



RISEDALE

SCHOOL

A family of learners

RECRUITMENT PACK

June 2025

Dear Candidate,

SUBJECT: Recruitment Pack – Advanced Teaching Assistant (ATA)

Thank you for your interest in the post of Advanced Teaching Assistant at Risedale School. I hope you find the information you require within this recruitment pack.

Risedale is a fairly small community school with a fantastic, tight-knit staff, a wonderful group of young people and a clear but determined agenda to make sure that every pupil is looked after, challenged and ultimately leaves ready for a positive future. We are at an exciting point in our journey; the school has entered a phase of change with improvements in progress and the opportunity for everyone to make a difference. We are absolutely committed to no young person being left behind and are passionate about ensuring that the quality of education (including enrichment) is excellent. We are also proud of our connections with the military and seek to capitalise on this and our community partnerships, including veterans and local historians.

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves. Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points. At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE, RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes.

If you decide to apply, please do so using the Risedale Job Application Form, utilising the 'Supporting Evidence and Further Information' sections to detail how your knowledge, skills and experience meet the requirements for this post, what you can bring to this post and why you wish to work at Risedale. Please do not send a CV or apply through a recruitment agency.

Return your application either via email to jobs@risedale.org.uk or alternatively post your application to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, DL9 4BD. Please ensure your application arrives no later than 23:59 on Wednesday, 9th July 2025. Please mark your envelope 'ATA' in the top left-hand corner.

I hope you will accept my thanks in advance for your interest in the post, and excuse my discourtesy in responding only if you are shortlisted for an interview.

I look forward to hearing from you.

Yours sincerely,



Mrs L Greenwood
Headteacher



JOB INFORMATION

JOB TITLE:	Advanced Teaching Assistant (ATA)
GRADE:	Pay Grade E Point 6-9 plus SEN Allowance £23,123.61-£24,186.42 pro rata'd pa (£26,674-£27,900 full time equivalent)
CONTRACT TYPE / TERM:	Established, term-time only plus 1 week / 37 hours per week
JOB TO START	September 2025
CLOSING DATE	23:59 Wednesday, 09th July 2025
INTERVIEW DATE	Tuesday, 15th July 2025

Make a Real Difference: Advanced Teaching Assistant at Risedale School!

Are you an experienced and passionate Teaching Assistant looking for your next challenge? Do you thrive in a supportive educational environment and possess a strong commitment to pupil success? If so, we want to hear from you!

Risedale School, nestled in the heart of Catterick Garrison, is more than just a school; it's a vibrant, inclusive community where every pupil is encouraged to achieve their personal best. We are seeking a highly motivated, skilled, and dedicated Advanced Teaching Assistant to join our thriving team. This is a fantastic opportunity for an individual who is eager to take on more responsibility, contribute significantly to pupil progress, and play a key role in the classroom.

Key Responsibilities:

As an Advanced Teaching Assistant, you will work closely with the class teacher to:

- Provide high-quality, targeted support to individual pupils and small groups across a range of subjects.
- Assist in the planning, preparation, and delivery of engaging and differentiated learning activities.
- Lead specific learning interventions and support programmes, monitoring pupil progress and adapting strategies as needed.
- Contribute to the assessment and tracking of pupil attainment and provide feedback to teachers and parents.
- Manage classroom resources effectively and create a stimulating learning environment.
- Support pupils with diverse learning needs, including those with SEND, EAL, and gifted and talented pupils.
- Promote positive behaviour and foster a respectful and inclusive classroom culture.
- Communicate effectively with parents, carers, and external professionals as required.
- Participate in staff meetings, training, and professional development opportunities.

We are looking for someone who:

- Holds an NVQ Level 3 in Teaching and Learning Support or equivalent qualification.
- Has demonstrable experience working with children in an educational setting, ideally with a focus on delivering interventions that accelerate learning.
- Possesses good literacy and numeracy skills.
- Has a strong understanding of child development and different learning styles.
- Is proactive, adaptable, and able to work independently as well as part of a team.

- Demonstrates excellent communication and interpersonal skills, with the ability to build rapport with pupils, staff, and parents.
- Is highly organised, reliable, and able to manage multiple priorities.
- Shows a genuine passion for education and a commitment to helping every child reach their full potential.
- Is committed to safeguarding and promoting the welfare of children.

What's in it for you at Risedale School?

