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The School Prospectus can be found on our website: www.kingsmead-school.com

November 2017

Dear Applicant

Teaching Assistant

Thank you for expressing an interest in this post. I do hope you will be interested in applying.

With this letter I enclose a standard application form for your completion and a job description. The closing date is 12 noon, Friday 1 December 2017.

If you have any questions relating to this post, please do not hesitate to contact me.

I look forward to hearing from you.

Yours sincerely

Jo Roberts
Administration Manager

KINGSMEAD SCHOOL : INFORMATION FOR APPLICANTS

Kingsmead School is a rural mixed ability Academy with a fully comprehensive intake situated near the Devon/Somerset border, close to the Brendon Hills and Exmoor. It is a magnificent area in which to live. Not only is there the tranquillity and beauty of the countryside but there is the rapidly growing county town of Taunton nearby and easy access (20 minutes) to the M5 for connections to the rest of the country.

The School lies in the small town of Wiveliscombe. It caters for the age range 11-16 and has over 800 daytime students. The School is very successful and is oversubscribed. Our latest Ofsted Report, in March 2017, gave an overall judgement that Kingsmead is a "good school".

Please be aware that Kingsmead converted to Academy status on 1 April 2011. We are convinced that this move will place the school in a very strong position in the next few years and ensure we can continue to offer our young people the best education possible. We will continue to support Somerset Local Authority and other schools as we do now and will meet or better national conditions of service and pay for all staff. We fully appreciate the concerns over the Government's agenda in this area in some quarters but believe the opportunities and freedoms available far outweigh any negatives

Despite the demise of specialisms, we intend to continue to focus on our specialist area as a Language College and firmly believe in developing the international dimension of the School having strong links with schools in Europe and also with Zambia in Africa. We will also continue as a Specialist Humanities College. These initiatives have not only allowed the school to be involved in cutting edge practice but have made it a resource rich environment. We have excellent ICT facilities including a growing online curriculum and provide all staff with quality training and support to ensure ICT is fully utilised to enhance people's work.

Kingsmead is a pleasant and stimulating place and the staff are committed, friendly and supportive. The students are responsive and well behaved. The school is committed to continual curriculum improvement and the professional development of its staff.

We have high expectations. We expect staff to support our caring, student-centred ethos, to be supportive of each other and to set high standards for our students.

If you like the sound of Kingsmead and think you have something to offer, we would welcome your application.

"This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to adhere to this commitment."

Kingsmead School Additional Educational Needs Support

Kingsmead is very proud to be a mixed ability 11-16 comprehensive school serving its local community. We have students across the whole ability range and have an excellent reputation for our work with students who have additional educational needs (AEN).

At Kingsmead we believe that every student should have the right to:

- *Be included as a valued, responsible and equal member of the school along with all other students and have access to a common range of experiences*
 - *Have access to a broad, balanced curriculum with differentiated learning which enables them to achieve their full potential*
 - *Have their views heard, and contributions and strengths recognised*
- Ofsted, in December 2009, judged the school to be 'outstanding' overall and said:
- "Students thrive in this inclusive, well ordered and harmonious school that cares exceptionally well for vulnerable groups."
 - "The care, guidance and support given to students is outstanding."
 - "The school has a number of students who present significant challenges but integrate them very well."

Students have AEN if they have a learning difficulty which calls for *additional educational provision* to be made for them. We endeavour to plan, monitor and record the progress of individual students within the graduated structure of Basic entitlement, (also known as 'Provision for All'), School Action and School Action plus.

AEN students have a wide range of needs including behaviour, autistic spectrum disorder, dyslexia, dyspraxia, hearing and visual impairment, physical mobility and speech language and communication difficulties.

If a student is known to have additional educational needs when they arrive at Kingsmead, the Inclusion Co-ordinator, departmental staff and Heads of Year will use information from the previous school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class. Kingsmead will ensure that ongoing observation and assessment provides feedback about the student's achievements to inform future planning of the student's learning as they progress through the school.

While we ensure all students are included in the daily life of the school we do have a number of specialist areas, such as our Enrichment Centre and Learning Support Centre that support our young people.

