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.



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

General Teaching Assistant

Term-time only (including Training Days)
Permanent for 28 hours per week
Grade CD £16,803 to £17,612 (Actual)

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 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 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 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 your search for a suitable position.



KING JAMES'S SCHOOL, KNARESBOROUGH **ED7214**

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 support the learning, development and inclusion of pupils, including those with SEND, by working alongside teachers and other school staff to deliver planned learning activities, provide targeted support for individuals and small groups, and implement agreed strategies that remove barriers to learning. The postholder will work within established teaching plans and support programmes, exercising initiative within agreed guidance and procedures. To encourage pupils to develop independence, resilience, self-esteem and positive relationships, enabling them to engage confidently in learning and wider school life.

Operational management:	• **Support the delivery of planned learning activities and interventions, including those designed to meet the needs of pupils with SEND, under the direction of the teacher.** • **Use agreed observation and recording methods to monitor pupil engagement, behaviour, participation and progress, providing feedback to teachers to inform planning and evaluation.** • **Use effective communication and questioning techniques to promote pupils' thinking, understanding, independence and confidence as learners**

	• **Support pupils with SEND by implementing agreed learning programmes, interventions and targets, working with individuals and small groups under the supervision of the teacher / senco to remove barriers to learning.** • **Assist in the implementation of provision specified within Education, Health and Care Plans (EHCPs) and SEND support plans, where delegated by teaching staff or the SENCo.** • **Implement agreed behaviour management and classroom support strategies in accordance with school policies, promoting positive behaviour, engagement and inclusion.** • **Support the social, emotional, physical and medical needs of pupils, implementing agreed support plans and interventions and modelling positive relationships and behaviours.** • **Support the safe participation and inclusion of pupils during educational visits, enrichment activities and other off-site learning opportunities under the direction of teaching staff.** • **Provide effective supervision during social times as required, promoting pupil safety, wellbeing and positive interactions.** • **Contribute to assessment and planning processes by maintaining accurate records and providing feedback to teachers on pupil progress, participation and achievement during learning activities.** • **Prepare for learning activities by reviewing lesson materials, pupil information and resources in advance to ensure effective support can be provided.**
Resource management:	• Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work • 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. •
Communications:	• Under the general direction of the teacher/senco d**evelop and maintain positive, professional relationships with pupils, parents/carers, colleagues and other professionals to support pupils' learning, wellbeing and inclusion.** • **Communicate effectively and appropriately with pupils, families, colleagues and external professionals, following agreed school procedures and lines of communication.** **Work within established policies, procedures and guidance, seeking advice and support from teaching staff when required.** • **Share relevant information regarding pupils with appropriate staff and professionals to support effective provision, maintaining confidentiality and adhering to data protection requirements.** • **Maintain professional boundaries and exercise discretion when handling sensitive information and interacting with pupils, families and colleagues.** • **Participate in staff meetings, briefings and training activities, contributing to effective communication and the continuous development of practice.**
Safeguarding:	• 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	• **Prepare and organise learning environments, resources and materials to support teaching and learning.**

- **Undertake routine administrative and clerical duties as required to support the effective operation of the school and classroom.**
- **Use ICT appropriately to support learning and administrative processes, adhering to relevant policies and procedures.**
- **Support the delivery of internal and external examinations, including approved access arrangements, in accordance with examination regulations.**
- **Engage in appraisal, training and professional development activities to maintain and develop effective practice.**

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**
Knowledge and Experience • 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	• Knowledge of Behaviour management techniques • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
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 • 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	• Creativity
Professional Qualifications	• Relevant NVQ level 3

• Relevant NVQ Level 2 qualification or equivalent i.e. English and maths skills at level 2	• Appropriate first aid training (Dependent on the schools needs - insert as appropriate)
Other Requirements • 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.