



THE
KINGSLEY
SCHOOL

Information for Applicants

SEND Teaching Assistant

To start: As soon as possible



A Message from the Head

Welcome to the Kingsley School. We are a co-educational school in the heart of Royal Leamington Spa, proud of our long history of providing a high quality, supportive and broad education. Part of the Warwick Schools Foundation since 2021, our recent history shows that we are a dynamic, innovative and inclusive school in which all students and staff can achieve.

We are a caring and high achieving learning community, supporting all students to achieve their best in and out of the classroom. However, there is so much more to a Kingsley education. We want our students to experience the excitement of discovering that they can achieve more than they thought possible; we encourage them to embrace new opportunities and challenge and support them in developing resilience and determination. We celebrate planting a tree at Forest School as warmly as top grades and a beautiful painting as enthusiastically as gaining a place at a prestigious university.

If you were to ask a member of staff, student or parent what they love about Kingsley, I can guarantee that our spirit of community will play a major role in their response. We believe in respect, kindness and caring. Our students really are at the heart of all we do, and we go the extra mile to ensure that every child is seen, heard, and known, and has a strong sense of belonging.

The Kingsley School is a happy and thriving place with a unique identity and spirit. It's also a rewarding place to work with passionate and dedicated staff who share the same belief and vision that every child can flourish.

Thank you for your interest, and I look forward to meeting you.

Mr Peter Bucknall
Head of School



The School

A leading independent day school in Leamington Spa, the Kingsley School educates girls and boys aged 5 to 18. Founded by the determination of Rose Kingsley, daughter of Victorian author Charles Kingsley, the School began life in 1884 as Leamington High School before becoming The Kingsley School to celebrate Rose Kingsley's contribution to Leamington in 1949.

The Kingsley Way

The Kingsley Way is what makes us distinctive and special. It includes our four core values and our holistic approach to education consisting of four strategic educational pillars.

Our values

- We act with **kindness**
- We aim for **excellence**
- We create **opportunities**
- We build **community**

Our educational pillars

Academic Education

Inspiring excellence in all areas of learning, teaching, and student achievement

Academic Education offers exceptional learning opportunities with our 4D Curriculum in the Prep School and over 30 exciting subjects in the Senior School, personalised pathways, and research-based teaching and learning. This all leads to excellent academic outcomes, ensuring our students are well-qualified and well-equipped for the future.

Positive Education

Locating wellbeing at the heart of our school

Positive Education brings the science of positive psychology to our Kingsley community. It focuses on specific skills that support girls and boys to build positive emotions, grow resilience, strengthen relationships, optimise strengths, promote mindfulness, and encourage a healthy lifestyle – underpinned by world-class pastoral care.



Discovery Education

Facilitating experiential learning beyond the classroom

Discovery Education helps our boys and girls develop confidence in practical ways, promoting independence, compassion, leadership, and resilience. Our education extends far beyond the classroom door and our students are constantly exposed to new ideas, activities, and opportunities. As the only Round Square school in the region and as part of Warwick Schools Foundation, Kingsley girls and boys benefit from extensive opportunities for collaboration, creativity, and growth. Whether it's through our world-class music programme, Duke of Edinburgh, or Friday afternoon activities, students are constantly given the chance to discover new things to complement their classroom learning.

Future-focused Education

Cultivating the skills, knowledge, and confidence to create the future

Future-focused Education teaches the knowledge, skills and attitudes needed to thrive and make an impact on the world now and in the future. It moves away from the silos of knowledge and exam-based, standardised learning to an education that ensures our students are equipped with the skills and belief to change the world. Our own bespoke curriculum, together with the many opportunities we have being part of Warwick Schools Foundation, ensures our students have the skills and confidence to create their future and be a force for good in the world.

Underpinning our four strategic educational pillars is our commitment to coaching with empowering conversations that foster wellbeing, growth, and performance.

www.thekingsleyschool.co.uk

Warwick
Schools
Foundation



Warwick Schools Foundation comprises: King's High with Warwick Preparatory School, Warwick School with Warwick Junior School, and The Kingsley School. The Foundation is unique in the Midlands, offering co-education for our pupils aged 3 to 7, and then either single-sex education from age 7 onwards at our Warwick campus or co-education at the Kingsley School. This offers the best of both worlds for our pupils: teaching specifically tailored to their needs with extensive opportunities to collaborate outside the classroom.



The Role

At the Kingsley School, everyone contributes to our positive and vibrant community – and we understand exactly how much every single member of staff brings to this. That's why, if you have the skills and experience as a SEND Teaching Assistant and you want to work in an environment where everything you do helps to build the confidence and skills of our young people, we want to hear from you.

