



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.

We believe in close collaborative working with other schools. We are proud of the relationships that we have fostered, including within the Yorkshire Teaching School Alliance 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

Communication & Interaction Co-ordinator (Enhanced Mainstream School)

Full time. Established
MPS / UPS plus TLR 2c (currently £6,514 p/a)

King James's School is offering an exciting and rewarding opportunity to work as a Communication & Interaction Co-ordinator leading our highly successful Enhanced Mainstream provision. This role is suitable for a Qualified Teacher with experience in the delivery of outreach work in mainstream schools.

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 an outstanding candidate to support our educational aims who has the vision, drive and interpersonal skills to motivate our students. You will work closely with our SENCo and, as lead role in a highly supportive team, be 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.

You may find an application form under Recruitment on our school website.

Applications must be submitted via email to recruitment@king-james.n-yorks.sch.uk by **Friday 13th October 2017, 08.00am.**

Interviews will be held on **Wednesday 18th October 2017.**

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 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 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 **Friday 13th October 2017, 8.00am.**

Interviews will be held on **Wednesday 18th October 2017.**

Thank you for your interest in this post. If you have not heard from us by the 31st October 2017 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

COMMUNICATION & INTERACTION CO-ORDINATOR (EMS) MPS / UPS (TLR 2C)

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>Responsible to:</i>	SENCo
<i>Responsible for:</i>	<ul style="list-style-type: none"> Specialist Teacher (Communication & Interaction) Advanced Teaching Assistants (EMS)

<i>Salary Grade:</i>	MPS / UPS plus TLR 2c
<i>Full Time/FTE:</i>	Full Time

Professional Responsibilities

ALL TEACHING STAFF

1.	Work within the School Teachers Pay and Conditions Document
2.	Promote the school's stated ethos
3.	Contribute to and implement the annual School Improvement Plan and agreed policies
4.	Teach as directed throughout the school subject to appropriate training
5.	Monitor, expect and improve progress in pupil learning
6.	Participate in the pastoral management of the school as requested
7.	Take part in performance management procedures outlined in an agreed school policy
8.	Take responsibility for their own professional development

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

JOB DESCRIPTION

POST:	Communication & Interaction Co-ordinator (EMS)
GRADE:	MPS / UPS plus TLR 2c
RESPONSIBLE TO:	SENCo
STAFF MANAGED:	<ul style="list-style-type: none"> • Specialist Teacher (Communication & Interaction) • Advanced Teaching Assistants (EMS)
JOB PURPOSE:	<p>Under the Line Management of the SENCo:</p> <ul style="list-style-type: none"> a) co-ordinate the support, intervention, personalized provision and statutory requirements for students with Communication and Interaction (C&I) needs in King James's School and local cluster secondary schools b) maintain a strategic overview of students with C&I needs within the Enhanced Mainstream School to ensure high quality provision c) provide outreach consultation, training and support to a cluster of secondary schools <p>Under the direction of the LA Lead for C&I:</p> <ul style="list-style-type: none"> a) embed the aims and objectives of the C&I network b) contribute to the development and implementation of the policies through which the aims and objectives will be achieved c) manage staff and resources
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	
Strategic Management	<ul style="list-style-type: none"> • lead and organise the strategic development of the provision in conjunction with the Headteacher, SENCo and LA Lead for C&I • plan for and meet the statutory guidelines relating to access and inclusion of young people with C&I needs • promote and develop collaboration between other professionals to improve teaching, learning, attainment and achievement for pupils with C&I and remove barriers to achievement • develop a range of appropriate intervention, support and provision for pupils with C&I needs • tailor the 'generic' service specification for enhanced schools for C&I as appropriate to the local context • ensure consistency of Outreach Provision for cluster secondary schools

