

Candidate Information Pack

Teaching Assistant to work across Secondary Phase of the school



**Alderman
Knight**
School



Start date - September 2024
Closing Date - 18th August 2024



A Message from our Headteacher

We are delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

Alderman Knight is a remarkable school with a very strong school community. Working together we have achieved outstanding judgements in our last four Ofsted inspections, the last of these being in April 2024. Please [click](#) to read our latest inspection report.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 13 years the school has undergone a complete new build for all phases and we are lucky enough to have a truly exceptional learning environment.

We are expecting approximately 230 pupils to be on roll and almost 100 staff in September 2024. Please review the school website as this provides a wealth of information about the school including the Post 16 provision.

Everyone at Alderman Knight works exceptionally hard as we are all committed to ensure the provision offered gives our young people an enriched and extended curriculum, tailored to their individual needs.

Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

Alderman Knight School is a very special place to work. 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.

Best wishes

Clare Steel

Clare Steel
Headteacher





Closing Date - 18th August 2024

Interview Date -TBC

Teaching Assistant - Secondary

Start date: September 2024

Salary: Grade 6 Point 15 to 20 Salary £27,803 - £30,296 pro rata

Hours: Part time, 30 Hours per week, term time only contracts

Contract: Permanent

The Governors are looking to appoint a dedicated, experienced, confident Teaching Assistant to join our teaching support team. Teaching assistants, are usually part of a tutor group team and support their pupils across the curriculum. They are an absolutely vital part of our staff team. We expect to have 40 teaching assistants, in September 24 and we also have a range of other support staff as well.

Applications from staff currently working in mainstream schools are very welcome as well as Early Career Teachers who are wishing to gain experience of supporting and working with young people with additional needs.

The current posts are to initially support across the secondary phase. We are looking for candidates with experience supporting the learning of students with a range of special educational needs and with a working knowledge of the national curriculum and who are confident to support learners working in the main 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 a range of other accreditations. In carrying out their duties and responsibilities effectively, teaching support staff will provide high quality support for pupils, 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, staff and pupils/ students, 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 pupils with SEND 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 hoping 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 we require for the post.

If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Please make sure you detail in your application your personal qualities and where you feel your strengths lie. Please also give examples of how and why you feel you would be an excellent addition to our team and why you want to be a teaching assistant at Alderman Knight School. This is really important to us.

Your choice of referees should include your present or most recent Head Teacher /employer. Please give referees from a minimum of two different educational settings, if possible.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/or written. It is now also a requirement for the school to carry out social media checks on any person short-listed for interview.

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.

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





Job Description

Post title:	Teaching Assistant
Salary:	Grade 6 Point 15 to 20 Salary £27,803 - £30,296 pro rata
Hours:	Part time, 30 Hours per week, term time only contracts
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 experience teaching assistants.

In line with majority of support staff contracts, the support staff contracts do not include paid breaks. However, the importance of staff taking time out is recognised, and the timetabling of the day works to provide 50 minutes of none contact time across the day, the legal minimum being 20 minutes if the daily working span is more than six hours.

Hours

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

Registration starts at 8.40, with a flexible drop off from 8:25am so staff need to be in school and ready to meet and greet pupils. Briefings are held at 8.25am on Monday and Thursday for all staff.

From September the pupils will 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. Teaching assistants will do break and lunch duties.

In line with majority of support staff contracts, the support staff contracts do not include paid breaks. However, the importance of staff taking time out is recognised, and the timetabling of the day works to provide 50 minutes of non-contact time across the day.

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 fixed term 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

(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 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 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 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.
- 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.

July 2024

Person Specification

	Qualities
Experience, Qualifications and training	<p>Essential</p> <ul style="list-style-type: none"> 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 special educational needs similar to those at Alderman Knight School. 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. <p>Desirable</p> <ul style="list-style-type: none"> Additional evidence of further training/ experience in Special Educational Needs
Knowledge and skills	<p>Essential</p> <ul style="list-style-type: none"> A working knowledge of relevant policies/ codes of practice and awareness of relevant legislation. A working knowledge of the national curriculum and other relevant learning programmes/ strategies. 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 to support teaching and learning.

	Qualities
Disposition, attitude and motivation	<p>Essential</p> <ul style="list-style-type: none"> • 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 and often challenging 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	<p>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.</p> <p>This can include experience, qualifications and/ or training in a wide range of professions.</p> <p>For example;</p> <p>Teaching Social work Youth/ community work Physiotherapy, occupational and speech therapy Nursing</p> <p>It can also include specific child focused qualifications designed to support the role of teaching assistant.</p> <p>For example;</p> <p>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</p> <p>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.</p>

COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL

1.	<p>AIM AND PURPOSE:</p> <p>Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. 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.</p> <p>In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
2.	<p>OUTCOMES:</p> <p>The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"> • Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements. • Young people develop their emotional resilience. • Young people achieve stretching academic and vocational attainment targets to improve future life chances. • Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence. • Young people are kept safe and are able to make safe lifestyle choices. <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
3. 3.1	<p>DETAILS OF THE SERVICE:</p> <p>Capacity</p> <p>The service, at any one time, will provide education and support placements to a maximum capacity of 220 pupils:</p> <ul style="list-style-type: none"> • 195 Pre 16 pupils (aged 7 to 16 years) • 25 Post 16 students (aged 16 to 19 years) <p>Commissioned places are as follows:</p> <ul style="list-style-type: none"> • Number: 220 • Age range: 7 to 19 years • Gender: Co-educational

	<p>Client Group and Criteria</p> <p>1. Pre 16 pupils aged 7 – 16 years</p> <p>The service is for children and young people whose primary special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction and • Cognition and Learning <p>Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, physical, medical, sensory, communication & interaction)</p> <p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p> <p>2. Post students aged 16 – 19 years</p> <p>The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:</p> <ul style="list-style-type: none"> • Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger’s syndrome, and complex needs including anxieties, emotional, social and mental health needs, and: • Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades 9 to 4 <p>and</p> <ul style="list-style-type: none"> • Require a specialist setting to access a further education curriculum
3.2	<ul style="list-style-type: none"> • The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. • Therefore, these areas give an overview of the range of needs that could be catered for within this specialist setting.

<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>DESCRIPTION OF THE SERVICE:</p> <p>Placements: All placements into the school will be made through, the Local Authority.</p> <p>Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person's needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway. There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile. 3. The child or young person has complex and significant needs in one or more of: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person. 4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan. 5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel Or The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years) 6. Additional indicators may include a predicted high level of dependency through life and long term multi agency interventions from both health and social care
<p>5.</p>	<p>CURRICULUM AND ACCREDITATION OF LEARNING: The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation will be identified and stretching but achievable attainment targets for young people will be set.</p> <p>Pre 16 pupils will also be provided with opportunities to experience work placements and take part in vocational courses through college if required and appropriate. Post 16 students will undertake a range of different work placements as part of their curriculum to develop employability skills and support transition to adulthood and promote independent living. These students will also have access to vocational and higher level academic courses at local provider colleges if required.</p>

<p>8.</p> <p>8.1</p> <p>8.2</p>	<p>PARTICIPATION:</p> <p>Parent / Carer engagement</p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people’s education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parent /carers should be made 3 times per academic year for instance through parents’ evenings. • Annual reports should be provided to parents. <p>Participation and involvement of children and young people</p> <p>The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council’s protocols.</p>
<p>9.</p>	<p>MONITORING AND REVIEW:</p> <p>This commissioning brief will be reviewed annually.</p>



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

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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-assistant-1437354>

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

hr@aldermanknight.gloucs.sch.uk