



KING JAMES'S SCHOOL
KNARESBOROUGH

Candidate Information



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.

Many job adverts specify what they demand from the candidate. We have plenty of skills and qualities that we are looking for 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 by and large the classes are filled with well-motivated students willing to learn and to contribute to their school community. The local community is phenomenally 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 are heavily over-subscribed each year with pressure for places from beyond our catchment area. Knaresborough and North Yorkshire isn't just a great place to teach, it's a great place to live.

The extra-curricular life of the school is rich, most staff who work here make the most of 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 modern school with an open and friendly ethos. The students are not restricted by an oppressive regime but there is good order and discipline. 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 10% 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.

Thank you for considering King James's School.

Carl Sugden
Headteacher



KING JAMES'S SCHOOL
KNARESBOROUGH

Advanced Teaching Assistant
Local Community/Schools Outreach Team
March/April 2018 start
Term Time Only (including Training Days)
33.25 hours per week. Permanent
£13,094 - £13,360 (actual)
(Reduced working hours may be considered)

King James's School is offering an exciting and rewarding opportunity to work as an Advanced Teaching Assistant as part of our highly successful Enhanced Mainstream provision. Under the leadership and support of our SENCo and Communication & Interaction Co-ordinator, you will be working primarily with students with Communication and Interaction (C&I) needs including Autism, both within our own school and through outreach work at other schools. You will subsequently require your own vehicle for which you will receive a mileage allowance for business travel.

This is a Term Time Only (plus Training Days), part-time contract. Your required start time will be 8.15am, Monday to Friday. You will also be required to finish at 4.30pm every Wednesday. Remaining allocation of hours to be discussed and agreed at interview. Your working times will include 50 mins unpaid lunch and 25 mins unpaid break. **Reduced working hours may be considered through discussion at interview.**

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 Learning Support Department is central to our inclusive mainstream model of provision. The majority of our students with SEND attend mainstream lessons and are not taught separately. We promote curriculum and social inclusion for all our students. This enables them to embrace the broader developmental experiences gained in a mainstream school environment.

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.

Applications must be submitted via email to recruitment@king-james.n-yorks.sch.uk by **Monday 5th March, 10.00am.**

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. Over recent years students with special educational needs have competed in national and international sporting events, participated in local horticultural schemes and won National Enterprise Awards.

The Learning Support Department is the largest department within King James's School and is housed in a modern hub. The department has six dedicated teaching rooms, including a specialist room for delivery of literacy interventions and a Reduced Sensory Stimulation Room primarily for use by students with ASD. The department has a wide range of resources including a literacy library, intervention packs and most recently iPads for targeted students.

The staffing structure of the department is currently being developed and enhanced. The SENCo leads the department, working closely with the Pastoral and Curriculum Deputy Heads. Our Communication & Interaction Co-ordinator leads the EMS team, which consists of a Specialist Teacher and two full-time EMS Advanced Teaching Assistants. A teacher is responsible for co-ordinating and managing provision within the 6th form, including the Foundation Learning Course and teaching staff deliver a range of lessons including aspects of the ASDAN course and the Student Support Group curriculum. The department is further staffed by Teaching Assistants with specialisms including Science, Technology, English, Maths and PE. An Administrative Assistant also supports the department. As an Enhanced Mainstream School for Communication & Interaction, our team has additional knowledge, skills and experience to meet the support needs of our students with ASD. We have an extensive outreach programme providing specialist support, advice and training to ten other schools in North Yorkshire.

The Learning Support Department offers a comprehensive range of support enabling students' access to a wide ranging and varied curriculum. The support offered varies from in class, small group work and 1:1 mentoring, through to targeted interventions and personalised timetables. Most recently the department has introduced the Student Support Group to provide 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 occurring both at King James's and at our feeder primaries. We are proud of our track record of successful transition for our students especially 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.n-yorks.sch.uk and be received by **Monday 5th March 2018, 10.00am.**

Thank you for your interest in this post. If you have not heard from us by the end of March 2018 please assume your application has been unsuccessful and, 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

ADVANCED TEACHING ASSISTANT (EMS)

To be accountable for students' attainment and achievement. To ensure all students make progress by promoting, monitoring and supporting the overall learning and personal development of students. To uphold the aims, policies, procedures and ethos of the school.

