needs of all children so that they can fulfil their full potential. This includes supporting children with their Social, Emotional and Mental Health (SEMH) needs and wellbeing. We expect all staff and volunteers to share this commitment.
- The school supports access to the curriculum for all children as part of NYC's commitment to inclusive education.
- The school is inclusive to all children and will support their individual needs. In line with the school's commitment to ensure access to education for all children, the school may require staff to support children/s medical needs (loco parentis) in line with a healthcare plan. Where required, additional training will be provided as appropriate, and an additional allowance may be an entitlement whilst undertaking such duties.
- All school employees are responsible for contributing to a learning environment that is innovative, engaging, happy and fulfilling for all pupils, and for ensuring all pupils' safety and welfare

Job Purpose:

To work with teachers and other school employees to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff, and may be responsible for some learning activities within the overall teaching plan. May work in the classroom or appropriate location within the school, with access to support and guidance as required.

To provide support to pupils including promoting pupils' independence, self-esteem, and social inclusion.

Operational management:

- Support pre planned learning and SEMH activities as directed by the teacher
- Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation, progress and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students
- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning
- Support pupils with special educational needs through assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews, for example through working one to one or with a small group on phonics catch-up activities.
- Support the facilitation of pupils' access to educational provision as indicated by their Education, Health and Care Plan, where appropriately delegated

	<ul style="list-style-type: none"> • Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies in accordance with whole school policy • Support pupils in their social and emotional wellbeing, in implementing related programmes, including those with additional SEND and wellbeing needs, physical needs and medical needs with training, encouraging and modelling positive behaviour in line with school policy. • Work alongside teachers in in escorting and supervising pupils on educational visits and out of school activities • Undertake allocated supervision during breaktimes as required • Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role, for example through feeding back to the class teacher about progress that the pupil has made during a learning activity. • Prepare for lessons appropriately including reading of materials shared prior.
Resource management:	<ul style="list-style-type: none"> • Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations • Participate in appraisal, training and other learning activities
Communications:	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals and colleagues • Be clear about the level of instruction, procedures and guidance that this role works within • Communicate effectively with all pupils, families, carers and other agencies / professionals • Share information confidentially about pupils with teachers and other professional as required • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings
Safeguarding:	<ul style="list-style-type: none"> • Carry out tasks associated 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 and wellbeing of pupils in line with policy and legislation, raising concerns as appropriate
Administration/ Other	<ul style="list-style-type: none"> • Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work, • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations • Participate in appraisal, training and other performance management activities

Appropriate duties	Duties that are not appropriate for this role and should be allocated to another role which includes these within their responsibility
Assisting with the supervision of groups and individual pupils as required.	Taking responsibility for a whole class for a full lesson
Supporting the learning process under the direction of the teaching or other appropriate staff.	Delivering learning activities to pupils except in support of and under the direction of the class teacher (not for whole classes)
Participating in relevant training as appropriate.	Be providing cover for teaching absences

Contributing information to planning and assessment.	Specific allocation to support individual pupils' SEMH or wellbeing needs – for example designated regular support to pupils who are dysregulated where regular support/supervision is not implemented or where support is not regularly reviewed.
Support all pupils' wellbeing in the classroom setting	

Person Specification:	
Essential	Desirable
<p>Knowledge and Experience</p> <ul style="list-style-type: none"> • An awareness of child/young person's development and learning • An understanding that children/Young people have differing needs • Experience appropriate to working with children in an learning environment • Good understanding of child development and learning processes – this may be achieved through induction and during probation period • Understanding of guidance and requirements around safeguarding children and young people - this may be achieved through induction and during probation period 	<ul style="list-style-type: none"> • Knowledge of Behaviour management techniques • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy Skills • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity • Demonstrable ICT skills and the ability to use ICT as part of the learning process • Ability to understand of roles and responsibilities within the classroom and whole school context, and to work effectively as part of a whole school team 	<ul style="list-style-type: none"> • Creativity
<p>Professional Qualifications</p> <ul style="list-style-type: none"> • Relevant NVQ Level 2 qualification or equivalent i.e. English and maths skills at level 2 	<ul style="list-style-type: none"> • Relevant NVQ level 3 • Appropriate first aid training (Dependent on the schools needs - insert as appropriate)
<p>Other Requirements</p> <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 	

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You may be tested in some or all the skill specific areas over the course of the selection process.

