

# 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.

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

## Higher Level Teaching Assistant

31.25 hours per week | Monday – Friday  
Term Time Only (including Training Days)  
Permanent Basis  
NYC Grade F pt 9-13 - £19,955 to £21,280

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

Under the leadership and support of our Assistant Headteacher: Senior SENCo and DSL you will be working with students with a range of Social, Emotional and Mental Health needs. Part of this role will be supporting and delivering small group and 1:1 targeted intervention in our SEMH Hub. The successful candidate will work alongside the Assistant Headteacher, additional SENCo, SEMH Teacher and our large Inclusion Team to support young people to be successful in school. Specific HLTA roles and responsibilities will be agreed upon appointment. Due to the co-occurring SEND needs that the cohort have (as well as SEMH needs) a broad and developed understanding of all SEND will be required of the successful candidate.

This rewarding role is designed to:

- provide high quality support, teaching and learning for young people with SEMH needs.
- deliver elements of the curriculum (and an SEMH curriculum) through learning experiences built around the individual needs of students.
- liaise and work with other members of the pastoral and curriculum team, multi agency partners and parents / carers to ensure coordinated and consistent support for the students you are working with.
- work under guidance to implement work programmes for individuals/groups.
- assist with the graduated response and statutory processes of SEND – including those with EHCPs.
- demonstrate skills / experience to contribute directly and indirectly to an environment where young people feel valued, understood, and SEMH needs are met which allows them to become successful learners.
- display excellent classroom management, de-escalation skills and who can build strong positive relationships with young people.
- 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 from colleagues and being part of an ethos that achieve 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](mailto:recruitment@king-james.co.uk) by **Friday 10<sup>th</sup> July 2026, 08.00am**

**Interviews to be held Tuesday 14<sup>th</sup> July 10.30am onwards**

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 safe and inclusive learning environments 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 holistically.

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 Assistant Headteacher: Senior SENCo and DSL oversees the Learning Support Department with the support of an additional SENCo, an Assistant SENCo and a group of specialist teachers and a range of teaching assistants (ATAs and GTAs).

Our teacher of SEND and our teacher of Inclusion and Intervention deliver lessons to the Student Support Group - a specialist part of our provision for those students with the highest level of cognition and learning needs.

An Advanced Teaching Assistant is attached to all year groups in KS4, and at KS3. We also have a Senior Teaching Assistant specialising in ASC who works across all key stages. These staff act as a key liaison between the SENCO, teaching staff, students, and parents. The department is further staffed by General 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.

We also have our teacher of Inclusion and Intervention, who as our designated teacher Looked After Teacher and EAL delivers our PDLS programme. This enables students to have catch up and consolidation of key English and Maths skills as well as preparation for adult skills in a nurturing environment in place of a GCSE option.

Finally, we have our Nurture SEMH Hub that was established to meet the needs of those with significant SEMH difficulties and other areas of SEND. The ethos of the hub is for vulnerable and complex students to have a safe space for self regulation, nurture provision and to access an SEMH curriculum that is tailored to their needs. The SEMH Hub is led on a day to day basis by an experienced classroom teacher and the aim is for it to be able to continue to thrive with the ongoing support of the Assistant Head, SENCo and the newly appointed HLTA.

The SEMH hub currently comprises of a range of KS3 and KS4 students whose main area of need is SEMH but they may also have different co-occurring SEND. Some students have a simple pathway in the SEMH of using it as a safe space for self regulation and some students have a more bespoke offer. A large percentage of our hub cohort are also pupil premium and so their progress and welfare is paramount.

# 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](mailto:recruitment@king-james.co.uk) and be received by **Friday 10<sup>th</sup> July 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 our search for a suitable position.



<b>Post title:</b>	Higher Level Teaching Assistant (HLTA)
<b>Grade:</b>	F
<b>Responsible to:</b>	Assistant Headteacher and SEMH Teacher
<b>Staff managed:</b>	None
<b>Directorate:</b>	Children and Young People's Service
<b>School name:</b>	King James's School – Knaresborough
<b>Job family:</b>	E - Education/School
<b>Date of issue:</b>	

### 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.

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.