<i>Line Manager:</i>	SENCo
<i>Responsible to:</i>	<ul style="list-style-type: none"> • Communication & Interaction Co-ordinator • SENCo

<i>Salary Grade :</i>	NYB06 (Spinal point 15-16)
<i>Full Time/Part Time :</i>	Part Time
<i>Hours:</i>	Anticipated hours (to be confirmed at interview): Monday: 8.15am – 4.15pm Tuesday: 8.15am – 4.15pm Wednesday: 8.15am – 4.30pm Thursday: 8.15am – 4.15pm Friday: 8.15am – 3.30pm (Includes: 50 mins unpaid lunch, 25 mins unpaid break)
<i>Full Year / Term Time Only:</i>	Term Time Only (plus Training Days)

Professional Responsibilities**ALL ASSOCIATE STAFF**

1.	To work within the North Yorkshire County Council's Conditions of Service
2.	To support the aims, policies, procedures and ethos of the school
3.	To participate in the school's agreed Performance Management procedures
4.	Help safeguard the welfare of children in the school and ensure services are delivered with regard to equalities
5.	Work safely and co-operate with health and safety procedures
6.	Attend school meetings as appropriate within designated working hours
7.	Undertake appropriate staff training and development activities
8.	Undertake whatever duties might be reasonably requested by the Head, Communication & Interaction Co-ordinator or Line Manager

**SEND SUPPORT AND OUTREACH SERVICE
ENHANCED MAINSTREAM SCHOOL**

JOB DESCRIPTION

POST:	Advanced Teaching Assistant (EMS)
GRADE:	Band 6 (Spinal point 15-16) Term Time only (including Training days)
RESPONSIBLE TO:	Communication & Interaction (C&I) Co-ordinator SENCo
STAFF MANAGED:	N/A
JOB PURPOSE:	<p>To carry out the professional responsibilities of an Advanced Teaching Assistant in the EMS. Under the clear guidance of the C&I Co-ordinator play a supporting role in:</p> <ul style="list-style-type: none"> a) carrying out outreach duties as directed by the C&I Co-ordinator; b) working with individuals and groups of young people with autism in the host school and other local schools to facilitate the removal of barriers to curriculum access and inclusion for young people with C&I needs; c) supporting schools in the delivery of high quality interventions and the implementation of structured learning activities; d) assisting with target setting /monitoring /recording and evaluating young people's progress and outcomes.
JOB CONTEXT:	<p>The Enhanced Mainstream Schools (EMS) for C&I form part of the wider provision made by the Local Authority for Special Educational Needs (SEN).</p> <p>The EMS will provide support and outreach services based around the requirements of students with high needs in terms of C&I, who require additional and different support to make progress in a mainstream school environment.</p>

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Operational Management	<p>Under the direction of the Communication & Interaction Co-ordinator:</p> <ul style="list-style-type: none"> • work as part of the EMS team to support young people with a diagnosis of C&I needs in mainstream schools; • support and advise schools on a wide range of strategies and approaches relating to children and young people with C&I needs to include: development of cognitive (thinking) skills; relating to others; functional and spontaneous communication; development of independent organisational skills and prevention of challenging behaviours relating to C&I needs; • contribute to planning and preparation of learning activities for identified young people and be prepared to model and coach others in applying these; • promote young people's social and emotional health and well-being; • draw upon a range of research-based methods and approaches which

	<ul style="list-style-type: none"> have shown to be effective; have awareness of and apply a range of appropriate supporting materials and resources to support schools; contribute to information on young people's progress and outcomes; support the delivery of training for other Teaching Assistants in mainstream schools and advice to parents/ carers in order to raise awareness of C&I needs and encourage inclusive practice; ensure that all practice is in accordance with the Service Level Agreement and Specification for the EMS; provide regular verbal and/or written feedback to the C&I Co-ordinator in relation to casework and other activities.
Multi-agency working	<p>Work effectively as part of a team of professionals:</p> <ul style="list-style-type: none"> to develop positive working relationships with mainstream teachers, Teaching Assistants, others professionals, agencies engaged in working with the young person e.g. SENCo, CAMHS, educational psychologist; in partnership with the school, liaise as appropriate with parents/carers to support their children.
Effective communication and engagement with children, young people and their families and carers.	<p>In conjunction with the school and the C&I Co-ordinator:</p> <ul style="list-style-type: none"> listen and build empathy and respectful trusting relationships with young people, families, schools and other professionals through clear systems and effective rapport; ensure appropriate confidentiality in all interactions; support, understand and promote the role and value of families and carers as partners in supporting their children to achieve positive outcomes and maintain an open approach to parental involvement; ensure that views of young people with C&I needs and their parents/carers inform action planning and development.
Child and young person development	<p>In conjunction with the school and the C&I Co-ordinator:</p> <ul style="list-style-type: none"> promote and support inclusive learning; actively listen to young people with C&I needs in order to understand the context in which they learn and function; as part of the specialist team, ensure the highest possible achievement for young people with C&I needs; apply your knowledge of C&I needs and its impact on developmental, behavioural and emotional changes; assist with evaluation of the learning process; support the social, emotional and physical development of young people with C&I needs.
Safeguarding and promoting the welfare of the child	<p>In conjunction with the school and the C&I Co-ordinator:</p> <ul style="list-style-type: none"> be responsible for promoting and safeguarding the welfare of young people that you are responsible for and come into contact with; involve young people when taking actions that concern them; communicate, record and report actions and outcomes using the most

