



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. Although some pupils need more support, most of our students come to school eager to learn and to contribute to their school community. The local community is supportive of the school, the catchment area is well defined and we have excellent relationships with parents who choose to send their children here. There is 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 forward facing school with an open and friendly ethos. 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 20% 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. The opportunities for your personal development are rich in this school.

Thank you for considering King James's School.

Clare Martin
Headteacher



KING JAMES'S SCHOOL
KNARESBOROUGH

Assistant Headteacher: SENCO

January 2024 start
Leadership Scale points 14-18
Permanent. Full time (1.0fte)

We are looking for an outstanding leader to join our dedicated team in the role of Assistant Headteacher SENCO.

Passionate about inclusivity, and ambitious for all students to receive the best possible education and support, you will ensure that Special Education and Additional Needs are at the heart of our strategic decision-making.

Committed to working collaboratively, and to bringing your vision and creativity to the table, you will share your knowledge and perspective with colleagues across the breadth of the school community in the relentless pursuit of excellence for students.

King James's School was judged a 'Good' school by Ofsted in January 2023. The report highlights many strengths, including excellent support for children with special educational needs, and this role offers the opportunity to build upon this to create provision that is truly second-to-none. It is an exciting chance to make your mark in a forward-looking school with a truly inclusive ethos.

As a large 11-18 comprehensive school, we are proud to offer a diverse and rich curriculum, coupled with high-quality teaching and learning. To achieve this, we are committed to ongoing professional development and for all colleagues to be supported in their personal growth. We also 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. Candidates must be able to demonstrate the drive and aspiration to support our educational aims and to motivate our students. This role incorporates an element of teaching. You will benefit from strong leadership, colleagues who genuinely care, and being part of an ethos that places the best possible outcomes our students at its heart.



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.

An application form is available for download from our school website. Completed applications must be submitted via email to recruitment@king-james.n-yorks.sch.uk and be received by **Monday 9th October 2023, 08.00am.**

Please note that CVs will not be accepted.

Our Vision for SEND

We are driven by the desire to provide each and every young person with the best chance to succeed in life; whoever they are and whatever background and challenges they may have. We are proud to be a truly inclusive school and our commitment to this goal is shared by all members of our community.

Students with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The best provision for students with SEND requires coordination across multiple organisations and individuals, as well as teachers weaving specific approaches into everyday, high-quality classroom teaching - being inclusive by design, not as an afterthought.

Supporting teachers to understand the needs of individual students, and to effectively employ strategies, like scaffolding and explicit instruction, to support students with SEND, is a key element of this role. It also involves using carefully implemented interventions and working effectively with teaching assistants to offer additional support where needed. In essence, the focus is on improving the quality of teaching and learning in mainstream classrooms and through interventions, and ensuring pupils are full members of the school community who have a rich and positive experience.

Assistant Head SENCO

The SENCO has an important role in the development of a school's approach, but ensuring all pupils achieve—including those with SEND—is everyone's responsibility. Having sufficient input into strategic direction of the school, and the empowerment to influence policy and practice, is critical – hence this role being part of our Senior Leadership Team.

You will be joining a team of experienced, committed, and energetic colleagues who are dedicated to providing the best possible education for all our students.

Fostering a positive learning climate extends to how we work together as a team; empowering and supporting each other, valuing differing views and perspectives, and helping one another with any challenges day-to-day. The SENCO will be a key member of our team, and we will welcome and support our new colleague.

Currently, the Senior Leadership Team comprises:

- Headteacher: Clare Martin
- Deputy Headteacher: Paul McIntosh
- Assistant Headteacher, Curriculum & Standards: Stuart Giles
- Assistant Headteacher, Director of Sixth Form: John O'Hara
- Assistant Headteacher, Director of Key Stage 4: Laura Baker
- Assistant Headteacher, Director of Key Stage 3: Lisa Holdsworth
- Assistant Headteacher, Safeguarding: Helen Handley
- Associate Assistant Headteacher, Curriculum Teaching & Learning: Paula Eastaugh
- Associate Assistant Headteacher, Personal Development: Catherine Bolger
- Associate Assistant Headteacher, SEMH: Dan Berry

We are also part of a federation with Boroughbridge High School and work closely with colleagues to share best practice and improve opportunities for staff development and educational provision.

As Assistant Headteacher you will have a relatively small teaching timetable of around 12 periods per fortnight.

Ofsted

We were inspected in January 2023 and were delighted that Ofsted recognized the strength in our SEND provision. To build upon these great strengths is an exciting opportunity for our next SENCO.