We aim to develop the school's ethos, which provides equality of opportunity and high achievement for all our students. This will be done by supporting them in realising their full potential and developing a working 'Parent Partnership' which takes into account mutual concerns and aspirations.

Assessment is regarded as an ongoing process, and the school is aware that student's learning difficulties do not always result solely from within the child – our own practices make a difference, so we therefore take into account the student's learning characteristics (preferred learning style), the learning environment (classroom organisation) and the teaching style.

We follow the key principles for inclusion as set out in government recommendations and Kingsmead's vision and values. Our teachers' planning is flexible in order to recognise the needs of all children as individuals, ensuring progression and appropriate differentiation. A variety of arrangements are in place to maximise the achievement of, and opportunities for, students with AEN. Our teaching assistants support our students across a wide range of issues and difficulties. Due to increasing numbers across the school we are seeking to appoint a highly motivated, skilled and enthusiastic member of staff to join this dynamic, happy and very successful team.



JOB DESCRIPTION

Section:	Secondary School – Academy
Job Title:	Teaching Assistant – Grade 14 Points 13-17
Reports To:	Headteacher
Main Purpose of Job: <i>Briefly – what is the job there for and why is it being done?</i>	
<ul style="list-style-type: none"> • To assist the Headteacher, Leader of Inclusion, Team Leaders and other team members in the development and implementation of programmes of work for students in both the Additional Educational Needs bases and classrooms. To provide a stable, caring and supportive learning environment, which enables students to achieve their full learning potential and facilitates their social and moral development • There will be some requirement to work with students, either individually or in groups, who have complex additional educational needs and may include students presenting moderate to intensive challenges. This could mean working with students with substantial disabilities, or behavioural problems 	
Main Responsibilities and Duties: <i>What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.</i>	
<p>To support the teaching and learning process</p> <p><i>Typically, the job will include all, or most of the following elements</i></p> <p>Under the guidance and direction of the Leader of Inclusion, Team Leader and/or Class Teacher:-</p> <ul style="list-style-type: none"> • Develop, maintain and apply knowledge and understanding of students’ general and specific learning needs to ensure that support is given to them at an appropriate level and outstanding progress made <p>The postholder will have day to day ‘keyworker’ responsibility for named students where they will:-</p> <ul style="list-style-type: none"> • Meet with the student(s) regularly • Follow up any concerns and liaise with staff when necessary • Liaise with parents and outside agencies as required • Attend meetings for individual students where directed • Maintain detailed keyworker notes to help monitor student progress/ attainment • Review and update Student Support Plan (SSP) targets with the student <p>Learning support is delivered individually and in groups through a range of tasks, mainly:-</p> <ul style="list-style-type: none"> • Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions • Focusing support in areas needing improvement, both academic and social • Working with and supporting students to ensure they are able to use ICT and other specialist equipment to enhance their learning • Motivating and encouraging students to concentrate on and fulfil the tasks set • Undertaking learning activities with students of varying abilities to ensure differentiation and access to the curriculum 	

- Seeking to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and guiding students to become independent learners
- Reviewing individual student targets

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

- Assist in the development, monitoring and evaluation of programmes of work
- Photocopy and use ICT systems for administration and educational purposes
- Contribute to monitoring of systems for review and recording of students' progress
- Assist in the preparation for educational visits and where appropriate accompany students
- Attend and contribute to meetings and in-service training events, within contracted hours or outside normal hours by agreement

To provide care and supervision of students within the classroom, within the school and outside of the school

- When required, supervise students using playgrounds, cloakrooms, showers and toilet facilities
- Assist in the supervision of GCSEs, yearly examinations and tests/ assessments as directed
- Act as reader and/ or amanuensis as required
- Develop an understanding of and provide for students' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the student in respect of toileting, eating and mobility
- In an emergency-type situation, the Teaching Assistant would stay with the group/ individual and send a student for the assistance of the Leader of Inclusion, Team Leader or a member of the Senior Leadership Team (SLT)

Additionally, under the overall direction of the Leader of Inclusion, Team Leaders and teaching staff, the job may include some or all of the following duties, depending on the needs of students:-

- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy
- To undertake the role of mentor as and when required
- To work with student groups, using a range of strategies to gain acceptance and inclusion of students with additional educational needs
- Monitor and support students engaged on work experience programmes if necessary

Facts and Figures: Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.

