



Kings Langley Secondary School

Application Pack: Teaching Assistant

www.kls.herts.sch.uk

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of a Teaching Assistant at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. We are currently seeking to appoint an enthusiastic, self-motivated and well organised individual to join our friendly and highly successful support team. The successful candidate will have responsibility for delivering interventions to individuals or groups of students with communication and autistic needs under the guidance of the Head of Centre(Communication).

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”

–Dr Tom Harrison

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

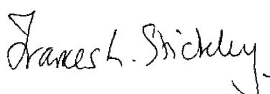
The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

We look forward to hearing from you.

Kind regards



David Fisher
Headteacher



Frances Stickleby
Chair of Governors



School of
CHARACTER



Artsmark
Platinum Award
Awarded by Arts
Council England

The Kings Langley School: Job Description (Support Staff)

Title of Post	Teaching Assistant
Grade (including allowances)	H3
Reporting to:	Senco
Date	June 2024
Time/Hours	35 Hours per week Mon-Fri 8.15am-3.45pm /38 weeks per annum

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

The duties outlined in this role description are in accordance with the Schemes of Conditions of Service as determined by The National Joint Council for Local Government Employees.

This role description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and role title and improvement and expansion plans of the school.

This role description will be reviewed every 3 years or sooner if required.

Personal and Professional Standards

- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Support the aims and ethos of the school as defined in the school prospectus.
- To set a good example in terms of professional dress and appearance, punctuality and attendance.
- Engage in the appraisal review cycle for support staff, take responsibility for personal development making full use of the school's professional development opportunities and training.
- To attend team and staff meetings as appropriate, contributing actively whenever possible.
- To provide courteous, prompt and polite service to all members of the school's community including parents, students, all staff and visitors.
- To actively contribute to the school's mission statement by forming positive relationships within the school community and working collaboratively and in good humour with other colleagues as appropriate or when directed.
- Be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, health and safety, bullying and behaviour and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the Headteacher.
- To have a thorough working knowledge of the school policies and how they impact on SEND provision.

Supporting a Student or Group of Students with Special Educational Needs

- Monitor the quality of support by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Liaise with and coordinate the contribution of external agencies.
- Ensure up-to-date knowledge of national and local initiatives, which may impact upon policy and practice.
- To assist identified students to access all areas of the curriculum as effectively as possible.
- Within an agreed system of supervision, plan, deliver and evaluate programmes of work that meet teaching and learning objectives (on a 1:1 basis or to a group).
- To provide support and challenge to enable learning within group and individual learning situations.
- To establish a positive working relationship with students.
- To act as a skilled supporter to enable effective learning.
- To assist students learning by preparing materials in advance and modifying where necessary.
- To encourage inclusion and acceptance of all students and their individual needs.
- To provide praise and promote the development of a student's self esteem.
- To facilitate and actively encourage independent communication with other students.
- To encourage the development of independence and self-reliance.
- To schedule, run or supervise extra-curricular activities and clubs, which would enhance the students' social opportunities.
- Administer medication in accordance with an agreed plan under direction of healthcare professionals and following appropriate training.
- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters.

Teaching and Learning

- Identify, adopt and support the most effective teaching approaches for students with ASC and sensory processing needs. To support the teaching staff and other professionals within the school in the development of a suitable programme of support for those students who find the classroom environment challenging.
- Monitor teaching and learning activities to meet the needs of students with SEND. To liaise with and consult with teaching staff and other professionals supporting the students.
- To attend relevant in-service training and to provide in-service training to colleagues with particular relevance to communication strategies.
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice.
- To assist with the planning of learning activities with the Head of Centre.
- Collect and interpret specialist assessment data gathered on students and use to inform practice.
- Work with students, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure

Supporting the School

Recording and Assessment

- Collect and interpret specialist assessment data.
- Update LAL and Head of Centre on the effectiveness of communication and interaction provision.
- Develop an understanding of learning needs and the importance of raising achievement amongst students.
- Attend consultation evenings and keep parents informed about their child's progress.
- Profile tutor groups and disseminate information. To make teaching staff aware of the barriers to learning of individual and groups of students.
- To liaise with and consult with teaching staff and other professionals supporting the students.
- To provide evaluative feedback as required for internal and external meetings.
- To attend relevant in-service training and to provide in-service training to colleagues with particular relevance to communication and interaction strategies.

Other Responsibilities

- Take the lead in inducting students into classes.
- Monitor students' conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or very challenging issues.
- Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, outside spaces and dining areas.
- Work with students who are not working to a normal timetable.
- Establish and maintain relationships with families, carers, other adults, e.g. speech therapists, and other professionals.
- Advise and assist students in the proper use and deployment of complex personal and learning aides and equipment.
- Escort and supervise students on educational and out of school activities.
- Be responsible for the preparation, maintenance and control of stocks of materials and resources.

- Administer the marking, scoring, recording and dissemination of assessment tests.
- Contribute to Individual Learning Plans via Provision Map software for students receiving support from the provision.
- Liaise with the Examinations Manager with regard to any special arrangements required for certain candidates.
- Inform the SEND administrator of changes to individual student support so that the SEND register remains current.
- Attend appropriate SEND meetings where required. To provide evaluative feedback as required for internal and external meetings.
- To carry out supervision duties of students at break/lunchtime each day as required.
- To carry out such other duties as required, and as are commensurate with the grade of the post.

Knowledge, Skills and Personal Attributes

- Effective use of ICT to support learning and to support administrative function
- Be willing to attend courses relevant to the needs of the students and to disseminate to other colleagues to enhance the good practice of the learning area.
- A working knowledge of behavioural issues and their impact on the academic progress of students.
- Good numeracy and literacy skills including You should have at least a grade C or new grade 5 in GCSE English Language and Maths.
- Understanding of curricular requirements of the school, including statutory requirements
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.
- Ability to manage students in a classroom setting, in a small group or on a 1:1 basis
- Ability to relate well to children and adults
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Show initiative and imagination in solving problems
- Work constructively as part of the Learning Support Team, understanding school roles and responsibilities and your own position within these.
- Exhibit high moral standards in dealing with confidential and sensitive situations

Working at Kings Langley School

Staff Development

Currently there are 68 (65.5 FTE) teaching staff and 38 (27.4 FTE) support staff working at the school. Particular attention is paid to new staff induction, staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject and role-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.

Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.



Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

