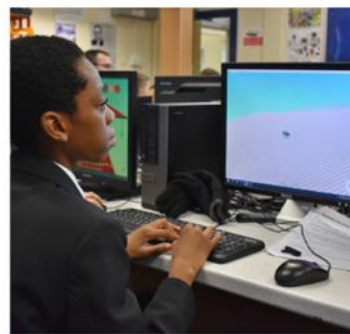




King Arthur's School

1:1 TEACHING ASSISTANT

START DATE: SEPTEMBER 2024



SAST
SCHOOLS ACHIEVING SUCCESS TOGETHER

May 2024



Dear Applicant,

Thank you for expressing an interest in the post of 1:1 Teaching Assistant at King Arthur's School.

Accompanying this letter is information about the school, general information about the role and a job description, which we hope will provide you with everything you need to know to apply for the post. The school website also gives further details about us.

This is a 1 year fixed-term, full-time post, commencing in September 2024. We believe this is an outstanding opportunity to take on a key support role in a school that works hard to enthuse students and instil in them high standards.

This is a wonderful opportunity to join a school with a great community feel, real strengths and the ability and desire to develop further. From September 2023 there will be just under 500 students from age 11-16, with numbers increasing every year. When you visit the school you will notice the:

- Friendly and welcoming atmosphere
- Students are well-behaved, comfortable and safe
- The range of experiences and opportunities
- Hard working, committed and caring staff
- Beautiful location and space for learning
- Strong school and local community

This is a fantastic opportunity to join a school within a Trust that is always working to achieve the very best for the young people and staff in their care.

We are looking for a team member with high expectations and standards, the ability to inspire but also the capacity to laugh and enjoy the challenges of this role. You need to be a team player and you will go the extra mile to support. In return, you will join a Trust that is full of activity, opportunity, and optimism. You will be strongly supported by our SLT in your work to ensure our provision is the best.

SAST is a well sized, strong and ambitious Trust of both primary and secondary schools, seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset, as well as South Somerset, and is looking to grow further.

You are very welcome to visit us in advance of an application or to contact us to find out more.

We look forward to reading your application and we will contact all applicants following shortlisting.

Very best wishes,

Jen Jacklin,
Headteacher

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Wednesday 12th June 2024**

If invited for interview, these will be held during the **week commencing 17th June 2024**

Salary: Grade 5, SCP 5: **ACTUAL**- £17,526 per annum

Contract: 32.08 hours per week, 39 weeks per year (term time plus inset days), fixed term until 31.08.2025

We are looking to appoint two caring and empathetic 1:1 Teaching Assistants with energy and enthusiasm, and a love for working with young people. This is a wonderful opportunity to join a school within a Trust with great potential, some real strengths and the ability and desire to develop further.

This role is to work with a named child to support with physical needs to enable the student to achieve their full learning potential and facilitate their personal, academic, social, and moral development.

Support with personal and intimate care, including toileting, will form a part of this important role. This role is fixed term for one year initially; however, the duration of the contract will be reviewed if the student leaves the care of the school.

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned by email to: recruitment@sast.org.uk

Should you wish to arrange a visit to view the School, please do not hesitate to contact Claire Hamblin, Office Manager on claire.hamblin@kingarthurs.org.uk or at 01963 32368 who will also be happy to arrange this.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff

from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

This role is UK- based and your right to work will need to be established as part of the appointment process.



JOB DESCRIPTION



King Arthur's School

Main job purpose:

- To work with a named child to develop 1:1 support arrangements, which enable the pupil to overcome a range of barriers to learning.
- To enable the child to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- To ensure a good relationship can be built with the child, the successful candidate will need to be confident with their communication skills.
- To have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds. To work as part of a team to develop the effectiveness of this role.

Specific responsibilities and duties for role

- Support with dressing, as needed e.g., for PE
- Support with personal and intimate care, including toileting
- Support to administer and record daily medication
- Support for equipment transfers
- Support when moving in and around the school site
- Daily physiotherapy exercises as needed
- Daily check of equipment and stock of medicine and toiletries and replenish when necessary
- Uphold standards of dignity and respect at all times

General responsibilities and duties for teaching assistants:

- To support the teaching and learning processes.
- To assist the SENDCo/Headteacher in the assessment of pupil need and capability, and developing, implementing and managing predominantly individual pupil learning strategies aimed at the:
 - management of pupil learning and behaviour;
 - establishing and maintaining of relationships with the specified pupils in support of the pupil's learning activities;
 - continuous review and development of the postholder's professional practice/skills and competences; inclusivity of pupils with identified SEN needs.
- Develop, maintain and apply knowledge and understanding of an identified pupil's specific learning needs. To ensure that support is given commensurate with the specified need of the pupil.
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
- Focus support in areas needing improvement both academic and social/emotional.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage the named pupil to concentrate on and fulfil the tasks set.
- To assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- Liaise with parents/carers as appropriate.
- Network with other Teaching Assistants, teachers and professionals, e.g., Educational Psychologists.

PERSON SPECIFICATION

Knowledge and skills

- An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent. NVQ level 3/BTEC in Learning Support is desirable.
- Know and behave in a way that shows an understanding that positive and encouraging relationships with children is the foundation to helping them be successful.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- To undertake continuous professional development. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the general level and quality of support given to pupils and teachers and to maintain the identified competence of the postholder.

Key contacts and relationships

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Contact with Health Service professionals to provide support when necessary.
- Contact with parents / carers and other agency staff, including specific learning bodies, to provide support for pupils, such as giving feedback on the named pupil's progress.