No supervision of staff

SUPPORTING PROCESSES

Problem Solving and Creativity: Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?

- On a daily basis, within prescribed school guidelines, develop a range of strategies in conjunction with the Leader of Inclusion or Class Teacher, to engage individuals and groups of students, often with differing requirements, in the experience of learning and in their personal, social, health and moral education
- Use a variety of interpersonal techniques to establish supportive relationships with students, colleagues, parents, carers and outside agencies
- The postholder will need to be flexible and creative in their daily work practices

Decision Making: Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.

- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of the students in relation to their educational activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented
- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to the Leader of Inclusion
- On occasions there will be a need to make immediate decisions, without initial referral to the Leader of Inclusion or Team Leader, in relation to immediate care, control and safety of students with additional educational or personal needs

Physical Effort and Working Conditions: Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected e.g. noise, outside working, unpleasant surroundings.

- A normal school environment, although the postholder may be involved in external school activities
- Some of the working day is spent standing, with periods of crouching/ bending to engage students in activities
- When negotiated and agreed, substantial physical effort may be required on a regular basis in providing assistance to students with significant physical disabilities. There may be an occasional need to physically lift students such as for safety or care needs and occasional unpleasant conditions relating to students' personal hygiene needs
- Occasional physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with students who have psychological needs and/or physical disabilities

Contacts and Relationships: Give details of the range and type of people within the School and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact e.g. providing information or advice, directing, monitoring, influencing, motivating.

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas
- Contact with Health Service professionals to provide daily support for the students with known medical conditions
- Contact with parents/ carers and outside agency staff to provide support for students, such as feedback on students' progress. Such communications can be of a delicate nature depending on a student's particular needs

Additional Information: Anything else which is relevant to the job which is not adequately covered elsewhere.

- While the level of student needs will vary from time to time, the postholder will be working with students who find it difficult to access basic student entitlement. They may present more frequent challenges and where their attention span presents greater issues there will be a need for high levels of patience to attain students' individual targets
- The postholder will require excellent organisational abilities, a working knowledge of ICT and will have to deal with a wide range of demands in the course of a day. Tact, diplomacy and the ability to remain calm are required

Knowledge, Skills and Experience: (To be completed by the Line Manager) *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.*

Desirable

- Experience of working with individuals who have a combination of learning, social, emotional or behavioural needs
- Qualities required are to be a good team worker, showing discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate and to have good oral and written communication
- A background knowledge of the National Curriculum and a school's procedures and policies would be desirable
- Significant empathy with students who have additional educational needs. Where appropriate, to be prepared to undertake special skills training
- A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to students and teachers

Essential

- An education standard equating to five GCSE grade C and above, including English and Mathematics

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager: Date:

Conditions of Service

- Salary Scale:** Grade 14, Points 13-17, £16,191 - £17,547 per annum, pro rata - actual salary £11,612 - £12,584
- Duty Times:** 8.50 am – 3.35 pm (½ hour lunch break plus ½ hour student lunch cover) and ½ hour allocation of time each week to accommodate after school meetings by arrangement
- 31.75 hours per week
- Working Weeks:** Term time + 2 INSET days
- Paid Weeks:** 43.5821

Travelling to Kingsmead School – Wiveliscombe



Wiveliscombe is situated on the B3227 Taunton - Barnstaple Road (formerly the A361), 4 miles from the Devon/Somerset border and 10 miles from Taunton. There is also access from Junction 25 of the M5; the route is well signed through the North of Taunton. There is also access from Junction 26 via Wellington. There are two car parks, one in North Street and the other off Croft Way.

Directions to Kingsmead

From Taunton, travel along the B3227.
In the centre of Wiveliscombe, turn left at the traffic lights. The School is 150 m on the left.