Operational Management	<ul style="list-style-type: none"> • follow guidelines as set by the LA with regard to the referral and admissions process for pupils • be responsible for the effective day to day running of the provision and outreach service, ensuring clear lines of management and communication • be responsible, in conjunction with the school for preparing and leading the provision through successful inspections • support staff in school and through outreach in leading and developing the quality of teaching and learning and be a lead exponent of the skills and standards required to deliver effective provision for children with C&I needs • develop and deliver a programme of professional development for staff within school • maintain and develop resources available within the school and for loan on outreach and look for opportunities to further develop them • maintain a high standard of accountability and control for all areas of responsibility to ensure an effective service is delivered within budget • maintain robust pupil records • ensure effective management using the school's management information system (Bromcom), provide data to inform service development, performance management and pupil outcomes
Effective communication and engagement with children, young people and their families and carers	<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 • involve and include families and carers as partners in supporting their children to achieve positive outcomes • ensure that views of young people with C&I needs and their parents/carers inform service planning, including Education, Health and Care Plans • liaise with all professionals involved with children and families and work to build to parent and carers roles in supporting the young people at school
Child and young person development	<ul style="list-style-type: none"> • promote and support inclusive learning • advocate the needs of young people with C&I needs and their families • actively listen to young people with C&I needs in order to understand the context in which they learn and function • as lead 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 change • evaluate the learning process • support the social, emotional and physical development of young people with C&I needs
Safeguarding and promoting the welfare	<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 in the

of the child	<p>context of the schools policy and procedures for Safeguarding</p> <ul style="list-style-type: none"> • keep children safe by being clear about your responsibilities towards them and by following Child Protection Procedures • communicate, record and report actions and outcomes using the most appropriate format e.g. Record of Support & Intervention (ROSI), checklists etc. • have an awareness and knowledge, as appropriate, of recent legislation
Supporting transitions	<ul style="list-style-type: none"> • support mainstream schools in the local area with person-centered approaches to transition reviews • provide advice and input to placement reviews, particularly at transition • ensure that the transition process within, into and between schools, and into further educations, training and employment is well managed for young people with C&I needs
Multi-agency working	<ul style="list-style-type: none"> • work in partnership with parents/carers, other agencies and voluntary organisations
Sharing information	<ul style="list-style-type: none"> • ensure that the information sharing protocols for children and young people and their families, as set out in the general framework for Information Sharing in North Yorkshire are adhered to •
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 strong 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"> • contribute to, and be up to date with, research and development in the field of C&I • undertake personal and professional development activities as agreed with the LA Lead for C&I and/or SENCo
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 • 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 <p>You will be required to:</p> <ul style="list-style-type: none"> • ensure that services are delivered in accordance with the aims of the Equality Policy Statement • develop you own team member's understanding of Equality issues
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
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PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications & Training			
Qualified Teacher Status	X		2 & 5
Degree standard education	X		2 & 5
Relevant Post Graduate qualification	X		2 & 5
Appropriate first aid training		X	2
Experience			
Successful teaching experience within a mainstream secondary school	X		2 & 4
Successful teaching experience within a specialist provision of collaborative interagency working	X		2 & 4
Outreach work in mainstream schools		X	2 & 4
Skills & Knowledge			
Impact of C&I on pupils learning, social and emotional development	X		2, 3 & 5
Diagnostic teaching to inform learning (including assessment for learning)	X		2, 3 & 5
Local and national legislation/guidance	X		2, 3 & 5
Systemic recording and report writing	X		2, 3 & 5
Performance management and supervision of staff	X		2, 3 & 5
Effective oral and written communication to a range of audiences	X		2, 3 & 5
IT applications and systems to support effective communication	X		2, 3 & 5

Personal Qualities			
The consistent ability to maintain a professional attitude (solution-focused approach to problem solving)	X		4
Personal commitment, intrinsic motivation and positive attitude	X		4
A reflective practitioner	X		4
Highly effective interpersonal team skills, including the ability to lead and inspire colleagues and promote development and change within school/s	X		4
A 'champion' for inclusion	X		4
The ability to prioritise and manage own time	X		4
Committed to continuing personal and professional development	X		4
Other Requirements			
Ability to travel around the County	X		5
Equal Opportunities			
Ensuring that NYCC's equalities policies are considered within working practices in terms of both employment and service delivery	X		

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)