

Candidate Information Pack

Teaching Assistants



Interview Date
Monday 15th November 2021
Start date - 5th January 2022



A Message from the Headteacher

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

I feel incredibly privileged to be Head Teacher of Alderman Knight School, a post I have held since September 2006. Alderman Knight is a remarkable school with a very strong school community.

Working together we have achieved outstanding judgements in our last three Ofsted inspections, the last of these being in January 2019.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 10 years the school has undergone a complete new build for all phases. The final phase of our school building was opened in September 2021. The school has approximately 220 Pupils & Students and just over 100 staff.

We are including in this information pack the school's Commissioning Brief, as this provides more detail and clearly highlights the aim and purpose of the school and the range of children whose needs can be met within our setting. However, the school website also provides a wealth of information about the school including the Post 16 provision and I would recommend you review this to get a better flavour of the school and what we aim to provide.

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.

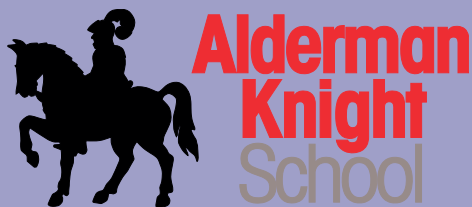
Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel
Head Teacher





Closing date: 7th November 2021

Interview date: Monday 15th November 2021

Teaching Assistants

Start date: 5th January 2022

Salary: Grade 6 Point 15 to 20 Salary £23,541 - £25,991 pro rata (approx. £16,308 - £18,005 pa)

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

The Governors are looking to appoint dedicated, experienced, confident Teaching Assistants to join our supportive staff team. Applications from staff currently working in mainstream schools are very welcome as well as newly qualified teachers.

The school has several TA vacancies:-

Post 1 - This role is a permanent contract at 30 hours per week. This will be term time only. The start date will be dependant on the notice period required for the successful candidate.

Post 2 - These roles are fixed term maternity cover contracts, to start January 2022, with up to 3 posts available. Again, the hours will 30 per week, term time only. The contract length is yet to be confirmed.

We are looking for candidates with experience supporting the learning of children with a range of special educational needs and with a working knowledge of the national curriculum.

In carrying out their duties and responsibilities effectively, teaching support staff will provide high quality support for pupils, teachers, the curriculum and the school. The successful candidate will work across our provision from Primary to Post 16.

Currently we have five KS2 classes, ten KS3, seven KS4 and two KS5.

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, we will try our best to accommodate you.

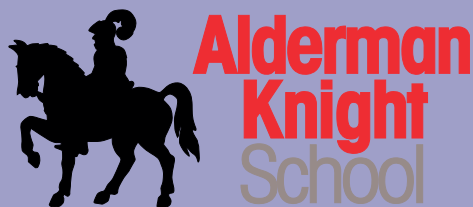
Please contact hr@aldermanknight.gloucs.sch.uk with your request.

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.

Please indicate within your application form, where your particular area of strengths would be within our provision i.e. Primary, KS3, KS4 or Post 16.

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.



Job Description

Post title: Teaching Assistant

Salary: Grade 6 Point 15 to 20 Salary £22911 - £25295
[Pro rata salary approximately £16,308 - £18,005]

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

Contracts for class based teaching assistants are variable-hour contracts. At Alderman Knight this means that the contract is based on a 'core' of 24 hours per week. Under the terms of this offer, working hours may be changed subject to a maximum variation of plus or minus 25% of the core hours stated above. Any change will of course be by mutual agreement or by the school giving reasonable notice of the change. The salary will then be amended from the effective date of the change in hours. In addition to the above, the post holder will be expected to work flexibly within your hours of work to meet the needs of the school and its students.

Hours

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

The working day for Teaching assistants is from 8.25am on Monday and Thursday when there is a whole staff briefing. Teaching assistants are expected to attend these briefings. On Tuesday, Wednesday and Friday, Teaching assistants are required to be in school ready to meet and greet the pupils at 8.40am.

The pupils go home by 3pm. 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. All teaching assistants have breaks across the day of 50 minutes. This time is unpaid. Teaching assistants will do break and lunch duties.

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
- Contracts are either variable hours permanent contract or fixed term, specific purpose contracts—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 for Pupils and 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 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 student responses/ needs
- 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 pupils/students' competence and independence in its use
- Help pupils/students to access learning activities through specialist support where necessary.
- Determine the need for, prepare and maintain general and specialist equipment and resources

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 pupils/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 senior or pastoral 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 2021



Alderman Knight School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

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 <p>Desirable</p> <ul style="list-style-type: none"> A qualification in literacy and numeracy equivalent to at least a Level 2 of the National Qualification framework 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 be able or willing to learn to use ICT and other technological equipment effectively to support 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
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. The time worked each week will be considered when deciding this.</p>



Vision Statement:

The vision of the school is to be 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.

Mission Statement

'Learning and achieving together'

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.



COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2021/22

1.

AIM AND PURPOSE:

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.

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.

2.

OUTCOMES:

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:

- 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.

The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.

3.2	<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, behavioural, 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 A* -D, and • Require a specialist setting to access a further education curriculum <p>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. 4.2	<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.