How to Apply

- Complete the application form
- Using the application form, section F, and no more than two sides of A4, outline your experience to date and your reasons for applying for the post

Please forward your completed application to:

Miss J Roberts
Administration Manager
Kingsmead School
Wiveliscombe
Taunton
Somerset TA4 2NE

Timetable for Appointment

Closing Date 12 noon, Friday 1 December 2017

Interviews: Wednesday 6 December 2017

APPLICATION FOR EMPLOYMENT WITH KINGSMEAD SCHOOL

Before completing, please ensure you have read the guidance notes in the application pack or on our website. You may use additional sheets if you need to.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We follow Safer Recruitment procedures.

Please return this form to the address given in the Advertisement or Application pack. This form should be typed or handwritten in black ink for photocopying purposes.	
Application for the post of	
Closing Date	
How did you hear about this job? (Name of publication if advertised)	

Part A: Personal details (Block capitals please)

Family Name / Surname	
Previous Name(s)	
Forename(s)	
Known Name: (if different from Forename)	
Preferred Title (Eg. Mr, Mrs, Miss, Ms, Dr)	
Current Address (Please include Postcode)	
National Insurance Number	
Preferred Contact Telephone Number	
Alternative Telephone Number (if available)	
Email Address (only if preferred form of contact and in regular use)	
Date of Birth	

Part B: Present (or most recent) Employer

Name and Address of Employer			
Job Title			
Start Date		Notice required or date left	
Salary		If part-time, please give hours per week	
Please give details of your main tasks and responsibilities – and, if applicable, your reasons for leaving:			
Please explain why you are applying for this post at this time:			

Part C: Employment History (most recent first)

Please give as much relevant information as possible. You must give your **full** employment history from when you left school/higher education and explain any gaps in your employment and include dates. Please indicate any time spent employed as a volunteer.

Name & Address of Employer	Date From/To (MM/YY)	Job Role	Final Salary and Reason for Leaving

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Part D: Academic, Professional and Vocational Qualifications

Exams Passed (Level) Qualifications & Memberships (Most Recent First)	Grade and Date Achieved	Name of Educational Establishment and/or Professional or Awarding Body

Part E: Training/Continuing Professional Development.

Please give details of relevant training/developments activities		
Training Course and Organiser or Development Activity	Time spent	Outcome – Grade Achieved (Where applicable)

Part F: Personal Statement

You may continue on a separate sheet if you need to.

Previous Experience: Referring to the job description, please detail your relevant experience to date and your reasons for applying

Part G: Supplementary Information

Personal Transport: For posts which involve travel away from normal place of work:	
Are you willing and able to travel to meet the requirements of the post?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please provide details of any current motoring convictions, disqualifications or penalty points, with dates and reasons and/or any difficulties you foresee concerning travel.	
Positive About Disability: We welcome applications from people with disabilities. Wherever possible we will make reasonable adjustments to enable a person with a disability to access the application and appointment process fairly.	
Do you consider yourself to have a disability?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If "yes" and you are offered an interview, would you welcome a pre-interview discussion to identify any particular needs that you may have?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Disclosure of Criminal Offences: The Rehabilitation of Offenders Act 1974 gives individuals the right not to disclose details of old offences which are seen as 'spent'.	
Please give details, including dates and places, of pending prosecutions and any convictions, cautions and bind-overs since the age of 17 years, that are not 'spent':	
If the information sent to you highlights that the post requires a Disclosure Certificate, the Rehabilitation of Offenders Act does not apply in this case. Therefore, please give details, including dates and places, of any 'spent' convictions, cautions and bind-overs. Please also detail if you are on List 99, the PoCA List, disqualified from working with children or vulnerable adults or subject to sanctions imposed by a regulatory body such as the General Teaching Council or General Social Care Council:	

