

Candidate Information Pack

Teaching Assistants to work across Secondary Phase of the school



As we are looking to appoint new Teaching Assistants, we will be shortlisting applications as soon as they arrive. If you feel this is a role for you, please do not hesitate in applying. We look forward to reviewing your application soon.

About our School

Alderman Knight School is located in Tewkesbury, Gloucestershire, just off Junction 9 of the M5.

We believe that Alderman Knight is a very special school with a unique approach. Whether you have worked in a mainstream or a specialist setting, we feel you'll find something truly special here.

What makes us unique?

We have 242 pupils aged from 7 to 19 years, across KS2 to KS5, supported by 108 dedicated staff. Prior to joining us, our pupils attended mainstream settings. Our pupils are neurodiverse and have complex needs. All share a love for learning. In our purpose built environment, and supported by passionate and dedicated staff, they are able to achieve highly and every day they exceed their own and their families' expectations.

In April 2024, we were delighted that Ofsted described us as an exceptional school. Ofsted highlighted our warm, calm, and productive atmosphere and our high expectations, recognising these as important factors contributing to our pupils' successes.

A recent visitor shared, "Being in your school reminded me why I became a teacher. I was deeply moved by the enthusiasm your pupils have for learning."

Across the phases we follow the National Curriculum and our curriculum mirrors a mainstream model. However, underpinning everything is a strong focus on developing effective communication and interaction skills and personal and social development.

Our secondary pupils are taught in specialist rooms with subject specialist staff. Many achieve a wide range of accreditations including GCSEs, supporting their transitions to further education, training or employment.

Alderman Knight is a great setting for staff looking for a fresh, rewarding challenge. You don't need special educational experience—many of our teaching assistants and teachers, including senior staff, have come from mainstream schools. What matters most is your passion for making a difference on a daily basis to our pupils.

Joining us means being part of a motivated, energetic team with high expectations of ourselves and our pupils. We provide plenty of opportunities for professional development, growth, and CPD.

If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

We are really proud of the opportunities offered to our pupils. If you would like to get more of a feel for the wide range of learning experiences across a school week, please take a look at our '[Celebratory News](#)'. Each week our tutor groups put together a slide of their week, to be shared with our school community and posted on our website.

You are also welcome to visit, please do email. hr@aldermanknight.gloucs.sch.uk

Best wishes

Clare Steel

Clare Steel
Headteacher





Teaching Assistant - Secondary

Start date: As soon as possible
Salary: Grade 6 Point 15 to 20 Salary £30,024 - £32,597 pro rata
Hours: Part time, 30 Hours per week, term time only contracts
Contract: Permanent

The Governors are looking to appoint dedicated and confident staff to join our teaching support team. Teaching Assistants, are also part of a tutor group team and support their pupils across the curriculum. They are an absolutely vital part of our staff team.

The current posts are to initially support across the secondary phase. We are looking for candidates who have the knowledge and skills to support the learning of pupils across the curriculum and are confident to support learners working generally between Year 3 and Year 7 Age Related Expectations (within the secondary phase). However, a number of our pupils do study GCSEs at KS4 as well as a range of other accreditations. In carrying out their duties and responsibilities effectively, teaching support staff will provide high quality support for teachers, the curriculum and the school.

At Alderman Knight, it is important to us that we enable our staff to work to their strengths. However, it is also important to us that our staff feel confident supporting all our young people. Although we have 4 phases across the school – KS2, KS3, KS4 and Post 16, we are one school and we promote a community feel, and all phases, have opportunities to interact and work together. Therefore, although this role is to support in our secondary phase, we provide opportunities to grow and develop staff knowledge and skills, including working in different key stages and provision of high quality CPD.

So, if you are passionate about supporting young people with a range of additional needs, and are looking for a new, exciting and immensely rewarding role, please have a look at what we can offer – we might just be that next step in your career, that you are looking for!

Obviously, a visit to our school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. If you would like a visit to school, please contact hr@aldermanknight.gloucs.sch.uk with your request.

The job description gives an overview of the main purpose of the role and the key areas of responsibilities. The person specification demonstrates the experience, knowledge and skills that will support you in this role.

