



KING'S LEADERSHIP  
ACADEMY BOLTON

# TEACHING ASSISTANT (LEVEL 2)

King's Leadership Academy Bolton is seeking to appoint a talented and enthusiastic Teaching Assistant (TA2) to join our forward thinking and expanding Academy.

PART OF



GREAT SCHOOLS  
TRUST



## WELCOME LETTER FROM OUR CEO

Thank you for your interest in a position within the Great Schools Trust family of Schools. The Great Schools Trust is an education charity that has a proven track record of successful school start up and improvement whilst transforming the lives of children and young people through our unique values driven approach to education.

You will be joining a values driven, highly innovative, inspirational and ambitious organisation, so we are seeking an outstanding candidate who can realise the highest possible quality of services to support our educational vision, strong leadership and effective support to colleagues, to enable the trust to achieve the best possible outcomes for students. This is an exciting and very rewarding role and we look forward to receiving your application.

Yours faithfully

**Shane Ierston**  
CEO

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# PRINCIPAL'S WELCOME



Welcome to King's, a non-selective free independent school in the state sector that is providing a world class education for the young people of Great Lever. King's Leadership Academy Bolton is founded on international research and traditional values with a huge focus on leadership and academic development.

Our vision is **"To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world"**.

At King's we believe every child can succeed and that great teaching is the key to that success. This sentiment is reflected in our motto, 'Credimus', which translated from Latin literally means we believe.

We believe in appointing only the very best teachers and staff who are committed to serving the students and parents of this community. We believe in having the highest expectations of ourselves and our students as well as accepting no excuses for under performance. We believe that our school exists to shape the life chances of all our students in order that they can attend the best Universities or places of employment in the years to come. We believe in fully supporting our students throughout their education.

King's is unique, in that we have developed a highly personalised approach to our provision and teaching. Our smaller class sizes and year groups afford us tremendous opportunities to truly nurture and develop the academic and creative talents in all our students.

As Principal, I am privileged to be part of such a fabulous team of staff who are 'mission driven' in their goal to ensure that the education provided here is second to none. I welcome you to the Academy and hope that you find the information in this pack informative.

**Mr D Crosby**  
**Principal**



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# OUR MISSION

Providing a strong academic education is at the heart of what we do. King's Leadership Academy has immense strength in all areas of the curriculum, and we are fortunate enough to be fully staffed by highly qualified teachers who are excited and passionate about their subjects. Our teachers possess the skills to inspire, motivate and lead our students to life-long success. Our 'mission board' proudly states that King's Leadership Academy is a place where students' aspirations become a reality. We believe that each and every one of our students has distinct potential and ensuring that they fulfill their potential is not only our challenge but our commitment. Aristotle once told his students that the pursuit of excellence had to become their way of life if they were to succeed. Occasionally, achieving excellence was, for him, not enough. He wanted his students to strive for excellence each and every day of their lives. At King's we believe that this advice, given over two thousand years ago, still holds true today and is good guide to the achievement of bot academic and personal success. As an Academy we do not settle for anything but the best for each of our students.



## WORKING AT KING'S BOLTON

King's Bolton is at an exciting stage of its development as a Free School, from September we expand to having our first Year 11. In order to support the growth of King's Leadership Academy Bolton, we are seeking a talented and aspiring Teaching Assistant (TA2).

Whatever your previous experience, the trust will ensure that, if appointed, this post is the right one for you, with real prospects of professional development and personal satisfaction.

King's Leadership Academy Bolton is located close to the centre of Bolton with good access to both the M6 and M62. Class sizes at the school are below average and every student has access to a personal computer tablet. Innovation is one of our strengths, which supports our modern approach to education alongside our commitment to the highest expectations.

King's is a vibrant and diverse school which enjoys a strong sense of community amongst both staff and students. This position is available due to the school expanding, we now wish to appoint an ambitious, highly motivated individual who loves their subject and shares our vision for making all students successful citizens in tomorrow's world.