<b>Job Purpose:</b>	<p>To provide support to pupils including promoting pupils' independence, self-esteem, and social inclusion</p> <p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term</p>
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absence. Activities involve planning, preparing and delivering interventions as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development, under the direction of the class/subject teacher.

**Supporting Learning & Development**

- Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs
- Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Interact with pupils in ways that support the development of their ability to think and learn, and work independently
- Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence
- 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.
- 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.
- 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 progress that the pupil has made during a learning activity.
- Prepare for lessons appropriately including reading of materials shared prior to the lesson.
- Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison.
- Encourage and motivate pupils to promote independence and resilience and increase self-esteem.
- Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils
- Undertake allocated supervision during breaktimes as required

**Communication:**

- Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their

	<p>support for their child's attendance, access and learning and support home to school and community links.</p> <ul style="list-style-type: none"> <li>• Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> <li>• Be clear about the level of instruction, procedures and guidance that this role works within.</li> </ul>
<b>Sharing information:</b>	<ul style="list-style-type: none"> <li>• Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence</li> <li>• Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters</li> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>• Participate in staff meetings</li> <li>• Share information about pupils with teachers and other professionals as required</li> </ul>
<b>Safeguarding and promoting the welfare of children / young people:</b>	<ul style="list-style-type: none"> <li>• Assist pupils with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence</li> <li>• Be responsible for promoting and safeguarding the welfare and wellbeing of pupils that you are responsible for and come into contact with, reporting concerns as appropriate</li> </ul>
<b>Administration/other:</b>	<ul style="list-style-type: none"> <li>• Organise and manage an appropriate learning environment and resources</li> <li>• Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning</li> <li>• Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, suspensions etc., making phone calls</li> <li>• Participate in the recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school</li> <li>• Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations</li> <li>• Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor</li> <li>• Participate in training and appraisal</li> </ul>

<b>Person Specification:</b>	
<b>Essential</b>	<b>Desirable</b>
<p><b>Knowledge and Experience</b></p> <ul style="list-style-type: none"> <li>• Good understanding of child/young people's development and learning processes</li> <li>• Understanding of individual children and young peoples' needs</li> <li>• An understanding that children/Young people have differing needs and knowledge of inclusive practice</li> <li>• Significant experience of working with children in an educational setting</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Behaviour Management techniques</li> <li>• Knowledge of Child Protection and Health &amp; Safety legislations and procedures</li> </ul>

<ul style="list-style-type: none"> <li>Significant experience of working with children with SEND – particularly those with SEMH needs.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of delivering evidence based interventions that accelerate learning</li> <li>Experience in a relevant specialism e.g. SEND/SEMH</li> <li>Understanding of SEND statutory processes</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, external agencies, families and carers</li> </ul>	
<p><b>Behaviours</b></p> <ul style="list-style-type: none"> <li><a href="#">link</a></li> </ul>	
<p><b>Professional Qualifications</b></p> <ul style="list-style-type: none"> <li>Level 2 numeracy &amp; literacy qualification or equivalent</li> <li>HLTA status or QTS **</li> </ul> <p>** It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class</p>	<ul style="list-style-type: none"> <li>Appropriate first aid training (Dependent on the school's needs - insert as appropriate)</li> <li>Relevant NVQ level 4 or foundation degree</li> <li>Team Teach training or the equivalent</li> <li>Additional CPD or qualifications in SEND and/or SEMH</li> </ul>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>Demonstrable interpersonal skills</li> <li>Ability to work successfully in a team</li> <li>Able to exercise discretion and judgement</li> <li>Confidentiality</li> <li>Flexibility</li> <li>Ability to organise, multi task and be able to prioritise</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> </ul>
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>Enhanced DBS clearance</li> <li>To be committed to the school's policies and ethos</li> <li>To be committed to Continuing Professional Development</li> <li>Motivation to work with children and young people</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>Emotional resilience in working with challenging behaviours and attitudes</li> </ul>	

- Ability to use authority and maintaining discipline within the school's behaviour policy
- The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.

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 will be tested in some or all of the skill specific areas over the course of the selection process.

## **HLTA Standards**

### **Professional Attributes**

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

### **Professional Knowledge and Understanding**

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

### **Professional Skills\***

#### **Planning and Expectations**

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

### **Monitoring and Assessment**

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focused support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

### **Teaching and Learning Activities**

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning

*\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school*