Part H: REFERENCES AND DECLARATIONS

References: Please provide the names of two professional referees, both of whom can write with authority about your performance, abilities and competence in a work, voluntary or educational environment. The first reference must be your manager or a senior manager representing your current or most recent employer. References will not be accepted from colleagues, relations or people who know you solely as a friend.			
Your first referee must be a manager representing your current/most recent employer. If this post has not involved working with children or vulnerable adults but a previous post has, that previous employer must be given as your second referee. This applies even if you have done other work in between.			
Name of first referee			
Job Title of Referee			
Name of organisation			
Address (Including Postcode)			
Email address if available			
Daytime telephone number			
Relationship to you (eg supervisor, tutor)			
Dates of your employment		From: / To: /	
Name of second referee			
Job Title of Referee			
Name of organisation			
Address (Including Postcode)			
Email address if available			
Daytime telephone number			
Relationship to you			
Dates of employment		From: / To: /	
Declaration of Interest: Please note that canvassing support of trustees, governors or staff of Kingsmead School can lead to disqualification of your application.			
Do you have family or close relationships with any individuals involved in any aspect of the recruitment process eg trustees, governors or staff of Kingsmead school? Yes <input type="checkbox"/> No <input type="checkbox"/>			
If yes, give name:			
Position:		Relationship:	

Declaration			
I confirm that I am entitled to live and work in the United Kingdom I am willing for this data to be held and processed by Kingsmead School and to be verified with relevant third parties. This may include previous employers. The information on this form is accurate. I understand that providing false information is an offence and may lead to my application being disallowed or, should I be appointed, to my dismissal and, where appropriate, may be referred to the police.			
Signed		Date	
If you apply online and are shortlisted, you will be asked to sign your application at interview.			

Confidential

Equal Opportunities-Recruitment Monitoring

This form will be kept separate from your application form. It is not referred to during the selection process

Kingsmead School values diversity and is committed to promoting equality of opportunity for our employees and job applicants.

We monitor our recruitment and selection practices to fulfil our statutory duty relevant to equality in employment and to ensure our practices are fair, equitable and consistent with the aim of appointing the best person for the job. Recruitment monitoring enables us to take active steps to promote better policy and organisational practice, making Kingsmead School a great place to work.

The information you supply on this questionnaire will be recorded confidentially on our HR Systems and held for a maximum of 12 months. During this time it will be used solely for the purposes of monitoring the profile of our job applicants. Access to data will be restricted to nominated staff within the HR Department. If you are appointed, the data will also be used for our HR/Payroll records purposes, which includes another legal requirement, workforce monitoring. We aim to ensure all applicants and employees, regardless of circumstances or status, receive equal access to opportunity and fair treatment.

For these reasons it is important that you complete the recruitment monitoring questionnaire in addition to the application form. Once completed, the questionnaire should be returned with your application.

Thank you for your co-operation.

EQUAL OPPORTUNITIES – RECRUITMENT MONITORING

This information will be treated in the strictest confidence.

Please tick ✓ the appropriate box

Name:	Job Ref:
Are you? Male <input type="checkbox"/> Female <input type="checkbox"/>	

What is your date of birth (dd/mm/yy)? / /

To which of these groups do you consider you belong?

<p>White</p> <p><input type="checkbox"/> British <input type="checkbox"/> Other</p> <p><input type="checkbox"/> Irish</p>	<p>Asian or Asian British</p> <p><input type="checkbox"/> Indian <input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Pakistani <input type="checkbox"/> Other</p>
<p>Mixed</p> <p><input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Asian</p> <p><input type="checkbox"/> White & Black African <input type="checkbox"/> Other</p>	<p>Black or Black British</p> <p><input type="checkbox"/> African <input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> Other</p>

Other Backgrounds

Chinese Gypsy Other

If you have ticked other to any of the above, please specify:

Do you consider that you have a disability? Yes No

N.B Under the Disability Discrimination Act 1995, a person with a disability is defined as having ‘a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities’. Since 2005 the definition includes people who have been diagnosed with HIV, cancer and MS. It does not necessarily mean that this affects how you do your work. As the definition is not very clear we have provided some examples of the impairments covered. The list is not exhaustive. You may consider that, for example, you have, for a period of a year or more had hearing loss, dyslexia, arthritis, diabetes, asthma, epilepsy or you are partially sighted.

If yes, please indicate the nature of your disability.

- | | | |
|---|---|---|
| <input type="checkbox"/> Physical Impairment | <input type="checkbox"/> Mental Impairment | <input type="checkbox"/> Other |
| <input type="checkbox"/> Mobility Impairment | <input type="checkbox"/> Visual Impairment | <input type="checkbox"/> More than one |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Learning Disability | |

Thank you for your co-operation. Please return the completed questionnaire with your application form.

Version: April 2011