In return for your commitment we can offer you:

- **Commitment to well-being:** The school places great emphasis on the well-being of its staff, recognising individual needs and providing the necessary support for them to succeed in a rewarding environment.
- **Beautiful environment:** The school was designed specifically to meet the needs of our pupils, the building is fully accessible, bright, welcoming, and conducive to a positive learning and working environment for both pupils and staff.
- **Supportive atmosphere:** Staff members are part of a close-knit community that values teamwork and collaboration. The school fosters an inclusive and nurturing atmosphere, encouraging both personal and professional growth.
- **Professional Development:** Alderman Knight is committed to the ongoing development of its staff through continuous professional development (CPD), helping individuals build on their strengths and expand their skill sets.
- **An interesting and varied range of activities – no two days are the same!**
- **Opportunities** to be involved in the wider activities of the school and the local community.

Additional Perks:

- Membership in either the Teachers' Pension Scheme or Local Government Pension Scheme (*role dependent.*)
- Health and wellbeing support including access to an Employee Assistance Programme.
- Convenient Location: Situated next to the M5 on the edge of the Cotswolds, the school is easily accessible and close to excellent shopping facilities and local amenities.
- On-site parking.
- Cycle-to-work scheme.

One of the great things about the school is that staff and governors are never content to just 'sit still'. Together with the local community and the Local Authority, we are continuing to look at ways we can further develop the school to ensure we always provide the very highest quality of support for all our young people and their families.

As part of the interview process, short-listed candidates will have an opportunity to spend time in school. If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Your choice of referees should include your present or most recent Headteacher / Employer.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/ or written.

Please note Alderman Knight is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All posts will be subject to an Enhanced DBS check. It is now also a requirement for the school to carry out social media checks on any person short listed for interview.

Copies of our Safeguarding and Safer Recruitment Policies can be found on the Vacancies page of our website for you to read.



Job Description

Post title:	Teaching Assistant
Salary:	Grade 6 Point 15 to 20 Salary £30,024 - £32,597pro rata
Hours:	Part time, 30 Hours per week, term time only contract
Contract:	Permanent

All Teaching Support staff play a crucial role in the smooth and effective running of the school. Contributions from TAs both in class and during unstructured times is hugely important. These posts are offered on a Grade 6, the grade for experienced Teaching Assistants.

Hours

Please note these posts are being offered on 30 hours. There is not flexibility on these hours.

Registration starts at 8.40am, with a flexible drop off from 8.25am so staff need to be in school and ready to meet and greet pupils.

The pupils go home at 2.50pm. This allows, within the 30 hours paid time, two hours each week for Teaching Assistants to attend meetings and other activities after school so the finish time will depend upon the arrangements for these. Teaching Assistants will also attend the 5 INSET days.

Conditions of Service

The following Conditions of Service document applies to this post

Support Staff [LA Schools]: National Joint Council for Local Government Services National Agreement on pay and conditions and related Local Agreements.

Special conditions

- Appointment is term time only
- The appointment will be subject to a probationary period of 6 months
- The contract for this post is a permanent contract – see details given above
- The appointment is subject to termination by 1-month notice on either side
- The appointment is also clearly subject to Children and Young Persons Clearance [through the disclosure and Barring Service DBS]

Purpose

To assist and support qualified teaching staff with their responsibilities, providing high quality teaching and learning experiences for all young people enabling them to achieve their potential.

This will include:

- Supervising the activities of individuals or groups to ensure their safety and facilitate their physical and emotional development, undertaking those activities necessary to meet these needs.
- Undertaking activities that will support the development of young people's knowledge, skills and understanding including the implementation of agreed work programmes with individuals/ groups in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning and review cycle and the management/ preparation of resources.

Key Job Outcomes – In carrying out their duties and responsibilities effectively, Teaching Assistants will provide focused support for pupils/ students, staff, the curriculum, and the school. Examples of the type of support that will be expected are given below.

