

Candidate Information Pack

Teaching Assistant (Specialist Resource Provision)

Permanent – January 2025 start



SRP Teaching Assistant

The Kingston Academy seeks an ambitious and motivated SRP Teaching Assistant to offer additional support to pupils in the Specialist Resource Provision team, a resource provision for Autism, by developing, creating and implementing a range of interventions and coaching strategies.

We invite applications from candidates with the following attributes for this role:

- Experience in working with pupils with Autism would be desirable or an interest in developing expertise in this area.
- A clear understanding and knowledge of best practice and the challenges relating to inclusion in mainstream education.
- Ambition to develop each child to their maximum potential.
- Flexible and approachable, resilient and calm under pressure, and demonstrate good judgement.

More details on the person specification are provided at the end of this document.

Application Process

- Applicants are required to visit the website where they are able to submit their application using our recruitment portal.

Interview Procedure

Our selection procedure will aim to identify with rigour whether the candidate fulfils the requirements of the post and will include the consideration of the candidate's suitability to work with children and young people. The process will include:

- Meeting with a panel of our pupils for informal question and answer session;
- Mini Intervention session with one of our pupils;
- Interview with Headteacher, Head of School, Senior Deputy Headteacher and Specialist Resource Provision Lead.

Safeguarding and Safer Recruitment Statement

The Kingston Academy is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and undergo appropriate checks, including enhanced DBS checks (with a barred list check for regulated activity), checks with past employers and eligibility to work in the UK. Identity and qualification documents will be checked prior to any offer being made.

Equal Opportunities

The Kingston Educational Trust is an equal opportunities employer, we value the diversity of our staff and pupils, and all our staff are equally valued and respected.



Letter to Candidates from Ms Sophie Cavanagh, Head Teacher

Dear Candidate,

Thank you for your interest in The Kingston Academy. I am delighted that you are considering joining our accomplished team of teachers. The opportunity to share in the architecture of a new school and be integral in its delivery at a strategic level is unique.

I am looking for a candidate who will assist me in ensuring that, as the school develops, we remain true to the core values of the Trust of excellence in all that we do, educating the whole child and being fully integrated in and responsive to the needs of our local community.

Last year, our GCSE results were impressive and among the highest in the country for a non-selective school, outperforming all local schools, including selective grammar schools:

- *88% of pupils achieved Grade 4 or above in both English and Mathematics, with 45% of grades in all subjects being graded as Grade 7 or above;*
- *Our Progress 8 overall was very high (+1.09), firmly putting The Kingston Academy in the top 1% of schools nationally and one of the highest performing schools locally;*
- *Overall ALPS grade of 2 at A-Level, with over a third of all grades at A-Level being graded as A or A*.*

Recruitment and development of exceptional staff is a top priority for us at The Kingston Academy. Our team comprises committed professionals who are invested in the process of ensuring our pupils achieve to the very best of their abilities. We understand that our drive to build an exceptional school relies upon our ability to recruit a fantastic team of staff and offer them excellent opportunities for professional development.

We hope you will be able to see your place in The Kingston Academy story and come forward to apply for this exciting, central role. Prospective candidates are very welcome to come for an informal visit to the school prior to submitting their application. A member of our senior leadership team would be happy to talk to you about the role and the Academy, the staff and our pupils. Alternatively, you may call to discuss any questions you may have prior to submitting your application. You can contact Emily Kyprianou on 0208 465 6200 in order to arrange a suitable time. However, please do not feel that you will be disadvantaged in any sense if you choose not to.

We hope you will be able to see your place in The Kingston Academy story and come forward to apply for this exciting, central role.

I very much look forward to receiving your application.



Mrs Sophie M Cavanagh

Head Teacher





Background to the school

The Kingston Academy is an ambitious new free school set up by The Kingston Educational Trust, a partnership between Kingston University, Kingston College and Royal Borough of Kingston. The overriding aim of the school is to provide our pupils with an outstanding education and, in line with our school motto, to go beyond what schools ordinarily do. TKA first opened its doors to Year 7 pupils in September 2015. The school currently has six year groups (Y7-12) and will grow by a further year group next academic year to full capacity.

As a school, we offer a traditional core curriculum grounded in the basics of numeracy and literacy, merging the very best of traditional pedagogical practice with cutting edge new technology. All our pupils use Chromebooks to take advantage of the many benefits of eLearning in furthering education. All pupils will take either 9 or 10 GCSE subjects depending on whether they take separate sciences or the combined science award.

