



# **JOHN KYRLE HIGH SCHOOL & SIXTH FORM CENTRE**

## **Vacancy Information pack**

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**Teaching Assistant  
(SEN)**

# Headteacher's Welcome

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Thank you for the interest in our school and the advertised post. I hope you find the information you require, but please contact us if not.

All roles in our school are important and I pledge personal support for each and every member of our fantastic community. I am privileged to lead this school and we all work hard to ensure that we succeed as a team. **“Together we are mighty”**.

Our key priorities as a school are simple and we all work towards our “TEACH” goals:

- T** Teaching and Learning
- E** Engagement
- A** Academic Outcomes
- C** Community
- H** High Quality Leadership

I look forward to receiving your application.

Kind regards



**JULIAN MORGAN**  
Headteacher



# Welcome



The school is fortunate to have hugely-committed staff who give their all, take Public Service seriously and are keen to provide extra-curricular activities in a multitude of areas. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure yet challenged.

John Kyrle is a popular and oversubscribed high school with over 1400 students who are drawn from the town of Ross and the surrounding rural areas. The school is located on the Ledbury Road about half a mile from the Market house and adjoining the dual carriageway. John Kyrle High School is organised on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. We also have a team of highly experienced Pastoral Support Assistants. Form tutors stay with their tutor groups from Years 7 to 11. A head of sixth form oversees Years 12 and 13.

The sixth form is accommodated in a purpose-built block which contains a common room, kitchen, study rooms and superb ICT facilities. Admission to the sixth form courses is open but preference is given to those students who achieve two grade 5s in subjects including English and Maths. Those who achieve grade 4s may still be admitted but this will be in consultation with staff. Sixth form courses include a wide range of A levels. Students show good progress and attainment at KS4. Progress in the sixth form places us in the top 2% of schools nationally for A level.

John Kyrle High School encourages students to participate in the many societies. Out-of-school activities and clubs exist to suit a wide variety of students' interests. Overseas study visits to Europe, Africa and North America and a large number of sports teams which represents the school at rugby, soccer, hockey, netball, athletics, cricket, tennis and rounders, are just some of the activities offered.

The school has excellent facilities, including sports fields, an all-weather sports surface, tennis courts, a specialist drama studio, a purpose-built art and ceramics facility, and a modern library. There are also technology workshops, a music-technology suite and practice rooms, computer and business rooms, language lab, a gymnasium and an on-site sports hall which are used extensively. Our tennis and netball courts have just been refurbished and are a fantastic addition.

There is a strong tradition of music, drama and art at the school. A recent increase in student numbers has led to the installation of additional classrooms. A new Maths Centre of Excellence has been opened with 10 specialist Maths classrooms and a shared study facility for A-level students and staff. Our latest development, a new science block with six large specialist laboratories, was opened recently.

Partnerships with parents and the wider community are high on our list of priorities in order to help every student achieve his or her potential.

Our school motto is '**Carpe Diem**' - **seize the day!**

We try to live up this motto.



# The Role

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We are looking to appoint a teaching assistant (SEN) to support the educational, medical, personal, social and behavioural needs of students with special educational needs.

The successful candidate should have experience in supporting students with Autistic Spectrum Disorder (ASD)

***The role is for 32 hours and 30 minutes per week, 8.30am to 3.30pm Monday to Friday (term time), plus an additional 33 hours to be worked during the year.***

***Salary - pro rata for 38 weeks plus 33 additional hours of £18,035 - £20,051 (FTE £23,893 - £25,979)***

Candidates should complete the application form in full (black or typewritten please)

Your letter of application should include the following points:

- Why you are interested in the post
- How your experience to date fits you for the post
- What personal qualities you believe would be desirable in the post holder

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **Thursday 10<sup>th</sup> July 2025 (12.00pm)**.

Shortlisted candidates will be invited to attend interview on a date to be confirmed.

John Kyrle High School & Sixth Form Centre are proud to be part of the Heart Of Mercia Multi-Academy Trust (MAT)

Registered office: Hereford Sixth Form College, Folly Lane, Hereford, HR1 1LU. Company Number: 10499174

All employees of JKHS are employed by the trust.

# Job Description

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**Responsible to:** The Hub Centre manager/Assistant SENCo

**Main Purpose of the role:**

- To support the educational, medical, personal, social and behavioural needs of a student with special educational needs.
- To promote the student's self-esteem and independence.
- To support the principles and ethos of the school.