Support Pupils/Students

(Please note we use the term Pupils for Pre – 16 and Students for Post 16)

- Establish productive working relationships with pupils/students, acting as a role model with high but realistic expectations in terms of learning and behaviour.
- Promote the inclusion and acceptance of all pupils/ students within the classroom.
- Support pupils/students consistently whilst recognising and responding to their individual needs.
- Assist with the development, monitoring and reviewing of outcomes on EHC plans.
- Encourage pupils/students to interact and work co-operatively with others and engage all pupils/ students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils/students in relation to progress and achievement.
- Use specialist (curricular/ learning) skills/ training/ experience to support pupils/students.
- Support for teachers within the agreed system and appropriate level of supervision
- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/ work plans as appropriate.
- Monitor and evaluate pupils'/students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports to the teacher on pupil/student achievement, areas for development etc. ensuring the availability of appropriate evidence, as required.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/ records as requested.
- Undertake aspects of marking of pupils'/students' work and accurately record achievement.
- Promote positive values, attitudes and behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils/ students to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the tutor within your role/ responsibility and participate in feedback sessions/meetings with parents/carers with, or as directed.
- Administer and assess routine tests and invigilate exams/tests as appropriate.
- Provide general clerical/administrative support to further learning e.g. support with coursework, produce differentiated materials for agreed activities etc.

Support for the curriculum – within the agreed system and appropriate level of supervision

- Implement agreed learning activities/ teaching programmes, adjusting activities according to responses/ needs of pupils/students.
- Implement recognised and agreed learning strategies as appropriate e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and help develop pupil competence and independence in the use of IT.
- Help pupils to access learning activities, where necessary, through specialist and focused support.
- Support with the preparation of general and specialist equipment and resources as necessary and as directed by the teacher.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils/students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/ work/ aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the tutor, to support pupil /student achievement.
- Attend and participate in regular meetings and school functions as appropriate
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of other staff as appropriate.
- Undertake planned supervision of pupils'/ students' out of school hours learning activities if appropriate.
- Supervise pupils/students on visits, trips and out of school activities as required.

Supervisory responsibility - None

Principal contacts - Pupils, students, tutor team staff, classroom teachers, line manager, other Teaching Assistants and support staff, parents/ carers, other professional groups/ individuals.

Line management – To be provided by a member of the teaching support team.

These job details do not necessarily define in detail all the duties/ responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment following consultation with the post holder.

October 2025

Person Specification

	Qualities
Experience, Qualifications and training	Essential - Professional experience/ qualifications that the governors consider to be appropriate to meet the needs of the post and the requirements of the school. - Experience supporting the learning of children and young people with a range of additional needs. - Evidence of good literacy, numeracy and ICT skills including a qualification in literacy and numeracy equivalent to at least a Level 2 of the National Qualification Framework, eg GCSE grade C/4 or above. Desirable - Additional evidence of further training/ experience in Special Educational Needs. - Experience of working with children and young people with a range of additional needs.
Knowledge and skills	Essential - A good understanding of the factors influencing how children and young people learn. - An understanding of the issues which may have an adverse effect on young people. - The ability to self-evaluate learning needs and actively seek learning opportunities. - The ability to relate well to children and adults communicating clearly, concisely and calmly. - To be able to work as part of a team, understanding classroom roles and responsibilities and your own position within these. - To have a good basic knowledge and ability to use IT to support the role and be willing to learn to use additional and different ICT programmes and equipment, as necessary, to effectively support teaching and learning. - Knowledge of the National Curriculum and other relevant learning programmes/ strategies.