The Kingston Academy is an inclusive school that focuses on the serious business of achievement for our pupils. Pupils are expected to behave well, work hard and embrace all the opportunities presented to them. The school nurtures respect, responsibility, reflectiveness and collaboration. Above all, the focus of the school is to ensure that pupils will move forward in life as kind, resilient, confident individuals who are equipped to make a positive contribution, anywhere in the world.

A distinctive feature of the school is our extended school day when pupils take part in our enrichment programme delivered by all teaching staff and external providers. There are an abundance of exciting enrichment opportunities for pupils to explore in sport, enterprise, music, community engagement and cultural events. Enrolment in our enrichment programme is compulsory for pupils, but they are also encouraged to look beyond their own school and engage with the community around them and all it has to offer in other local schools and local organisations.

Benefits of working at TKA

There are many benefits to working at The Kingston Academy including:

- Generous pay-scales, regularly paying 1% higher than National Teacher Pay Scales
- 2-week October Half Term break
- Access to subsidised Cycle to Work scheme
- Weekly Professional Development sessions at whole-school and departmental level
- Staff Laptop or Chromebook
- Subsidised study at Kingston University at Masters and Doctorate Level
- Flexible working arrangements may be considered on request
- Access to Employee Assistance Programme, subsidised eye test and flu vaccinations
- Work in a vibrant, supportive school environment where staff wellbeing is prioritised



SRP Teaching Assistant– Job Description

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| Post Title: | SRP Teaching Assistant |
| Salary: | The Kingston Academy Operations Pay Scale Grade C point 3-5 £24,020.53 - £24,706.68 pro rata gross per annum |
| Reporting to: | SRP Lead |
| Hours: | 40 hours per week, term time only |

This job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Head Teacher. It is vital that, as the new Academy grows to full capacity, you have the ability and willingness to be flexible and versatile within this role. If you are recruited to a position which does not currently have a full teaching load you will be expected to fulfil other duties and/or roles.

Core Purpose

To complement the professional work of teachers by taking responsibility for learning activities, drawing upon best inclusive practice to meet the needs of pupils with SEN within the classroom, and contributing to whole school student outcomes, including:

- Planning, preparing and delivering personalised programmes of study in or out of class for pupils who require extra support;
- Using detailed knowledge and specialist skills to support all pupils' learning, particularly within the disciplines of Literacy/Numeracy/Social Skills;
- Using the full range of monitoring and assessment techniques to ensure learning and progress are maximised and supporting interventions where there is underachievement;
- Supporting the delivery of year group and house assemblies;
- Supporting pupils consistently whilst recognising and responding to their individual needs;
- Encouraging pupils to interact and work cooperatively with others;
- Promoting independence and employing strategies to recognise and reward achievements of self-reliance;
- Contributing to the highest possible academic outcomes for all pupils, fostering their enjoyment of learning, understanding of healthy lifestyles, contribution to the wider community and spiritual and moral development.

Pupil Support

To act as a key worker and named contact for a group of individual pupils, under the guidance of SEN & Inclusion including:

- Contributing to the annual process of reviews, monitoring and funding of individual pupils;
- Designing and implementing personalised programmes that enable individual pupils to participate fully in lessons and enrichment, and to make appropriate progress, in collaboration with Subject Leaders/Pastoral Management;
- Taking responsibility for the support of vulnerable students;
- Playing an effective part in the communication of individual pupil progress and in the development of their curricular courses, enrichment and extracurricular activities;
- Providing advice and guidance to enable pupils and families to make informed, appropriate choices at key transition points.

Specialist interventions

Under the direction of the SRP Lead or SENCo, and in conjunction with Subject Leaders, take responsibility for planning, delivering, implementing and tracking specialist interventions that will impact upon pupil progress in Literacy/Numeracy/Social Skills, including:

- Developing and implementing personalised learning plans;
- Using a range of creative styles and activities which sustain pupils' concentration, motivation and application; time will be used effectively, differentiation used to ensure match of ability to task and new technologies used to maximise learning;
- Monitoring and reporting on the impact of interventions and coaching strategies on pupils' academic and social progress;
- Recording information on interventions undertaken, in and out of class, and evidence the impact of these interventions;
- Providing objective and accurate feedback and reports on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Assisting in the setting of The Kingston Academy's targets and the implementation of its development plans, as required.

