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.



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

Advanced Teaching Assistant

Term Time Only (including Training Days)
31.25 hours per week.
Grade E - £19,656 to £20,612 (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 23rd November 2026.**

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.

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 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 23rd November 2026**

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.



KING JAMES'S SCHOO JAMES'S SCHOOL, KNARESBOROUGH

JOB DESCRIPTION

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

ADVANCED TEACHING ASSISTANT

Line Manager:	SENCo
Responsible to:	• Head Teacher • Senior Advanced Teaching Assistant • SENCO

Salary Grade :	Grade E
Full Time/Part Time :	Hours depending on individual contract
Hours:	Hours depending on individual contract
Full Year / Term Time Only:	Term Time Only (incl. Training Days)
Date of issue:	April 2025

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 within designated working hours
7.	Undertake appropriate staff training and development activities
8.	Undertake whatever duties might be reasonably requested by the Head or Line Manager

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 • Advanced Teaching Assistants are based in schools and educational settings, responsible for assisting and contributing to the planning, delivery and evaluation of the learning process. The postholder will typically work with groups of learners, under the supervision of a qualified teacher. They can be responsible for working within a specific area (e.g. pastoral, behaviour, SEN), depending on the needs of the educational establishment. • Can be responsible for working within a specific work area, e.g. Pastoral, Behaviour or SEN

Job purpose	**To work, under the direction of the senco and teaching staff to plan, deliver, monitor and evaluate specliast interventions for students with SEND, contributing to the provision planning, and provide guidance and support to other teaching assistant in relation to send strategies, interventions and individual student support. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils. They will provide targeted support that promotes pupil's indepedennce, self-esteem and social inclusion.**
Supporting Learning and Development:	• Work collaboratively with teaching staff to plan, deliver, monitor and evaluate learning activities for students with SEND, including those with communication and interaction needs, cognition and learning needs, sensory and physical needs, and social, emotional and mental health (SEMH) needs, ensuring provision is tailored to individual barriers to learning. • Lead the delivery of targeted interventions for individuals and groups of pupils, adapting and differentiating programmes to meet identified needs, monitor impact and support pupils to make sustained academic, social and emotional progress. • Support pupils with special educational needs assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews. • Support the facilitation of pupils • provision as indicated by their Education, Health and Care Plan, • With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes

	• Monitor, record and evaluate pupil engagement, progress and achievement, providing accurate and timely feedback to teachers and other professionals to inform assessment, provision planning and next steps in learning. • Use effective communication and questioning techniques to develop pupils' independence, confidence, problem-solving skills and resilience as learners • Contribute to the planning, implementation and review of behaviour support strategies, promoting positive relationships, engagement and self-regulation in line with school policy. • Support effective partnerships between school and home by contributing to communication with parents and carers and sharing relevant information to support pupil progress and wellbeing, as directed by teaching staff or the SENCo. • Support the social, emotional and physical wellbeing of pupils with a range of SEND, medical and additional needs, implementing agreed interventions and support plans and modelling positive behaviour and emotional regulation strategies • **Support the safe participation, inclusion and engagement of pupils during educational visits, enrichment activities and off-site learning opportunities.** • Provide effective supervision during social times, promoting positive interactions, inclusion, safety and pupil wellbeing as required • Contribute to assessment, review and provision planning by maintaining accurate records of pupil progress and providing evidence-based feedback on learning, engagement and intervention outcomes. • Prepare for learning activities by reviewing lesson materials, SEND information, support plans and resources in advance, ensuring readiness to deliver effective support and interventions.
Communication:	• Develop and maintain effective working relationships with pupils, families, school staff and external professionals, acting as a key communication link for allocated pupils and contributing to the consistent implementation of SEND provision, whilst working within agreed school policies, intervention plans and the direction of teaching staff and the SENCo. • **Liaise with teaching staff, the SENCo and external professionals regarding pupil progress, interventions and support strategies, contributing to coordinated provision whilst working within agreed frameworks, guidance and delegated responsibilities.**
Sharing Information:	• Assess, record and report on pupils' attainment and progress within assessment and reporting processes • Share accurate and relevant information regarding pupil progress, wellbeing and SEND provision with teachers, the SENCo and other professionals, maintaining appropriate levels of confidentiality and data protection at all times. • Participate in meetings with school staff, parents/carers and external professionals, contributing information about pupil needs, progress and support strategies while working in a support capacity alongside the teacher or SENCo. • support the induction, development and ongoing practice of Teaching Assistants and other support staff through the sharing of information, effective approaches and agreed SEND strategies. • Maintain professional boundaries and exercise discretion when handling sensitive pupil information, ensuring compliance with safeguarding, confidentiality and data protection requirements.