	Qualities
Disposition, attitude and motivation	Essential • Highly motivated, enthusiastic and committed to supporting the development and independence of all young people. • Able to recognise, and actively support, unexpected opportunities to promote development and independence. • A real passion for supporting children and young people with a range of additional needs. • Consistently high expectations in terms of learning and behaviour of all students • Competent and confident in own ability, able to work on own initiative with a 'have a go' attitude. • Calm and relaxed with a very good sense of humour. • Able to respond willingly and appropriately to new and unexpected situations • Willing to gain new skills and knowledge that will improve the quality of support for students. • Proactive and willing to take the initiative and step outside your comfort zone to improve and develop your practice.
Experience, Qualifications and training	For a position as a Grade 6 Teaching Assistant at Alderman Knight School the Governors will be seeking to appoint someone with significant experience, qualifications and/ or training in areas that will complement the existing team and support high quality teaching and learning across the school. This can include experience, qualifications and/ or training in a wide range of professions. For example: • Teaching • Social work • Youth/ community work • Physiotherapy, occupational and speech therapy • Nursing It can also include specific child focused qualifications designed to support the role of Teaching Assistant. For example: • Certificate of the NNEB. • NVQ level 3 in relevant areas e.g. Childcare in Education BTEC National Diploma in Childhood Studies. • City and Guilds 7321 – 02 Certificate in Learning Support + 3 years relevant experience. • City and Guilds 7321 – 02 Advanced Certificate in Learning Support. The governors also recognise that if a person has worked for a minimum of 6 years as a Teaching Assistant to a high standard then this enables them to be considered for a Grade 6 post.



Mission Statement:

“Learning and Achieving Together”

Vision Statement:

The school wishes to be recognised as a dynamic, vibrant, centre of excellence that is an integral part of the local community and county’s provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

The Aim of the school:

‘To provide a supportive learning community that enables all children to thrive’

To achieve this, the school will ensure:

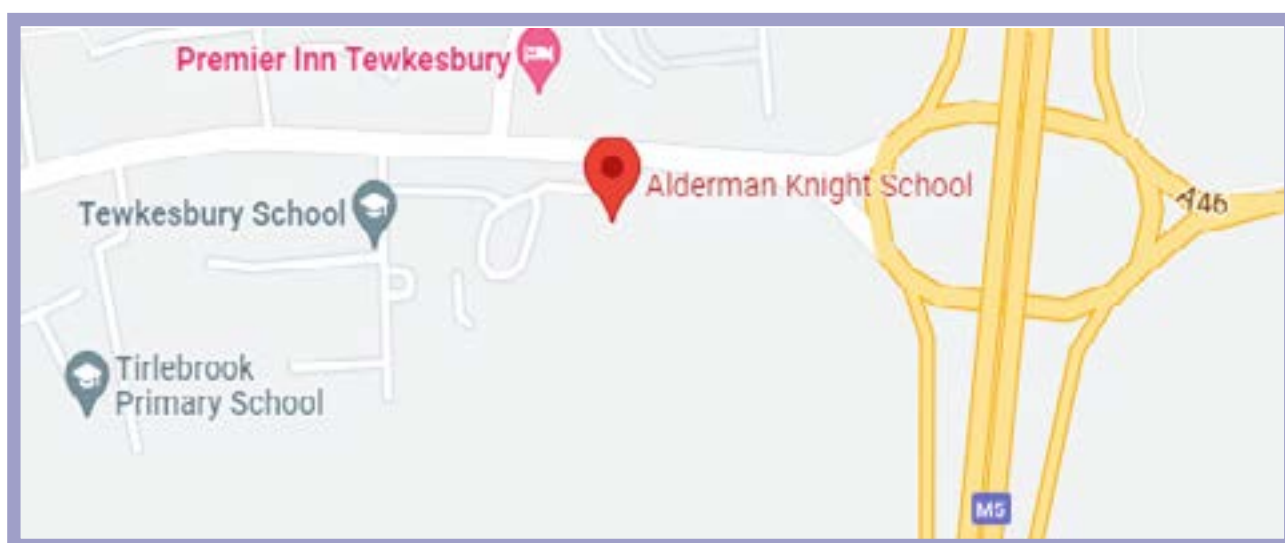
- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children’s learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.





Where you can find us

The school is located just off [Junction 9 of the M5](#). Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project, Knight View was completed ready for September 2021. The learning and working environments are second to none.



Contact Details

Alderman Knight School
Ashchurch Road
Tewkesbury
Gloucestershire
GL20 8JJ

Main Reception - **01684 295639**

Email - hr@aldermanknight.gloucs.sch.uk

Website - www.aldermanknight.gloucs.sch.uk

Applications can be submitted through Eteach using the following link:

<https://www.eteach.com/job/teaching-assistants-1511423>

To contact Alderman Knight School to arrange a visit or for further information please email:

hr@aldermanknight.gloucs.sch.uk