The successful candidate will be able to inspire students to fulfil their potential.

Hours of Work

35 hours per week, Monday to Friday

Pay Banding

Point 24

Location

The Kingsley School, Leamington Campus

Start Date

As soon as possible

Reporting Lines

The post holder will report to the Assistant Head of Support and Safeguarding.



Job Description

The Foundation considers this document a “snapshot” of the job and the tasks listed are not an exhaustive list. It aims to provide a clear guide at the time of writing to all that is involved about the requirements of the job. It will also be used to communicate expectations about performance and will be used to monitor effective performance.

Support for the Student (Pastoral/Learning):

- Demonstrating a patient, positive and encouraging approach.
- Provide targeted, high-quality and adaptive support for pupils with SEND, including those with Autism and social, emotional and mental health needs
- Using strategies such as modelling / scaffolding key language to support non-verbal/verbal communication.
- Developing a communication friendly environment. Using structures such as visual timetables, now/next boards and choice boards to support understanding of routines and decision-making.
- Supporting the pupil's social interactions with peers and adults in school – initiating and responding to others.
- Assist in the preparation and planning of tailored learning activities, resources and interventions to meet pupils' individual needs
- Using specialist resources as recommended.
- Use high quality adaptive teaching approaches to help pupils access learning, build independence and make progress from their individual starting points
- Support pupils' emotional regulation and wellbeing, including the use of approaches such as Zones of Regulation
- Respond flexibly to emerging needs, supporting pupils in class, at transitions and during less structured times
- Support positive behaviour management across the school, using consistent, relational and restorative approaches in line with school policy
- Act as a calm, consistent and supportive presence for pupils throughout the school day
- Developing small steps in independence in relation to everyday tasks and curriculum-based activities.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required
- Being involved in the development and implementation of Individual Education / Behaviour Plans / EHC plans as required
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Support for the Teacher:

- Jointly establishing a clear, daily routine of support.
- Keeping detailed observations to chart the pupil's progress and plan next steps.
- Show a flexible approach considering the child's needs, adapting support as needed.
- Attending regular assess-plan-do-review meetings to provide information on the pupil's progress.



Job Description

Support for the School:

- Contributing to the overall ethos/work/aims of the school.
- Complying with policies and procedures relating to child protection, health & safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensuring all pupils have equal access to opportunities to learn and develop.
- Liaising effectively with teachers, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Attending relevant meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of pupils out of lesson times at various times of the school day, including before and after school, according to contractual hours.
- Recognising own strengths and areas of expertise and use these to advise and support others.

You may also be required to undertake such other comparable duties as reasonably required by the Head from time to time.

Additional duties

- The post holder must comply with the Data Protection Act 1988, the Computer Misuse Act 1990 and all other policies operating at the school.
- To report any Health & Safety problems to the Health & Safety Manager.

Health and Safety

As an employee you are expected:

1. To take reasonable care of your own health and safety.
2. To take reasonable care not to put other people - fellow employees and members of the public - at risk by what you do or don't do during your work.
3. To co-operate with your employer, making sure you get proper training and you understand and follow the company's health and safety policies.
4. Not to interfere with or misuse anything that's been provided for your health, safety, or welfare.
5. To report any injuries, strains, or illnesses you suffer as a result of doing your job.
6. To tell your employer if something happens that might affect your ability to work (e.g., becoming pregnant or suffering an injury).
7. If you drive or operate machinery, to tell your employer if you take medication that makes you drowsy.



Further Details

The Employer is Warwick Schools Foundation.

Salary

The salary scale for this role is £22,762 pro rated per annum.

Full time equivalent salary is £30,181 per annum.

Pension

Applicants will be automatically enrolled into a competitive contributory pension scheme (employer contributions up to 14%).

Safeguarding and Protection of Children and Young Persons

In accordance with the Children's Act 1989, on appointment post holders will be required to commit to their responsibilities with regards to safeguarding. In addition, offers of appointment will be subject to an enhanced criminal record check from the Disclosure and Barring Service (DBS). These checks will highlight cautions, reprimands, and final warnings as well as any convictions. The post holder must not have any spent or unspent convictions that would prevent working with children.

All staff are required to adhere to the School Policy on safeguarding and undertake training as required and ensure the safeguarding and well-being of children and young people at the school, in accordance with School policies.

