

Student Support Assistant: Full time, term time only (temporary contract to cover maternity leave)

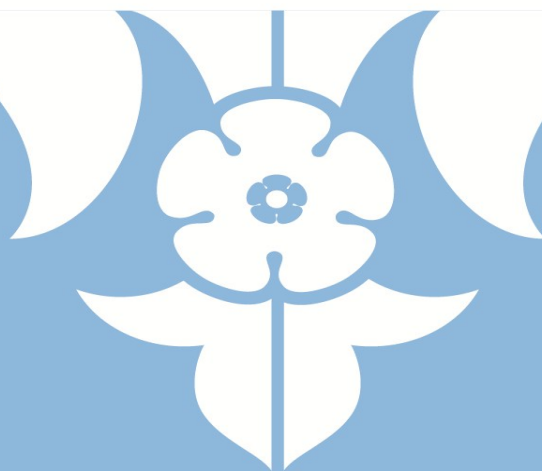


KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM



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Kings Norton Girls' School: Student Support Assistant (Temporary Contract)

23rd September 2025

Dear Prospective Applicant

This is a fantastic opportunity for an exceptional individual to join the team at Kings Norton Girls' School and Sixth Form in order to open a world of opportunities for our students. This is a temporary contract to cover a maternity leave, working full time, term time only.

We are an Ofsted outstanding school achieving excellent pastoral and academic outcomes for students within a culture of care, concern and well-being for both students and staff. KNGS is a happy and caring community, where every student is valued as an individual, their talents recognised and nurtured. Our vision is to 'Open a World of Opportunities' for our students whilst ensuring that everyone in our school community demonstrates respect and courage in order to flourish. The successful candidate will be joining a highly successful and dedicated team and a supportive and forward thinking school environment. Whole school progress and attainment indicators show that students consistently achieve well above the national average.

This role is key to the smooth running of our pastoral and student support teams; supporting students and staff with the management and running of student behaviour for learning systems, enabling students to optimise their learning opportunities and adopt positive attitudes for learning. The role will model the school's ethos and values "demonstrating respect and courage in order to flourish" to ensure these are promoted throughout and beyond our school community. You will be joining a strong pastoral and student support team. Please refer to information about the department, job description and person specification contained in this pack as this details our pastoral structure. The successful candidate will be committed to working with young people to ensure they flourish. They will recognise the importance of promoting and maintaining a cohesive school community through building positive relationships with our students; exceptional communication skills are key to this role alongside strong organisational skills with a professional and helpful approach to their work with the ability to prioritise and problem solve. The successful candidate will have experience of working with children, preferably in a school. There are CPD opportunities including working with a wide range of schools in our local network. We offer a cycle to work scheme and an Employee Assistance Programme.

I do hope that having read further, and found out more about us that you will choose to make an application; I look forward to hearing from you. To apply, please submit your application through the 'My New Term' portal which will contain your supporting statement (which should not exceed 1200 words), please explain clearly how you meet the requirements of the person specification. You do not need to submit a covering letter.

Please note we do not accept CVs and only applications completed on the school's application form will be considered. If you have any queries relating to the role, please do not hesitate to contact Ms Laura Gregory, Associate Assistant Headteacher lgregory@kngs.co.uk. Queries regarding the application process can be sent to Mrs Denise Wilson, PA to the Headteacher (dwilson@kngs.co.uk).

Deadline for applications: Monday 13th October 2025 at 8.00 am

Interviews: Week commencing Monday 13th October (date to be confirmed)

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form. References must be taken from your current (or most recent employer) where you have worked in connection with children. Candidates who have not been called for interview within two weeks of the deadline should assume their application has been unsuccessful. All offers of employment are subject to a satisfactory enhanced DBS check, a health check screening questionnaire and 2 references that are satisfactory to the school.

Yours sincerely

Mrs N Raggett, Headteacher and CEO to WMAT

Opening a World of Opportunities

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Team Structure

The following outlines the structure of our Senior Leadership Team, inclusion and pastoral teams :-

Senior Leadership Team

- Headteacher
- Deputy Headteacher – Curriculum
- Deputy Headteacher – Students
- Assistant Headteacher – Data, Timetable, Examinations
- Assistant Headteacher – Teaching and Learning, Pupil Premium
- Assistant Headteacher – SENDCO
- Associate Assistant Headteacher—DSL
- Business Manager

Inclusion Team (Line managed by SENDCO)

- SENDCO – Assistant Headteacher
- Assistant SENDCO
- SEND Hub Manager
- Learning Support Assistants (8 staff members)

Pastoral team: Years 7-11

- Heads of Year (Teaching posts) x 5, years 7 to 11
- Pastoral Base Manager
- Pastoral Administrators x 2
- Student Support Assistant