"Leaders are ambitious for pupils with SEND"

"Pupils with special educational needs and/or disabilities (SEND) are extremely well supported".

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.

The Learning Support Department is one of the largest departments within King James's School and is housed in a modern hub. The department has dedicated teaching rooms, including specialist rooms for delivery of 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 iPads for targeted students.

The SENCo is supported by a non-teaching Assistant SENCO. Learning Support teaching staff deliver lessons to the Student Support Group - a specialist part of our provision for those students with the highest level of learning need. A Senior Advanced Teaching Assistant is attached to KS4, and at KS3, an Advanced Teaching Assistant is attached to each year group. A Senior Teaching Assistant specialising in ASD works across all key stages. They act as a key liaison between the SENCO, teaching staff, students and parents. The department is further staffed by Teaching Assistants who work primarily within a year group and teams or within core subject departments.

The Learning Support Department offers a comprehensive range of support, which compliments the wider support network within the school, enabling students' access to a wide ranging and varied curriculum. The support offered varies from in class support, small group work and 1:1 mentoring, through to targeted interventions and personalised timetables. Some students are part of our Student Support Group which provides 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 both at King James's and at our feeder primaries. We are proud of our track record of successful transition for our students including those with very complex needs.

The SEMH Hub

Last year we developed our provision for students with social, emotional and mental health needs, to include our own internal SEMH Hub. This has made a huge impact on improving behaviour and attendance of identified students in key stage 3.

We have a full-time dedicated teacher who teaches and supports students in a small group, or individual, setting. The teacher also provides training and guidance to other colleagues to raise awareness of strategies that help support students in mainstream classroom settings. Working closely with families and external agencies, the SEMH teacher acts as an advocate for students, building their trust and confidence, enabling them to succeed at school, and celebrating their successes.

There is strong evidence that a proactive, positive, and supportive approach to behaviour will benefit all pupils and can reduce the amount of challenging behaviour they exhibit. A key element of the SENCO role will be to bring together the package of provision for students with SEMH needs, identifying barriers to learning and creating an inclusive, positive, and supportive environment in school.

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 by **Monday 9th October 2023, 08.00am**

Thank you for your interest in this post. If you have not heard from us within 21 days of the closing date please assume your application has been unsuccessful and, in that event, may we wish you well in your search for a suitable position.



KING JAMES'S SCHOOL, KNARESBOROUGH

JOB DESCRIPTION

All job descriptions will be reviewed annually & set in the context of the school's aims & current development plan

SENCO

<i>Responsible to:</i>	<ul style="list-style-type: none"> Headteacher
<i>Responsible for:</i>	<ul style="list-style-type: none"> Learning Support Teachers, Teaching Assistants, SEMH Teacher, and other relevant teaching and non-teaching staff.

<i>Salary Grade :</i>	Leadership Scale points 14-18
<i>Full Time/FTE :</i>	1.0 FTE
<i>Key Responsibilities:</i>	<ul style="list-style-type: none"> To develop and determine the strategic development of SEND policy and provision, coordinating effective provision for students with SEND and additional needs and managing resources. To be responsible for the day-to-day management and operation of the Learning Support Department and implementation of the SEND policy. To promote an ethos and culture that supports the schools SEND policy and promotes good outcomes for students with SEND and additional needs. <p>To work closely with students, parents/carers, school staff and outside agencies to identify, assess and plan to meet the need of students with SEND and additional needs.</p>

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

Specific Responsibilities

SENCO DUTIES

1.	<ul style="list-style-type: none"> Develop and implement a strategic overview for students with SEND and additional needs across the school, monitoring and reviewing the quality of provision in line with the Graduated Approach
2.	<ul style="list-style-type: none"> Be responsible for the daily implementation of SEND policy and the specific provisions made to support pupils with SEND and additional needs.
3.	<ul style="list-style-type: none"> To identify, monitor and track the progress of students with SEND and additional needs, including undertaking individual SEN assessments and the analysing of data and contributing to raising achievement meetings.
4.	<ul style="list-style-type: none"> To maintain appropriate records of all students with SEND and additional needs, including the school's SEND Register
5.	<ul style="list-style-type: none"> To support the raising of achievement by the planning and delivery of effective, evidence-based interventions for students with SEND and additional needs and to monitor and evaluate the effectiveness of these interventions.
6.	<ul style="list-style-type: none"> To undertake statutory assessment and review processes for students with an EHCP
7.	<ul style="list-style-type: none"> To ensure the assessment of students for Access Arrangements, to make applications and to organise the staffing and provision of these arrangements.
	<ul style="list-style-type: none"> To provide operational support in day to day duties as part of the senior leadership team.
8.	<ul style="list-style-type: none"> To work collaboratively with subject teachers to ensure high standards of teaching and learning for all students with SEND and additional needs based in the Graduated Approach.