Working environment

A normal school environment, with a variety of learning environments including classrooms and specialist areas, although the job holder may be involved in external school activities, such as educational visits.

PLEASE NOTE that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the Headteacher.

Other duties

- To have due regard for safeguarding and to follow child protection policies and procedures adopted by King Arthur's School and Sherborne Area Schools' Trust.
- Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all.

- Uphold and promote the values and ethos of Sherborne Area Schools' Trust.
- Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.
- Participate in workplace learning and development opportunities and work to continually improve own and team performance.



ABOUT KING ARTHUR'S SCHOOL



King Arthur's School

About Us:

King Arthur's School was built in 1958 and is based in the Somerset town of Wincanton. We serve the local community across the area including surrounding villages in Dorset and Somerset. On the 1st April 2019 King Arthur's School became an academy and joined the Sherborne Area Schools' Trust (SAST). Serving students from the local community and surrounding Dorset and Somerset villages, King Arthur's has been supported by SAST prior to joining, and has close links with all SAST schools.

We are a small secondary school and this helps us to develop a special family atmosphere within our school community, where every student feels cared for and valued. Every child really does matter and all children are known by all staff. Students thrive and succeed in our positive, caring and respectful environment.

Our special culture and ethos focus on high achievement both personally and academically. We want all students to be the best that they can be in respect of their academic achievement and personal growth. We also want them to develop a strong sense of belonging. This comes through their significant contribution to our school community, as well as benefitting from it.

Our goal is to see every student within our school community succeed and achieve their individual best. We aim to support and nurture students to develop confidence and resilience through a wide range of learning and enrichment activities. We continually emphasise high expectations and remind students that there are no limits to what they can achieve, if they have the right mindset.

We believe firmly in opportunity and achievement for all and we are proud to provide an education that aims to equip all students with the self-belief, knowledge, skills and understanding to fit easily and actively into a rapidly changing society.

Our journey of school improvement is well under way and we are all committed to the rapid development of our school. We have already seen huge improvements in outcomes for our young people and growth in our staff. Our improvement priorities currently include: improving the quality of teaching, securing high levels of challenge, and raising pupils' attainment and progress; enhancing parental engagement to best support our young people in their educational journey; improve standards of behaviour and foster a positive culture that promotes learning; ensure pupils and staff have a rich, positive experience of school and are well-looked after.

Our Mission

We support and encourage every student to strive for the highest possible levels of academic achievement, alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life.

Our aims are to:

- Create a challenging, inclusive, collaborative, creative and happy learning community;
- Ensure high quality teaching and learning, honesty and respect for others, with a collective will to bring out the best in every student in our care;
- Instil in students a belief that they can and will achieve beyond expectations in order to meet their dreams and lead their lives;
- Enable students to take their place in the world as happy, healthy, kind, confident, ambitious and independent individuals, with enquiring minds ready to face the challenges of tomorrow.

What we value – The King Arthur's ethos

- Our students come first
- Enjoyment and fulfilment, with hard work - going the extra mile
- Friendliness and strong sense of community
- Support and care for everyone and each other
- Integrity, manners and honesty
- Inquisitiveness through a breadth of opportunities and experiences
- An engaging, calm and purposeful learning environment
- Leadership, aspiration and ambition
- Pride, quality and excellence – the details matter

Care and Support

King Arthur's School prides itself on the quality of its pastoral care, which helps all students to remain engaged and motivated to learn. At King Arthur's we believe that every child matters and should feel valued as part of our community. Young people need to feel safe and secure in order to thrive academically and socially. Our pastoral team works tirelessly to ensure that this is possible and to help students and their families deal with problems if and when they arise.

Our Facilities

King Arthur's School is set in a spacious green campus with far reaching views across the town of Wincanton and the Blackmore Vale. We have specialist science laboratories and IT suites, food technology rooms, a range of outdoor hard courts and grass pitches and a Performance Centre, which is used for our school productions and special events.

Our library provides a bright and welcoming environment for research and study, with students having access to a wide variety of resources in both print and digital formats.

Café @King Arthur's offers students a selection of nutritious, hot and cold food prepared daily by our dedicated catering team. Our healthy and nutritious menu is popular with students, and we cater for many with dietary requirements.

Students also benefit from access to an on-site sports centre with a fully equipped gym, a sports hall and a 25m swimming pool.

A number of community groups meet regularly at the school, including Guides, Brownies, Rainbows, Army Cadets, and the Choral Society, offering students enrichment opportunities in addition to the many extra-curricular activities available during the school day.



INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

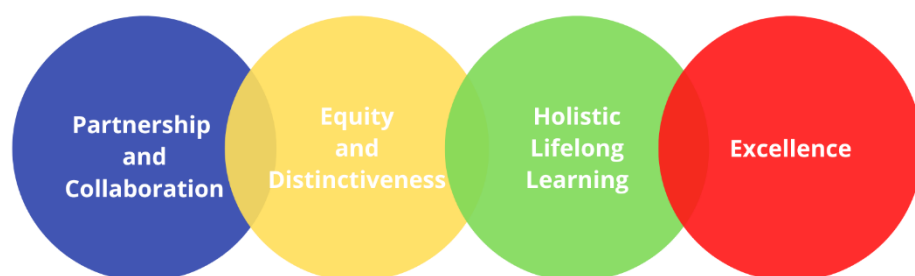
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

Our Vision:

Delivering educational excellence through aspiration and collaboration.

Our Values:



Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Equity and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

SAST Benefits:

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