## JOB PROFILE

<b>Title:</b>	Teaching Assistant (TA2)
<b>Salary:</b>	Scale 3 (points 5-6) £21,575 - £21,968 (FTE) – TTO salary = £16,035 - £16,328
<b>Start Date:</b>	September 2023
<b>Contract:</b>	32.5 hours per week, term time only. Fixed term for 1 year.
<b>Location:</b>	King's Leadership Academy Bolton
<b>Reporting to:</b>	SEnCo

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

To provide outstanding support to enable students with additional needs including those with SEN to play a full and active part in the life of the school and to make outstanding progress in their learning.

We are looking for applicants with/who:

- A genuine like of children and the patience required to make them succeed
- Participation in regular professional development to attune classroom support
- Promote high expectations for all students in your care.
- Accept feedback from more experienced staff and act on it, whilst refusing to accept low standards from students.
- Desire to participate in our accelerated promotion opportunities.
- Be prepared to go the extra mile when required.

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# JOB DESCRIPTION

## Support for Students

- a. Provide one to one, small group and/or class directed and led by the classroom teacher and/or SENCO for identified students with additional needs including those with special educational needs (or an Education, Health and Care Plan).
- b. In providing support, to employ strategies which encourage resilience in line with our ASPI E values.
- c. Deliver intervention and support strategies for specific students as directed by the teacher Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.
- d. Support student access to the curriculum by differentiating learning activities where appropriate.
- e. Develop a positive relationship with the student to support progress and attainment and promote self-esteem and independence.
- f. Support the student as part of a planned inclusion programme and provide intervention strategies and programmes as requested. Including the support the use of ICT in learning activities.
- g. Provide feedback to the student on their progress, achievement and liaison with parents.
- h. To provide any additional support including 'personal hygiene' support to enable the student to participate fully in the life of the school. Where this requires support for toileting using a hoist or other specialist equipment, then full training will be provided.
- i. Liaising with parents and external agencies in order to ensure that the graduated approach informs practice in coordination with the SENCO.

## Support for Teachers

- a. To support staff in their understanding of the inclusion register and to feedback on effective methods of support when necessary.
- b. Liaise with the SENCO and specialist staff (e.g. Occupational Therapist or Speech and Language Service) as requested to receive and disseminate advice given to effectively support the student across curriculum areas.
- c. Liaise sensitively and effectively with parents and carers; and in languages other than English when necessary; and participate in feedback meetings with parents under the teacher's supervision.
- d. Assist the SENCO in the development, monitoring and review of the student's Individual Education Plan (IEP), ensuring that the graduated approach is being used to inform and support pupil progress.
- e. Attend specific training as and when required or requested by the SENCO.
- f. Assist in student supervision and management of student behaviour, in line with school procedures.
- g. Be responsible for keeping and updating records as agreed with the teacher and SENCO, contributing to the reviews of records and systems as requested.
- h. Support the teacher by contributing to the delivery of local and national learning strategies and recording achievement, progress and providing feedback to the teacher.
- i. To have accountability for progress by undertaking student record keeping as requested. Contributing to the review of student's needs.
- j. To be involved in the planning, development and implementation of programmes of support for students with special educational needs.
- k. Supporting the access arrangement process



# JOB DESCRIPTION

## Support for the School

- a. Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- b. Be aware of and comply with policies relating to safeguarding (including child protection), health and safety, confidentiality and data protection.
- c. Assist in providing an atmosphere in which effective learning can take place.
- d. Support the promotion of positive relationships with parents and outside agencies.
- e. Work within school policies and procedures, attending and participating in individual and team meetings as required.
- f. Undertake personal development and improve your own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- g. Accompany teaching staff and students on visits, trips, out of school activities and enrichment programmes and take responsibility for a group under the supervision of a teacher.
- h. Assist with the supervision of students out of lesson time including before school, during breaks and lunchtime, the library and after school. Work as part of a team and support the role of other people in the team.