9.	<ul style="list-style-type: none"> To monitor attendance and liaise closely with Attendance Officer and Family Support Officer to promote and support attendance of students with SEND
10.	<ul style="list-style-type: none"> To provide professional guidance, training and support to all staff regarding the management, teaching and learning of students with SEND and additional needs.
11.	<ul style="list-style-type: none"> To manage and oversee the development, implementation and review of documents relating to a student's SEND
12.	<ul style="list-style-type: none"> To make and oversee appropriate referrals to outside agencies as required and work in collaboration with a range of education, health and social care agencies.
13.	<ul style="list-style-type: none"> To organise and monitor the transition of students with SEND and additional needs at all Key Stages
14.	<ul style="list-style-type: none"> To communicate effectively with parents, including attendance at, for example, parents' evenings and pastoral evenings.
15.	<ul style="list-style-type: none"> To work proactively with the Designated Safeguarding Lead and Co-ordinator for disadvantaged and Looked After Children who also have SEND.
16.	<ul style="list-style-type: none"> To manage the Performance Management process and professional development of the Teaching Assistants, Assistant SENCo and Learning Support Teachers
17.	<ul style="list-style-type: none"> To provide reports for, and attendance at, Senior Leadership, Curriculum and Assessment, RAT and Governors meetings, etc. as and when required.
18.	<ul style="list-style-type: none"> To review policies in relation to SEND to ensure they reflect practice and are in line with statutory guidelines
19.	<ul style="list-style-type: none"> To ensure the school's responsibilities are met under the Equality Act (2010)
20.	<ul style="list-style-type: none"> Be aware of the provision in the Local Offer
21.	<ul style="list-style-type: none"> To ensure that the Learning Support Department's teaching and intervention commitments are effectively and efficiently timetabled and roomed
22.	<ul style="list-style-type: none"> To deploy the school's delegated budget and other resources to ensure the needs of students with SEND are met.

Person Specification

SENCO

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications & Training <ul style="list-style-type: none"> • Qualified Teacher status • A graduate • Hold the National SENCO Award or have a willingness to complete within 3 years of appointment. • Continuing and recent professional development relevant to the post • Other specialist qualification in SEND 	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div>	<div>2 and 5</div> <div>2 and 5</div> <div>2 and 5</div>
Experience <ul style="list-style-type: none"> • Teaching experience at key stage 3-4 • Delivering provision for students with SEND and additional needs. • Working at a whole school level. • Conducting and delivering training. • Proven management skills • Effective leading, managing and motivating a team. • Effective use of assessment and analysis. • Experience as SENCO • Experience of working as part of a SEND team. 	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div>	<div>2 , 4 and 5</div>

Skills & Knowledge <ul style="list-style-type: none"> • Thorough and up to date knowledge of SEND Code of Practice and SEND issues • Understanding of Quality First Teaching and effective intervention strategies • Ability to plan and evaluate interventions • Ability to analyse and use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Ability to produce accurate work to tight deadlines under pressure. • Ability to prioritise effectively. • Effective ICT skills • Experience of managing change 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓	2 and 4 2 and 4
Personal attributes <ul style="list-style-type: none"> • An enthusiastic, confident and able communicator with excellent interpersonal skills • Commitment to getting the best outcomes for students and promoting the ethos and values of the school. • Commitment to equal opportunities and securing good outcomes for students with SEND. • A positive and resilient individual with drive, initiative, vision and commitment to improve outcomes for students with SEND 	✓ ✓ ✓ ✓		2 and 4

<ul style="list-style-type: none"> • Can lead, motivate and inspire others • Ability to establish credibility with colleagues, students and parents • Commitment to inclusion and raising standards for all • 	✓ ✓ ✓		2 and 4
Equal Opportunities <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 Health & Safety <ul style="list-style-type: none"> • An understanding of health & safety issues 	✓ ✓ ✓		4 and 5

Assessment:

1. Test prior to shortlisting (i.e. all applicants)	2. From application form
3. Test after shortlisting	4. Interview
5. Documentary Evidence	6. OTHER (please specify)