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JOB DESCRIPTION

Line Management: Directly responsible to the Associate Assistant Headteacher

Job Purpose: To support students and staff in managing behaviour for learning, working closely with the pastoral team to ensure effective systems are in place. Provide direct support to students to improve attendance, punctuality, and behaviour, enabling full engagement in school life. Collaborate with students, parents, and carers to promote positive attendance and behaviour, and assist the pastoral team in implementing behaviour management strategies. Duties will include, but are not limited to the following: -

Behaviour and Pastoral Support

- Maintain an ongoing log of concerns and referrals, updating the spreadsheet daily.
- Respond promptly to on-calls, encouraging positive attitudes and behaviours for learning in line with the school's ethos and values.
- Support students' reintegration into lessons after removal or use of on-call.
- Use available data to identify and monitor patterns of on-call usage by students and staff.
- Investigate reported incidents, ensuring effective recording, follow-up, and communication with relevant staff (including Heads of Year).
- Promote positive attitudes to learning and help students understand the impact of behaviour and attendance on their progress.
- Deliver targeted intervention sessions (including emotional health and wellbeing) as required.
- Support the delivery of restorative justice sessions.
- Assist staff in maintaining good conduct and high standards of school appearance around the site.
- Respond to daily student needs and triage students arriving at the pastoral base before and after school.

Attendance, Uniform, and Resource

- Oversee daily management of uniform and student resources (including planners and make-up removal equipment).
- Monitor the return, cleanliness, and stock of uniform; collate orders and organise the second-hand uniform shop.
- Arrange and purchase bus tickets/taxis as directed by Heads of Year.
- Maintain accurate records of students on passports, managed moves, and offsite directions.

Detentions and Interventions

- Run, monitor, and evaluate all aspects of the detention system.
- Supervise after school detentions as directed, ensuring effective daily operation.
- Provide objective feedback and reports on student behaviour and lesson avoidance/truancy.

Communication and Record Keeping

- Manage home-school communication in line with the school's communication policy, including the use of text messaging and email systems for parents/carers
- Support the Deputy Headteacher (Students) in keeping and updating pastoral records.
- Update SIMS on behalf of the pastoral team (e.g., intervention logs, meeting records, communication logs, student statements).
- Input, extract, and analyse information from SIMS, maintaining data integrity for pastoral information.

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JOB DESCRIPTION CONTINUED

General and Compliance

- Be aware of and comply with policies relating to safeguarding, child protection, health and safety, confidentiality, and data protection; report concerns as appropriate.
- Respect the confidential nature of information related to the school and its students.
- Implement measures to address behaviour issues affecting students.
- Contribute to the school's self-review process.
- Be first aid trained and participate in the first aid rota.
- Assist the student support team (behaviour) when required, including daily cover of the renewal room and supporting the on-call system.
- Maintain display areas related to year groups, Houses, and pastoral aspects.

Ethos and Values

- Ensure that the school's ethos and values are promoted.

General

- To carry out other duties commensurate with the grade and nature of the post.
- To participate in the school's arrangements for performance management and continued professional development.
- Contribute to whole school policy development through communication routes and consultative procedures.
- Support school in meeting the Keeping Children Safe in Education (KCSIE) agenda in respect of safeguarding.
- The post-holder is expected to make themselves aware of and comply with KNGS Health & Safety Policy, including functions delegated to their role within the policy and to report any concerns to the appropriate person. This will support the school in meeting the well-being agenda in respect of health and safety of students.
- To actively participate in professional development opportunities as required by the school for the role.

Note

- Support staff working closely with teachers will inevitably be privy to much that is confidential and this confidentiality must be adhered to.
- It is a requirement of the role to have appropriate DBS clearance.
- This job description is not necessarily a comprehensive definition of the post. The post holder is required to be flexible in developing the role in accordance with changes within the KNGS management agenda and priorities. It may be subject to modification or amendment at any time after consultation with the holder of the post. The job description will be reviewed at least once every two years as part of the appraisal process. Responsibilities: As a member of staff at this School you are expected to act in accordance with the ethos of the School at all times, and follow all policies and the staff code of conduct. You can expect to have opportunities to contribute to the growth of the School, and for your professional development to be furthered.

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Person Specification

Qualifications & Experience

- Relevant qualifications appropriate to this role, including a minimum of GCSE grade C/4(or equivalent) or above in English and Mathematics.
- Experience of supporting young people experiencing a range of social, emotional and behavioural difficulties (desirable).
- Experience of working with children and young people in a paid or voluntary capacity.
- Experience of working in a school environment is desirable, not essential.
- Communicating with families (desirable).
- A demonstrable commitment to continuing professional development.
- Willingness to be first Aid trained and part of the school's first aid rota.