## Other responsibilities

Contribute to the wider life of the Trust, it's schools and its community through out of hours and partnership work. To carry out any such duties as may be reasonably required by the Principal or Chief Executive. This appointment is with the Local Advisory Council of the School, with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Contract'



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# PERSON SPECIFICATION

## QUALIFICATIONS

- Degree level qualification (D)
- Level 3 qualification (NVQ level 3 or A level) (D)
- GCSE in English and Maths at Grade C or above (E)

## EXPERIENCE

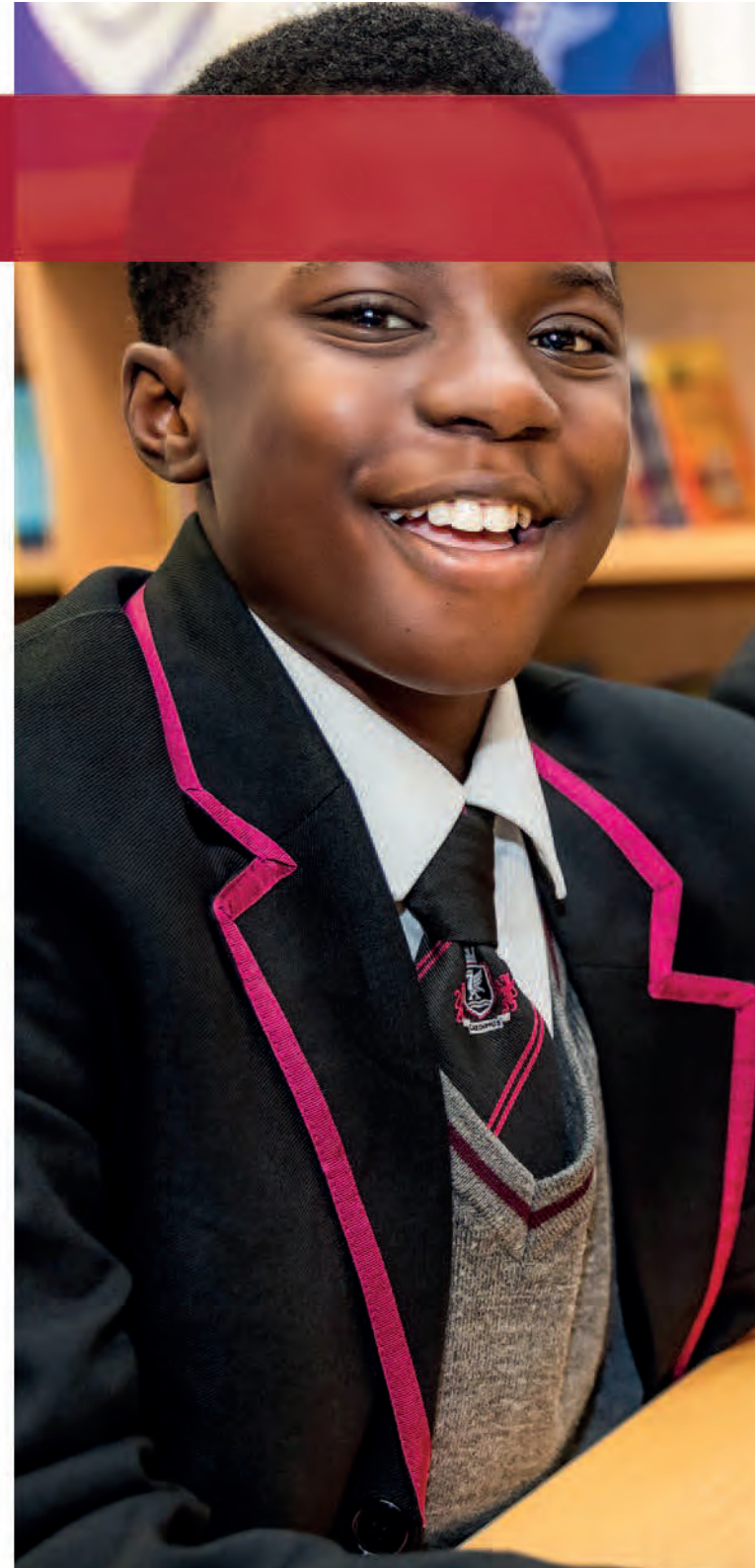
- Working with children in a secondary school or other setting (E)
- Supporting children with special educational needs (SEN) and English as an additional language (EAL) (D)
- Contributing to the development, monitoring and review of Individual Education Plans (IEPs) (D)