Join a forward-thinking school where your impact is tangible and your contributions are truly valued. We pride ourselves on a collaborative spirit and offer:

- A fast-paced and rewarding role where no two days are the same.
- The chance to be a pivotal part of our pupils' academic journey.
- A supportive team that champions your professional development.
- Vivup - an employee benefits and engagement platform offering a range of perks and discounts to staff, including access to a variety of savings programmes, discounts, and salary sacrifice schemes.

If you would like further information about the role or would like to arrange a visit to the school, please email Senior Teacher and SENCo, Stacey Burke, at burke.s@risedale.org.uk to arrange a suitable time.

Completed application forms should be emailed to jobs@risedale.org.uk or alternatively can be posted to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BD.

PLEASE NOTE: The school will not accept referrals or CVs from supply or employment agencies for this post.

Closing date: 23:59 Wednesday, 09th July 2025

Interview date: Tuesday, 15th July 2025

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will therefore be required to complete an enhanced Criminal Records Disclosure. We encourage applications from all sectors of the community.

JOB DESCRIPTION

JOB TITLE:	Advanced Teaching Assistant (ATA)
GRADE:	Pay Grade E Point 6-9 plus SEN Allowance
CONTRACT TYPE / TERM:	Established, term-time only plus 1 week / 37 hours per week
RESPONSIBLE TO:	Senior Teacher (SENCo)
STAFF MANAGED:	None

JOB PURPOSE:	<p>To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.</p> <p>To assist in the induction and development of classroom support staff as required.</p>
JOB CONTEXT:	<ul style="list-style-type: none"> • This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy, and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children. • The school is committed to supporting the needs of all children so that they can fulfil their full potential. This includes supporting children with their Social, Emotional and Mental Health (SEMH) needs and wellbeing. We expect all staff and volunteers to share this commitment. • The school supports access to the curriculum for all children as part of NYC's commitment to inclusive education • The school is inclusive of all children and will support their individual needs. In line with the school's commitment to ensure access to education for all children, the school may require staff to support children/s medical needs (loco parentis) in line with a healthcare plan. Where required, additional training will be provided as appropriate, and an additional allowance may be an entitlement whilst undertaking such duties. • All school employees are responsible for contributing to a learning environment that is innovative, engaging, happy and fulfilling for all pupils, and for ensuring all pupils' safety and welfare • Advanced Teaching Assistants are based in schools and educational settings, responsible for assisting and contributing to the planning, delivery and evaluation of the learning process. The postholder will typically work with groups of learners under the supervision of a qualified teacher. They can be responsible for working within a specific area (e.g. pastoral, behaviour, SEN), depending on the needs of the educational establishment. • Can be responsible for working within a specific work area, e.g. Pastoral, Behaviour or SEN

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning and Development:	<ul style="list-style-type: none"> • Assist in the planning and evaluation of learning and SEMH activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils • Support pupils with special educational needs through assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews, for example, through working one-to-one or with a small group on phonics catch-up activities. • Support the facilitation of pupils' access to educational provision as indicated by their Education, Health and Care Plan, where appropriately delegated • With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes • Monitor and record pupil responses and learning achievements, and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning • Support and assist in the development and implementation of appropriate behaviour management strategies in accordance with whole school policy • Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home-school liaison, as directed by the class/subject teacher • Support pupils in their social and emotional wellbeing, in implementing related programmes, including those with additional SEND and wellbeing needs, physical needs and medical needs, with training, encouraging and modelling positive behaviour in line with school policy. • Escort and supervise pupils on educational visits and out-of-school activities under the supervision of a teacher • Undertake allocated supervision during break times as required • Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role, for example, through feeding back to the class teacher about progress that the pupil has made during a learning activity. • Prepare for lessons appropriately, including reading of materials shared prior.
Communications	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies/professionals • Initiate appropriate and effective communication with the class teacher and other professionals, forging and sustaining relationships across agencies • Be clear about the level of instruction, procedures and guidance that this role works within
Sharing Information	<ul style="list-style-type: none"> • Assess, record and report on pupils' attainment and progress within assessment and reporting processes • Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters • Assist in the induction and development of classroom support staff, cascading information and good practice • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality

	<ul style="list-style-type: none"> • Participate in staff meetings • Share information confidentially about pupils with teachers and other professionals as required
Safeguarding and Promoting the Welfare of Children and Young People:	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare and wellbeing of pupils in line with policy and legislation, raising concerns as appropriate
Administration / Other:	<ul style="list-style-type: none"> • Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place • Undertake routine clerical duties as required • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other performance management activities