Skills and Attributes

- Ability to develop and maintain effective working relationships with others.
- Ability to work independently and proactively with excellent time management and prioritisation skills.
- Ability to contribute proactively to the work of the team.
- Ability to work accurately and to agreed specifications and deadlines with a flexible approach.
- Excellent ICT (e-mail, word and excel) skills to support administration.
- Familiarity with SIMS (or similar) administrative system (desirable).
- Effective oral and written communication skills across a range of audiences.
- Ability to relate effectively to a diverse range of young people and adults.
- Ability to deploy a range of strategies and techniques to defuse negative behaviours and encourage engagement and learning.
- Ability to receive effective feedback and act to improve own performance.

Knowledge and other skills

- An understanding of the range of potential barriers to positive behaviour for learning (desirable).
- Safeguarding, equalities and inclusion policies and how these are implemented in schools (desirable).
- Ability to respond to new challenges.
- Commitment to the wider life of the school.
- A successful enhanced DBS check.
- This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to fulfil all spoken aspects of the role with confidence through the medium of English is essential.

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Background, Ethos and School Developments

The School: Kings Norton Girls' School and Sixth Form is an outstanding school within the West Midlands Academy trust (WMAT). The School was founded in 1910 and occupies a leafy twenty-three acre site in one of Birmingham's most pleasant residential areas on the south side of the city. It is a very local school, the vast majority of students living within 2 km of the school. This has enabled the development of a strong community feel and neighbourhood links. The school develops confidence in its students which together with their enthusiasm for learning and their determination to succeed creates a powerful dynamic for continued improvement. Staff well-being is a high priority, as part of this an Employee Assistance Programme is provided. Our vision and values are central to all we do as staff, students and trustees our aim is to: -

'Open a world of opportunities'. Demonstrating respect and courage in order to flourish.

Our students: There are presently 1,092 students on roll and the staffing establishment is 125, which includes the Headteacher, 67 teachers and 57 support staff. Team working is strong and we pride ourselves in the quality of our relationships and the tangible mutual respect and care which is in evidence across the school which reflects our school values.

The Sixth Form is full and oversubscribed with 280 students across Years 12 and 13. In 2015 we had our first intake of boys into the sixth form; numbers here have increased significantly.

The School is a popular choice and is always well over-subscribed with applications of 820+ for the 160 places in Yr 7 and 350+ for sixth form places. Our catchment for year 7 entry in 2025 is 2.005 km. In 2024, the results at GCSE were outstanding with a Progress 8 of +0.64. In 2025 A level results achieved an average grade of a B- with 30.4% of all grades at A*-A,. AT GCSE 2025, 86% of all grades were 4+, 73.8% at 5+ and 21.8% at 7+.

Governance : Our school board is exceptionally supportive yet provide the necessary challenge to help drive standards even higher. They bring expertise from both education and commerce and play an active part in the life of the school.

West Midlands Academy Trust (WMAT): Founded in January 2025, West Midlands Academy Trust (WMAT) was established through the collaboration of Hall Green School, Kings Norton Girls' School, and Swanshurst School. At the heart of our Trust is our vision: "**Achieving more together.**" This vision drives everything we do, as we work to equip young people with the knowledge, skills, and mindset to thrive academically, socially, and personally; not only during their time in school, but also in the workplace and in life.

Our approach to "achieving more together" is realised through:

- A relentless focus on delivering an excellent Quality of Education across all our academies, ensuring strong progress and attainment for all students.
- A commitment to personal development and well-being for both staff and students.

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Background, Ethos and School Developments Continued

At WMAT, we cultivate a culture of:

- **Genuine collaboration** between academies, where sharing expertise and providing mutual support is fundamental.
- **Collective responsibility, ambition, and high expectations** for all staff and pupils across the Trust.
- **Supported accountability**, driven by a collaborative, reciprocal and robust Trust Quality Assurance programme, to ensure we achieve our goals together.
- **High-quality, tailored staff professional development** to support continuous growth.
- **A staff-focused culture**, where the role of leaders is to facilitate exceptional provision, enabling staff to perform at their best for the benefit of our pupils.

We also understand the importance of respecting individual school identities, whether through their names, logos, uniforms, timetables or curricula. While we adopt a strategic approach that is responsive to the needs of each school, we recognise that one size does not fit all as we look towards future opportunities.

Our operational model focuses on:

- **Earned autonomy** with accountability, offering schools variable delegations and freedoms based on performance and need.
- **Central services** that maximize efficiency, reduce costs, and enhance school leadership capacity to prioritise educational provision.
- **Central policies** designed to foster collaboration, ensure compliance, and ease workload pressures.
- **School led policies** such as Behaviour for Learning, reflect the individual needs of the school.
- **Financial sustainability** is also a key priority for us.
- **School led budgeting** with a focus on each school being financially self-sufficient, ensuring resources are allocated effectively to teaching and learning, and pupil support alongside strategic estates and resource management.
- We prioritize "**good growth**", expanding the Trust thoughtfully to ensure the right schools join at the right time.
- A **conducive physical environment** that sets high expectations for learning and work, supported by an efficient central team and infrastructure.