## ABILITIES, SKILLS & KNOWLEDGE

- Ability to maintain positive relationships with students, parents and staff and work well within a team (E)
- Effective classroom and behaviour management skills (D)
- Ability to communicate effectively in relevant community languages (D)
- Good ICT skills for word-processing, use of learning software and accessing on-line resources (E)
- Knowledge of the secondary curriculum & strategies to support students with specific SEN e.g. physical disabilities, visual and/or hearing impairment (D)
- Transition for children not ready for curriculum (D)
- Safeguarding and mental health (D)

## PERSONAL QUALITIES

- A passionate belief in the school's mission statement with a strong belief in the value of education in developing exemplary British citizens (E)
- Highest levels of professional and personal integrity (E)
- A strong commitment to inclusion and overcoming barriers to learning and achievement (E)
- Personal resilience, persistence and perseverance; and a strong work ethic (E)
- Commitment to undertaking additional training where required (E)



# TERMS

*The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. This job description is current at the date shown but, in consultation with the post holder, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.*

*This appointment is with the Local Advisory Council of the School, with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Contract'*

*This Job Description is not intended to be either prescriptive or exhaustive: it is issued as a framework to outline the main areas of responsibility. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This job description is current at the date below but will be reviewed on an annual basis and following consultation with you may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

## Application and Interview Process

**Deadline for Applications:** Friday 9th June

**Interviews:** Wednesday 14th June

**Submit Application to:** Stephanie Baglow at [s.baglow@kingsbolton.com](mailto:s.baglow@kingsbolton.com)

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on your letter of application so please read the Job Description and Person Specification carefully before you write your letter of application.

## References and Pre-Employment Checks

We will seek references for candidates once the position has been offered and we may approach previous employers for information to verify particular experience or qualifications before interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- 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
- Attitudes to use of authority and maintaining discipline

## Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualification
- List 99 check
- Section 128 Check
- Satisfactory DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Completion of Employee Health Declaration
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

# SAFEGUARDING CHILDREN AND YOUNG PEOPLE

King's Leadership Academy Bolton is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

To find out more about working for the Great Schools Trust and King's Leadership Academy Bolton check out our Twitter or website and please get in touch if you would like a visit or chat with the Principal.

## Website:

[WWW.KINGSBOLTON.COM](http://WWW.KINGSBOLTON.COM)  
[WWW.GREATSCHOOLSTRUST.ORG](http://WWW.GREATSCHOOLSTRUST.ORG)

## Facebook:

[@KLABOLTON](https://WWW.FACEBOOK.COM/KLABOLTON/)  
[HTTPS://WWW.FACEBOOK.COM/KLABOLTON/](https://WWW.FACEBOOK.COM/KLABOLTON/)

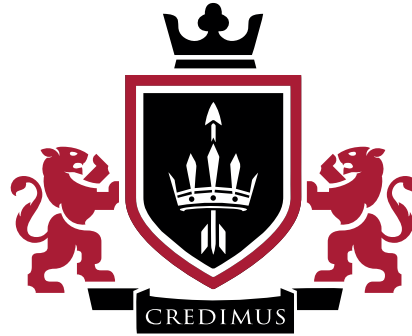
## Twitter:

[@KINGS \\_ BOLTON](https://TWITTER.COM/KINGS_BOLTON)  
[HTTPS://TWITTER.COM/KINGS \\_ BOLTON](https://TWITTER.COM/KINGS _ BOLTON)

## Telephone:

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KING'S LEADERSHIP  
ACADEMY BOLTON

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