**Job Activities:**

- To support the inclusive ethos of the school and follow routines and procedures.
- To undertake a programme of induction and attend relevant in-service training, within and outside school.
- To be aware of, and maintain, confidential issues as required.
- To support the implementation of the provisions set out within the child's statement.
- To support the ongoing assessment of the child's special educational needs (and social and personal needs).
- To support and facilitate the inclusion of the child within the life of the school and in accessing both curricular and extra-curricular opportunities.
- To participate in the planning, delivery and evaluation of the students Education and Health Care Plan (EHCP) and/or student support guide, as appropriate.
- To support the delivery of the curriculum to the child and the differentiation and adaptation of resources where necessary.
- To assist with the personal needs of the student e.g., toileting, changing of clothes etc. if this is required.
- To support the assessment, recording and reporting of the student's progress.
- To provide regular feedback to the teacher and the SENCO on the participation, progress and welfare of the student.
- To contribute to regular reviews of the child's progress and EHCP including statutory annual reviews.
- To direct group activities within and away from the classroom including:
  - implementing 'catch-up' programmes with targeted groups;
  - explaining and clarifying tasks;
  - modelling language use and extending the student's thinking; and
  - adapting resources to suit learning needs.
- To support the links between home and school.
- To liaise, as directed, with relevant professionals in order to meet the child's special educational needs.
- To promote the child's general welfare and follow the school's health and safety procedures.
- To undergo a regular review of duties and responsibilities and the student's needs according to the school's schedule.
- To undertake training and take responsibility for training other members of staff as required.
- To ensure that safeguarding SEND students remains paramount.
- To be trained in, and to use, other specialisms which are relevant to the student's needs.

## **General information**

The post holder will be required to comply with the school's policies and procedures. The school has a no-smoking and vaping policy. Staff are not permitted to smoke or vape on any of the school's premises nor in any vehicle used on school business. The post holder will promote the school's health and safety at work policies and ensure that they are implemented efficiently within their areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that staff are aware of the school's safeguarding procedures for sharing information about the welfare of any person for whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

The job description covers the main duties and responsibilities of the job and will be subject to review and amendment in consultation with the post holder, to meet the changing needs of the school. Other activities commensurate with this job description may, at any time, be undertaken by the post holder.

# Person Specification

<b>Post Title:</b> Teaching Assistant (SEN)	
<b>Essential</b>	<b>Evidence</b>
<p>Experience of working with children, either in a paid or voluntary capacity, within in a school</p> <p>Experience of working as a teaching assistant (SEN) or equivalent and supporting students with ASD</p> <p>Experience of assisting with the assessment, recording and reporting of student’s progress</p>	<p><b>Experience and Knowledge</b></p> <p>Application</p> <p>Interview</p>
<p><b>Qualifications</b></p> <p>Certificate in learning support (or equivalent)</p> <p>GCSE (or equivalent) English and maths grade C or above (9-4)</p> <p>Willingness to undertake further training as required</p>	<p>Qualifications</p> <p>Application</p>
<p><b>Skills &amp; abilities</b></p> <ul style="list-style-type: none"> <li>• Ability and willingness to work flexibly within the school</li> <li>• Able to work as a member of a team</li> <li>• Organisational skills</li> <li>• Interpersonal skills</li> <li>• Communication skills</li> <li>• Administration skills</li> <li>• A calm but authoritative manner with students</li> <li>• ICT literate</li> <li>• Ability to facilitate the student’s independent learning</li> <li>• Ability to relate well to students, parents/carers and staff</li> <li>• Ability to follow and apply the teacher’s instructions and clearly explain these to the student</li> <li>• Ability to develop the high-quality learning resources under the direction of the teacher</li> <li>• Ability to accurately record and report on the student’s</li> </ul>	<p>Application</p> <p>Reference</p> <p>Interview</p>

Essential	Evidence
<p><b>Other</b></p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>Knowledge of wider educational issues</p> <p>Clear understanding of equal opportunities</p> <p>A strong belief in the value of diversity and inclusion</p> <p>Enhanced DBS clearance</p>	

# Recruitment of Ex-Offenders Statement

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John Kyrle High School is required to publish a copy of its policy on the recruitment of ex-offenders which outlines the following:

The school fully complies with the 'DBS Code of Practice' and will not discriminate unfairly against any subject of a disclosure on the basis of conviction or other information revealed.

All applicants are subject to an enhanced DBS check before the job appointment is confirmed; this includes details of convictions, cautions and reprimands, as well as spent and unspent convictions. A positive disclosure will not necessarily prohibit a candidate from being offered a position.

The school is committed to the fair treatment of all applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical or mental disability or offending background.

The school promotes equal opportunity and welcomes applicants from a wide range of backgrounds, including those with criminal records.

Candidates are selected for interview based on their skills, qualifications and expertise.

All application forms and recruitment notices contain a statement that disclosure will be requested if a position is offered.

All applicants are encouraged to provide details of their criminal record at the earliest stage possible. This may be sent under a separate and confidential cover letter.

All applicants will be made aware of the 'DBS Code of Practice' and will be provided with a copy on request.

The school is committed to ensuring all disclosure information will only be seen by those who require access as part of their duties.

The assistant headteacher (personnel) will discuss any matters revealed on a DBS certificate with the applicant before withdrawing a conditional offer of employment.

At the interview, or in subsequent discussion, opened and measured discussion will take place on the subject of the offences.

Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of any offer made.

Where the role involves engaging in regulated activity with children, it is a criminal offence for an individual:

- to seek to engage in regulated activity from which he/she is barred;
- to offer to engage in regulated activity from which he/she is barred; and
- to engage in regulated activity from which he/she is barred.