School Life

To play an active role in the life of the School, including:

- Promoting the inclusion and acceptance of all pupils in the classroom and wider School community;
- Participating in meetings at the School which relate to its curriculum, administration and organisation (e.g. pastoral arrangements, information events and parents' evenings);
- Working within and contributing to established discipline policy to anticipate and manage behaviour constructively promoting self-control and independence;
- Assisting in the creation of learning environments where each pupil can demonstrate consistently thoughtful, ethical behaviour, showing consideration for others and offering support to them. Taking an active part in the School's rewards programme celebrating achievement and, where necessary, applying School sanctions.

General Duties

In addition to the Job Description there will be the following general duties. They may be modified as the school grows and develops by the Director of Operations, after consultation with you, to reflect or anticipate changes in your role commensurate with the salary and job title.

- To create displays in classrooms are attractive and include pupil level/grade information and exemplars of levelled/graded work and that all pupils have copies of such information in their exercise books including the departmental marking policy.
- To monitor the setting of appropriate homework and assessments for all pupils in the subject.
- To plan and teach high quality lessons at all times.
- To teach across the whole age and ability range.
- To ensure the best available provision for pupils with Special Education Needs and Disability within the department through close liaison with the SENCO and Learning Support staff and to ensure that the department is represented at SEN working party meetings. Ensure that all members of the department have copies of learning support plans and that the relevant learning support plans are implemented.
- To contribute to a departmental review, in liaison with the line manager, on a three yearly cycle identifying strengths and areas of concern for development in a report to be presented to Governors.
- To ensure that there is an ethos of sharing good practice and resources among the department's teachers and provide opportunities for this to take place.
- Promote and support the organisation and planning of subject related activities and events to enhance teaching and learning.
- Promote and support the organisation and planning of subject related activities and events in the enrichment programme and through the delivery of extra-curricular activities.
- To liaise with external staff (e.g. form CAHMS, Educational Psychologist, Behaviour Support, Exclusions) in order to support pupil well-being and progress.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the line manager.

Community Development:

- Develop effective links, collaboration and the sharing of best practice with local schools and the wider community.
- Promote/preserve outstanding community cohesion across the School and beyond.
- On occasion, attend out of school hours events, as directed by the Head Teacher.

Other Requirements:

- To be aware of all Safeguarding/Child Protection issues.
- To assist with registration as required.
- To carry out your responsibilities at all times with due regard to the organisation and arrangements for Health and Safety at Work (including the preparation of Risk Assessments).
- To carry out your duties in line with the School's Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- The Kingston Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

SRP Teaching Assistant – Person Specification

Those marked 'Essential' must be demonstrable at the point of interview.

| Qualities and Attributes | Essential | Desirable |
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| Qualifications | | |
| 5A*-B grades at GCSE including at least C grade in English and Mathematics | ✓ | |
| Honours degree or equivalent | | ✓ |
| Knowledge and Experience | | |
| Experience in working with pupils with Autism would be desirable or an interest in developing expertise in this area. | | ✓ |
| To demonstrate clear understanding and knowledge of best practice and the challenges relating to inclusion in mainstream education; | | ✓ |
| Experience of working with children who have special needs | | ✓ |
| To have a track record of raising progress and attainment of all pupils | | ✓ |
| To have experience of drawing up, tracking and monitoring personalised plans | | ✓ |
| To have experience of planning, assessing, reviewing and evaluating interventions effectively and efficiently | | ✓ |
| To have an understanding of the requirements of SEN and Disability Legislation | | ✓ |
| To have experience of using data to compile reports | | ✓ |
| To have experience of collaborative working with teaching and support staff and external agencies | | ✓ |
| To have knowledge of a range of classroom behaviour management strategies | | ✓ |
| To understand how to use specialist expertise in literacy, numeracy and social skills to support their teaching and wider professional activities | | ✓ |
| Personal | | |
| To have the ambition to develop each child to his or her maximum potential | ✓ | |
| To be able to establish and develop good relationships with all involved in the School, demonstrating positive personal impact and presence | ✓ | |
| To be able to work under own initiative whilst also drawing upon support as required | ✓ | |
| To have the ability to set high standards and provide a focus for improvement | ✓ | |
| To be flexible and approachable, resilient and calm under pressure, and to demonstrate good judgement | ✓ | |
| To be able to manage own workload effectively and respond swiftly to tight deadlines | ✓ | |
| To be competent in the use of ICT and data entry | ✓ | |

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| To have the ability to deal sensitively with people and resolve conflicts by offering practical solutions | ✓ | |
| To display an awareness, understanding and commitment to the protection and safeguarding of children and young people | ✓ | |