At WMAT, we believe in “achieving more together” through shared commitment, strong leadership, and a focus on continuous improvement, creating a brighter future for every student.

Background, Ethos and School Developments Continued

School Leadership

In our 2025 OFSTED inspection, it was confirmed that Leaders have a meticulous understanding of their school. Staff feel supported and empowered in their roles, are well informed and staff say that leaders engage well with staff in relation to their workload. The senior leadership team consists of Headteacher, 2 Deputy Headteachers, 3 Assistant Headteachers and an Associate Assistant Headteacher. This well established team are supported by 7 Faculty Leaders, 5 Heads of Year , Head of 6th form, and a wider team of Subject and Key Stage Leaders. Staff work very closely to ensure the highest standards and aspirations in all aspects of school life.

Our networks

We are widely connected locally, working closely with South Network Schools, this brings a richness of collaboration around leadership, curriculum and inclusion. As part of this network the school is involved in developing and delivering on strategies to raise students' achievement and provides significant support for both teaching and support staff. As a member of WMAT in January, this will not change however, the additional benefits of cross school collaboration will be extremely valuable.

Professional Development

Professional development is a significant aspect of life at the school and is integrated into the school week. Staff are encouraged to deepen their subject knowledge and professional skills at all stages of their career. All staff new to the school participate in an induction programme and there is continued support for career growth.

Professionally this is a school with the very highest of expectations and aspirations but equally is richly rewarding. Staff are friendly, welcoming and supportive of colleagues. Our purpose is to ensure that the students, and the staff, all achieve the highest standards of which they are capable.



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Key Facts and Statistics about the School

| | |
|--------------------------------|---|
| Type of School | Multi Academy Trust. Non-selective comprehensive girls' school, age range 11-16: Co-educational sixth form post 16. |
| Location | South Birmingham in the suburb of Kings Norton, West Midlands. |
| Age range | 11—19 |
| Number of students | 1092 |
| Number of staff | 1 Headteacher, Teaching 67, Support 57 |
| Date school established | 1910 |
| External recognition | Ofsted rating: Outstanding, July 2019 |
| Attendance | 95.5% (pre Covid), 94.1% May 2025 |
| Pupil Premium | Year 7 to 11, 30% |
| SEN | 17% |
| EAL | 10% |

Sixth form expansion

Kings Norton Girls' School and Sixth form are delighted with our purpose built Sixth Form Building.



Key Facts and Statistics About the School Continued

Academic Achievements 2025

| | |
|------------------------------|---|
| GCSE Results | <p>% gaining 7+ in English and maths 18.2%</p> <p>% gaining 5+ in English and maths 61.6%</p> <p>% gaining 4+ in English and maths 82.4%</p> <p>English Grade 4 or above: 89.3%</p> <p>English Grade 5 or above: 79.9%</p> <p>English Grade 7 or above: 42.1%</p> <p>Maths Grade 4 or above: 84.9%</p> <p>Maths Grade 5 or above: 64.2%</p> <p>Maths grade 7 or above: 23.3%</p> <p>Achieving EBacc: 5+ 44%, 4+ 63.5%</p> |
| A Level Results | <p>A* - A all entries: 30.4%</p> <p>A* - B all entries: 59.4%</p> <p>A* - E: 97.5%</p> <p>Average grade: B-</p> |
| Progress 8 | <p>+0.64 (2024)</p> |
| University Admissions | <p>Our students progress to high quality destinations; they are successful with applications to Russell Group universities, Oxbridge, an increasing number of apprenticeships, conservatoires, many other top universities and carefully planned gap years.</p> |



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Privacy notice for job applicants

This privacy notice advises job applicants of the school's data protection responsibilities on the collection and processing of their personal information. We collect and process your personal data as part of the recruitment process in relation to the role you are applying for. We are committed to being transparent about how we collect and use that data and to meeting our data protection obligations. We are required to explain how and why we collect such data and what we do with that information. This notice will also provide information as to what you can do about your personal information that is held and processed with us. We have appointed Clare Skinner, Business Manager as the person with responsibility for ensuring that applicants' personal information is held and processed in the correct way. She can be contacted at cskinner@kngs.co.uk. Questions about this policy, or requests for further information, should be directed to her.

You can find our privacy notice on our website at <https://www.kngs.co.uk/wp-content/uploads/2022/05/Privacy-Notice-Job-Applicants-v2-May-2022.docx.pdf>

Submission of your application form confirms that you have read and understood our privacy notice.