	• Participate fully in staff meetings, training, briefings and professional development activities, contributing to the continuous improvement of SEND provision and pupil outcomes. • Share information confidentially about pupils with teachers and other professionals as required
Safeguarding and Promoting the Welfare of Children and Young People:	• Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, 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:	• **Prepare learning environments, teaching resources and intervention materials to support planned lessons, activities and SEND provision.** • **Undertake administrative and clerical tasks to support the effective delivery, monitoring and recording of pupil provision, progress and interventions.** • Use school information systems and ICT effectively to support learning, communication, record-keeping and administrative processes, in accordance with school policies and procedures. • Support the administration of internal and external examinations by supervising pupils and implementing approved access arrangements in accordance with Joint Council for Qualifications (JCQ) and examination board regulations. • Participate in appraisal, supervision, training and professional development activities, maintaining and developing the knowledge and skills required to support pupils with a range of SEND needs effectively.

Appropriate duties	**Duties that are not appropriate for this role and should be allocated to another role which includes these within their responsibility**
Work under the direction of the class teacher, SENCo or Assistant SENCo to support the learning, progress, wellbeing and inclusion of pupils, including those with SEND.	Assume sole responsibility for the teaching, learning, assessment and progress of a whole class.
Develop, implement and review SEND support plans, intervention plans and pupil support records under the direction of the SENCo.	Determine statutory SEND provision or make decisions regarding EHCP content without SENCo oversight.
Contribute to the planning, delivery, monitoring and evaluation of targeted learning activities, interventions and support programmes.	Plan, deliver and assess a full curriculum independently of a qualified teacher.
Contribute written evidence and progress information to SEND reviews, annual reviews and multi-agency meetings.	Lead annual reviews or represent the school as the principal decision-maker.
Deliver structured learning activities and evidence-based interventions for individuals and small groups, adapting approaches in response to pupil need and progress.	Be providing cover for teaching absences.

Assisting in the induction & development of classroom support staff.	Be responsible for managing other support staff
Provide targeted support for pupils whose SEND needs may affect their emotional regulation, wellbeing, engagement or participation in learning.	Be solely responsible for the ongoing management of pupils presenting with high-risk behaviour or complex mental health needs.
Promote the wellbeing, inclusion and positive engagement of all pupils through everyday classroom practice and targeted support where appropriate.	Deliver specialist therapeutic interventions that require accredited professional qualifications.

Person specification:	
Essential	**Desirable**
Knowledge and Experience • On entry, good understanding of child/ young people's development and learning processes • Understanding of guidance and requirements around safeguarding children and young people • Understanding of individual children and young people's needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Appropriate experience working with children in an education setting	• Knowledge of Behaviour Management techniques • Knowledge of Child Protection policies and procedures • Knowledge of Health and Safety legislation • Experience in other relevant skills e.g. art/music/sport • Experience of delivering evidence based interventions that accelerate learning
Occupational Skills • 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 • Behaviour management • Good reading, writing and numeracy skills • 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	
Behaviours • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise judgement • Confidentiality	• Creativity

• Flexibility	
Professional Qualifications • Relevant NVQ Level 3 or equivalent (minimum English and maths skills at level 2).	• Appropriate first aid training (Dependent on the school's needs - insert as appropriate)
Other Requirements • 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 • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality and diversity	

Assessment: **1. Test prior to shortlisting (i.e. all applicants)** **2. From application form** **3. Test after shortlisting** **4. Probing at interview** **5. Documentary Evidence** **6. OTHER (please specify)**