Appropriate duties	Duties that are not appropriate for this role and should be allocated to another role which includes these within their responsibility
Supervising groups of pupils and individual pupils.	Be required to take full responsibility for a whole class for a full lesson.
Working under the direction of the class teacher and other appropriate staff.	Delivering learning activities to individual pupils and small groups, except in support of and under direction of the class teacher.
Assisting in & contributing to the planning, delivery & evaluation of the learning process.	Be providing cover for teaching absences.
Assisting in the induction & development of classroom support staff.	Be responsible for managing other support staff
Participating in relevant training as appropriate	To have specific designated lead responsibility to support individual pupils' highly complex SEMH or wellbeing needs – requiring developed and specialist skills and knowledge.
Support all pupils' wellbeing in the classroom setting	Supporting pupils who demonstrate particularly challenging behaviour without the provision of appropriate training, such as de-escalation or autism awareness training
Following appropriate training, implementing agreed and delegated plans and strategies for de-escalation and following agreed risk assessments to prevent or support dysregulation for pupils.	

PERSON SPECIFICATION

ESSENTIAL UPON APPOINTMENT	DESIRABLE ON APPOINTMENT
Knowledge and Experience <ul style="list-style-type: none"> On entry, a good understanding of child/ young people's development and learning processes Understanding of guidance and requirements around safeguarding children and young people Understanding of individual children and young people's needs An understanding that children/young people have differing needs and knowledge of inclusive practice Appropriate experience working with children in an educational setting An understanding of behaviour management techniques – if this criterion is not met on appointment, this may be achieved through the induction and probationary period and may include the provision of appropriate training. 	<ul style="list-style-type: none"> Knowledge of Child Protection policies and procedures Knowledge of Health and Safety legislation Experience in other relevant skills, e.g. art/music/sport Experience in delivering evidence-based interventions that accelerate learning
Occupational Skills <ul style="list-style-type: none"> Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers Behaviour management Good reading, writing and numeracy skills Demonstrable ICT skills and the ability to use ICT as part of the learning process Ability to understand of roles and responsibilities within the classroom and whole school context, and to work effectively as part of a whole school team 	
Behaviours <ul style="list-style-type: none"> Demonstrable interpersonal skills Ability to work successfully in a team Able to exercise judgement Confidentiality Flexibility 	<ul style="list-style-type: none"> Creativity
Professional Qualifications <ul style="list-style-type: none"> Relevant NVQ Level 3 or equivalent (minimum English and maths skills at level 2). 	<ul style="list-style-type: none"> Appropriate first aid training
Other Requirements <ul style="list-style-type: none"> To be committed to the school's policies and ethos To be committed to Continuing Professional Development Motivation to work with children and young people Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	

<ul style="list-style-type: none"> • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintain discipline • An empathy for equality and diversity 	
Behaviours	Link

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill-specific areas throughout the selection process.



OUR VISION & VALUES

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves.

Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points.

At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE**, **RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes.

We are 'The Risedale Family' and together we are 'A family of learners'.

ABOUT US:

Risedale School is a coeducational community secondary school welcoming pupils aged 11 to 16. It enjoys an enviable and growing reputation in its local community. Links with the Armed Forces are strong. The school has one of the largest proportions of Service Children of any secondary school in the UK, and this military connection is an essential part of the school's distinctive character.



OUR LOCAL AREA:

Risedale School is located within the pretty village of Hipswell at the heart of Catterick Garrison, close to the historic market town of Richmond. It is set within a beautiful part of North Yorkshire, close to both Swaledale and Wensleydale. Catterick is a thriving and advancing location offering a choice of affordable and desirable housing opportunities and a unique and close community. Princes Gate Retail Park offers all major amenities including supermarkets, cafes, shops, a leisure centre and a library. Risedale is just a 5-minute drive from the A1(M), providing easy access to Teesside, York and the Leeds conurbation. Major centres like Darlington are within easy reach for commuters, shoppers or leisure seekers, at around a 30-minute drive along the A1(M).

CHILD PROTECTION:

We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them. All applicants are requested to provide, in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.

Applicants are advised that references will be requested prior to interview where consent has been given. References should be from "suitable" referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate.

Interviewees are required to bring to interview original documents relating to identity and qualifications.

This school will only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.

As part of a robust safer recruitment process, the school will carry out online searches on shortlisted applicants to identify any safeguarding or suitability issues that can be explored at interview.

At interview or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Partnership, Local Authority and School Child Protection and Safeguarding policies and practice guidance and information on expected probation, safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures. The [Child Protection Policy](http://risedale.org.uk/information/policies) can be found on our website at risedale.org.uk/information/policies.