Equality, Diversity, and Inclusion

Warwick Schools Foundation is committed to promoting equality of opportunity for all pupils and staff, both current and prospective, and in this position, you will actively support an environment and culture that values diversity and inclusion.

Appointment Method

Interview.

The Application Form

Candidates should complete the Application form and a Cover letter which addresses the competencies outlined in the job description and person specification.

Completed applications should be submitted to [**hr@warwickschools.co.uk**](mailto:hr@warwickschools.co.uk)

If you would like to have an initial discussion about the post, please contact Gina McIlwraith – Executive Assistant and Operations Manager, on 01926 425127 or on [**g.mcllwraith@kingsleyschool.co.uk**](mailto:g.mcllwraith@kingsleyschool.co.uk)



Appointment Timetable

Deadline for submissions

Closing date: Monday 2nd November, may close early if suitable candidate is found

Interview date: To be confirmed to shortlisted candidates



Benefits for Staff



THE
KINGSLEY
SCHOOL



Staff Fee
remission at
The Kingsley
School



Lunch and
refreshments
provided during
the working
day



A virtual
GP and Physio
service



Access to a
wide range of
retail discounts



Salary sacrifice
schemes



A strong,
supportive staff
community



Employee
Assistance
Programme



Person Specification

	Essential	Desirable	Method of assessment
Qualifications	• TA qualifications or has equivalent experience • GCSE pass (C+) in English and/or Mathematics or equivalent	• Further qualifications within SEND • ELSA trained	• Contents of the Application Form • Copies of qualifications
Experience	• Recent experience working as a Teaching Assistant • Experience of working with young people with SEND needs within secondary education • Experience of working with young people with a diagnosis of Autism and ADHD and using approaches such as Zones of Regulation or similar. • An excellent understanding of effective ways to support students with SEND. • Knowledge and understanding of how to support students with SEMH needs and experience in providing interventions that support progress.	• Experience of working with young people who have experienced trauma. • Experience of working with young people who have selective mutism. • Knowledge and understanding of how to support students with SEMH needs and experience in providing interventions that support progress.	• Contents of the Application Form • Interview • Professional references
Skills	• Ability to build positive relationships with others and work as part of a team. • Ability to support, encourage and build confidence and skills of children experiencing barriers to learning. • Good interpersonal organisational and communication skills. • Ability to deal sensitively with children and parents.	• Good ICT skills. • Good numeracy and literacy skills • Knowledge of ELSA • Ability to create a communication friendly environment.	• Contents of the Application Form • Interview • Professional references



	Essential	Desirable	Method of assessment
Skills Continued	• Ability to maintain the ethos of the school. • Able to work under direction but use initiative as the situation demands. • To be able to work with parents/carers in a positive and proactive manner		
Knowledge	• Ability to build positive relationships with others and work as part of a team. • Ability to support, encourage and build confidence and skills of children experiencing barriers to learning. • Good interpersonal organisational and communication skills. • Ability to deal sensitively with children and parents. • Ability to maintain the ethos of the school. • Able to work under direction but use initiative as the situation demands. • To be able to work with parents/carers in a positive and proactive manner • Excellent time management skills • Patient and understanding of the needs of others	• Good ICT skills. • Good numeracy and literacy skills • Knowledge of ELSA • Ability to create a communication friendly environment.	• Contents of the Application Form • Interview • Lesson • Professional references



	Essential	Desirable	Method of assessment
Personal competencies and qualities	• A wholly professional attitude to include: • Commitment to high standards. • Commitment to own professional development. • Commitment to collaboration, where appropriate, with other schools in the Foundation. • Support for school aims and policies. • Ability to be positive and enthusiastic. • Tact and discretion and understanding the importance of confidentiality and discretion. • Loyalty and dependability. • Soundness of judgement. • Ability to prioritise and organise self. • Ability to listen and work in a team. • Strong customer service focus.	• Demonstrate being articulate, presentable, co-operative, reliable, customer responsive with a “can do” attitude with good communication skills both on the phone and in person that allows effective communication at all levels. • Ability to prioritise. • Creates a good rapport with staff, parents, and pupils. • Ability to organise self and work independently. • Ability to listen. • Ability to work in a team.	• Interview • Lesson • Professional references
Safeguarding Children, Young People and Vulnerable Adults	• A commitment to the safeguarding and well-being of children and young people at the school, in accordance with school’s policies • A willingness to adhere to the school’s policy on safeguarding and to undertake training as required		• Contents of the Application Form • Interview • Professional references • Successful DBS Clearance
Equal Opportunities	• Understanding of the requirements of Equality and Diversity.		





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