



KING JAMES'S SCHOOL
KNARESBOROUGH

Candidate Information



Note from the Headteacher

Thank you for 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. I like it so much I have been here twice; once as Deputy Head from 2000 to 2005, returning here for my second Headship from January 2008.

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 tremendous. 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 SEN alongside an enviable output to top university courses from our high-performing A level students. Our A level results place us in the top 25% 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. With the support of Professor Barry Hymer our development of a culture of 'growth mindsets' in school began over six years ago and has been taken up by many schools since. 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 remain a Local Authority Maintained School rather than an academy but the governing body keeps the options for the school under review and we carefully consider our status and wider relationships within the schools system. We are proud of the relationships that we have fostered, including within Teaching School Alliances and taking the lead role within the White Rose Alliance for School Direct. Our closest professional development partners include Tadcaster Grammar School, Thirsk School and Sherburn High School. Our White Rose Alliance partners include the Grammar School at Leeds, Leeds University, Stokesley School, Allerton Grange School and Thirsk School. We do not believe that there

is a single successful model of school partnership working and we believe that independence and interdependence provides the most powerful partnership and collaboration between schools which retain their own character and identity.

Thank you for considering King James's School.

Carl Sugden
Headteacher



KING JAMES'S SCHOOL
KNARESBOROUGH

General Teaching Assistants

January start, Term-time only (including Training Days)
27.5 hours per week, NYB04 - £7.76-£8.39 per hour

We are seeking applications for enthusiastic, imaginative and energetic General Teaching Assistants. You will be joining a highly committed and supportive team.

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 run a School Direct secondary programme to train the next generation of teachers.

You will be joining a highly community orientated, inspirational and ambitious school. 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 School's fully inclusive mainstream model of provision. As an Enhanced Mainstream School for students with Autism, we provide additional support for these students; along with our students of differing Special Educational Needs (SEN). From Foundation level through to Key Stage 5, we encourage that all of our SEN students 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.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. Enhanced DBS disclosure is required for this post. Full post details and an application form are available via our website.

Completed applications must be submitted via email to recruitment@king-james.n-yorks.sch.uk and received by **10am, Thursday 8th December 2016**. 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 I-pads 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. A Teacher in Charge leads the EMS team, which consists of a Specialist Teacher and two full-time 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. Currently there is one Senior Advanced Teaching Assistant acting as key liaison between the SENCo, teaching staff, students and parents, and 1 full-time and 2 part-time Advanced Teaching Assistants. 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 Autism, 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 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 **Thursday 8th December 2016, 10am.**

Thank you for your interest in this post. If you have not heard from us by 31st December 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

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.

<i>Line Manager:</i>	SENCo
<i>Responsible to:</i>	<ul style="list-style-type: none"> • SENCo / Line Manager • Deputy Head Student Services

<i>Salary Grade :</i>	NYB04
<i>Full Time/Part Time :</i>	Part Time
<i>Hours:</i>	8.45am – 3.25pm (Includes: 50 mins unpaid lunch, 30 mins unpaid break)
<i>Full Year / Term Time Only:</i>	Term Time Only (incl. 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 or Line Manager	
GENERAL TEACHING ASSISTANT		
ACCOUNTABILITIES / MAIN RESPONSIBILITIES		
1.	Supporting Learning & Development	<ul style="list-style-type: none">• Support pre-planned learning activities as directed by the teacher• Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning• Provide feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students• Assist teachers in the implementation of teaching & learning strategies and appropriate behaviour management• Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs• Assist in escorting and supervising pupils on educational visits and out of school activities• Participate in internal school events and activities
2.	Communication	<ul style="list-style-type: none">• Under the general direction of the SENCo and SATA, participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals• Communicate effectively with all pupils, families, carers and other agencies / professionals, as directed by the SENCo.
3.	Sharing information	<ul style="list-style-type: none">• Share information confidentially about pupils with teachers and other professional as required• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality• Participate in staff meetings
4.	Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none">• Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence• Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate

5.	Administration/Other	<ul style="list-style-type: none"> Assist in preparing classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work under the direction of the SENCo Support the use of ICT and adhere to relevant policies Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations Participate in Performance Management, training, co-coaching and other learning activities
6.	Health & Safety	<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
7.	Data Protection	<ul style="list-style-type: none"> To comply with the King James's School (KJS) and County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
8.	Equalities	<ul style="list-style-type: none"> Promote inclusion and acceptance of all pupils Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values
9.	Customer Service	<ul style="list-style-type: none"> KJS requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment KJS requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values

PERSON SPECIFICATION

GENERAL TEACHING ASSISTANT

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications & Training <ul style="list-style-type: none"> Relevant NVQ Level 2 qualification or equivalent Relevant NVQ level 3 Appropriate first aid training (Dependent on the schools needs - insert as appropriate) 	✓	✓ ✓	2 and 5 2 and 5 2 and 5
Experience <ul style="list-style-type: none"> Experience appropriate to working with children in a learning environment 	✓		2 , 4 and 5
Skills & Knowledge <ul style="list-style-type: none"> Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers Good reading, writing and numeracy Skills Basic ICT Skills An awareness of child/young person's development and learning An understanding that children/Young people have differing needs Good understanding of child development and learning processes Knowledge of Behaviour management techniques Knowledge of Child Protection and Health & Safety policies and procedures 	✓ ✓ ✓ ✓	✓ ✓ ✓	2 and 4 2 and 4 2 and 4 2 and 4 2 and 4 2 and 4 2 and 4

Skills & Knowledge (continued) <ul style="list-style-type: none"> Knowledge of inclusive practice 		✓	2 and 4
Personal attributes <ul style="list-style-type: none"> Able to motivate others and to adopt a positive approach to education Energy , enthusiasm and perseverance Reliability and integrity Good interpersonal skills Positive commitment to individual personal development Capacity to work hard, under pressure, to meet deadlines Adaptable and amenable with respect to working practices Ability to work independently and be a team player Creativity 	✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓	2 and 4 2 and 4 2 and 4 2 and 4 2 and 4 2 and 4 2 and 4

Other requirements <ul style="list-style-type: none"> • Understanding of equal opportunities issues and an ability to demonstrate strategies to challenge discrimination and prejudice • A commitment to inclusive education • 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 • 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 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		2 and 4 2 and 4 5 2 and 4 2 and 4 2 and 4 2 and 4 2 and 4
Health & Safety <ul style="list-style-type: none"> • An understanding of health & safety issues 	✓		

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)