	<p>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.</p> <p>3. The child or young person has complex and significant needs in one or more of:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning <p>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.</p> <p>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</p> <p>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</p> <p>Or</p> <p>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)</p> <p>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>CURRICULUM AND ACCREDITATION OF LEARNING:</p> <p>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.</p> <p>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>
6.	<p>ANNUAL REVIEWS OF EHCPs AND REINTEGRATION:</p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>

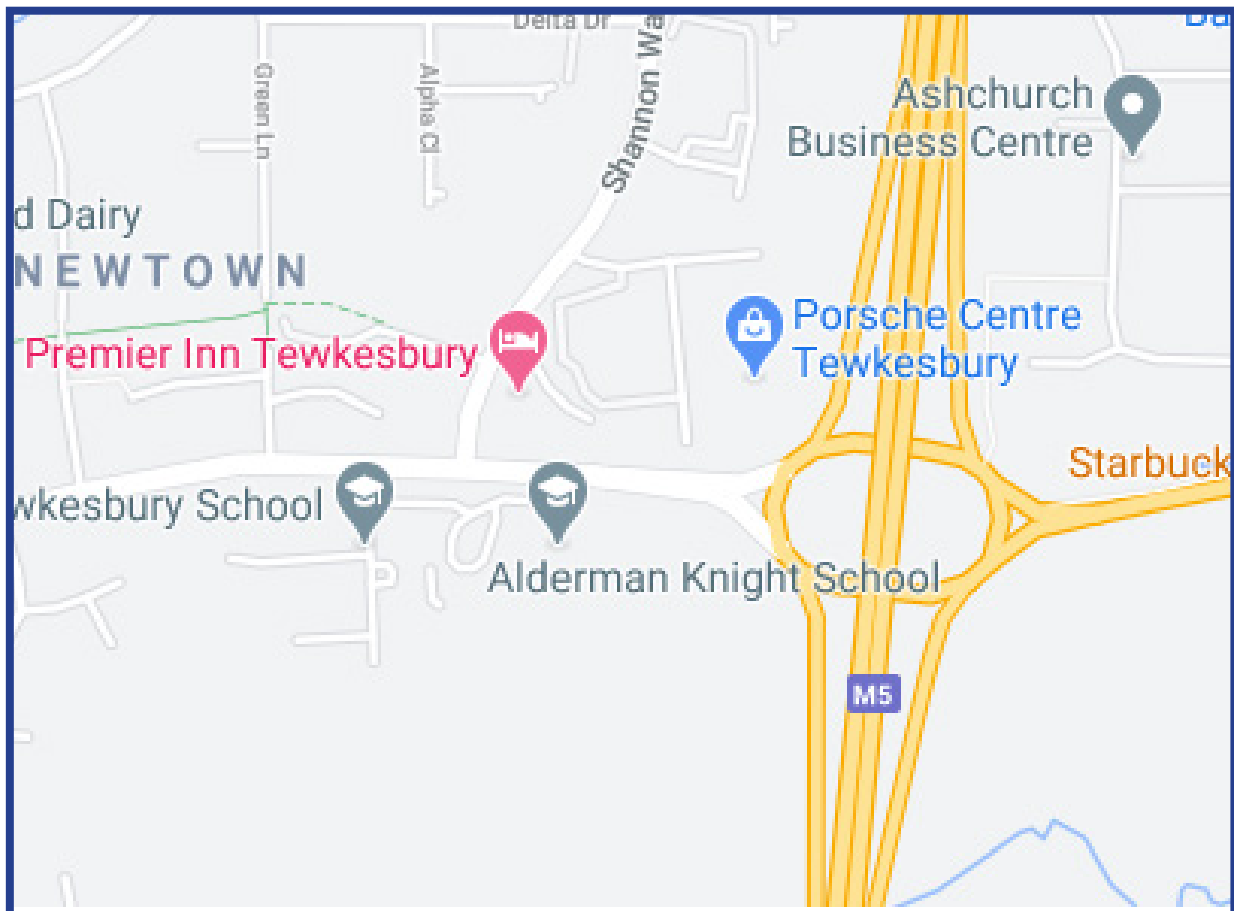
<p>7.</p> <p>7.1</p>	<p>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS fro 16 to 19 YEARS:</p> <p>The school will deliver good quality information, advice, guidance, and support to pupils and students aged 14 to 19 years. The school will work with them, considering their aspirations and progression options post -16 into employment, further education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges.</p> <p>The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and key stage 5 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p> <p>Partnership working with schools and other agencies</p> <p>The school will fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children’s Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people’s organisations <p>The service will promote and support the maintenance and continuation of children and young people’s relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>
<p>8.</p> <p>8.1</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 parents/carers should be made 3 times per academic year for instance through parents evenings. • Annual reports should be provided to parents.

8.2	<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>
9.	<p>MONITORING AND REVIEW:</p> <p>This commissioning brief will be reviewed annually.</p>



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 will be completed at the end of May 2021, ready for the new academic year. The learning and working environments are second to none.



Contact Details

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GL20 8JJ

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Email - hr@aldermanknight.gloucs.sch.uk
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Eteach - <https://www.eteach.com/job/teaching-assistant-1184077>