	<p>appropriate format e.g. Record of Support & Intervention (ROSI), checklists etc;</p> <ul style="list-style-type: none"> • have an awareness and basic knowledge, as appropriate, of recent legislation.
Supporting transitions	<ul style="list-style-type: none"> • support mainstream schools in the local area with person-centred approaches to transition; • support the transition process into and between schools, and into further education, training and employment to ensure this is effectively managed for young people with autism and is, in so far as possible, a positive experience for the individual and their family; • listen to concerns; recognise and take account of signs of change in attitudes and behaviour.
Sharing information	<ul style="list-style-type: none"> • contribute to the reporting and monitoring of young people's progress; • use clear, accessible language when communicating with young people, schools and parents/carers; • comply with the King James's School and County Council's policies and supporting documentation in relation to Data Protection, Information Security and Confidentiality.
Integrated working	<ul style="list-style-type: none"> • have a commitment to shared values and the common purpose of developing a culture of integrated working: including statutory bodies, voluntary organisations; • have a general knowledge and understanding of the range of organisations and individuals working with young people and those caring for them, and be aware of the roles and responsibilities of other professionals; • be aware of the Local Offer for the school and Local Authority.
Professional Development	<ul style="list-style-type: none"> • develop your knowledge of autism through reading and sharing with colleagues; • undertake personal and professional development activities as agreed through performance management or with the C&I Co-ordinator; • engage appropriately in the regular supervision and the performance appraisal process.
Health & Safety	<p>You will be expected to:</p> <ul style="list-style-type: none"> • be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure; • work with colleagues and others to maintain health, safety and welfare within the working environment; • work with the C&I Co-ordinator and school staff to ensure appropriate risk assessments are undertaken and care plans implemented for young people with C&I needs.

Equalities	<p>The local authority aims to make sure that:</p> <ul style="list-style-type: none"> • services are provided fairly to all sections of the community, and that existing and future employees have equal opportunities; • services are developed and delivered in accordance with the aims of the Equality Policy Statement in response to the needs and aspirations of service users; • staff who work in the EMS are expected to work in accordance with the Equality Policy Statement; • services are delivered in accordance with the aims of the equality Policy Statement.
Flexibility	<ul style="list-style-type: none"> • King James's School provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with the King James's School and County Council Policies and Procedures.

Date of Issue:	September 2017
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Equal Opportunities

King James's School, under North Yorkshire County Council, supports the principle of equality of opportunity in employment and has a clearly stated policy for Equalities and a copy can be downloaded from www.northyorks.gov.uk. Your school will have its own policies adapted from the County Council's Policy.

**SEND SUPPORT AND OUTREACH SERVICE
ENHANCED MAINSTREAM SCHOOL**

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications & Training Completed, working towards or can demonstrate a commitment to work towards an appropriate Qualification at Level 3 (or equivalent) Appropriate first aid training	X	X	2, 4 & 5 2
Experience Appropriate experience working with children with Special Educational Needs in an education setting	X		2 & 4
Skills & Knowledge Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop IT skills in a reasonable timeframe Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, children, young people, their families and carers Good understanding of child/young people's development and learning processes Understanding of individual children and young people's needs, especially related to Communication & Interaction including Autism/special educational needs Understanding of behaviour management and strategies	X X X X X		2, 4 2, 3 & 4 2 & 4 2 & 4 2 & 4
Personal Qualities Demonstrable interpersonal skills Ability to work successfully in a team Able to exercise judgement Confidentiality	X X X X		2 & 4 2 & 4 2 & 4 2 & 4

Other Requirements			
Emotional resilience in working with challenging behaviours; ability to use authority and maintain discipline	X		2 & 4
To be committed to the school's policies and ethos	X		2 & 4
To be committed to Continuing Professional Development	X		2 & 4
Motivation to work with children and young people	X		2 & 4
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		2 & 4
As the role involves outreach work the ability to travel across the county for business purposes is essential	X		2 , 4, 5

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)