



Kings Langley School



Application Pack Teaching Assistant



www.kls.herts.sch.uk



School of
CHARACTER

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of 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 seeking to appoint a highly motivated, enthusiastic and innovative teacher of English to join a successful, determined and supportive learning area within the school. We wish to appoint a colleague who shares our values and vision and who will demonstrate inspirational teaching and learning founded on a platform of highly developed professional skills as we strive to be outstanding in all that we do.

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.

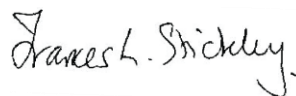
The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

We look forward to hearing from you.

Kind regards



David Fisher
Headteacher



Frances Stickley
Chair of Governors



School of
CHARACTER



Artsmark
Platinum Award
Awarded by Arts
Council England

The Kings Langley School: Job Description

Title of Post	Teaching Assistant
Reporting to	SENCO
Date	September 2026
Time/Hours	35 hours per week, 38 weeks, Term time only. Monday to Friday 8.15am – 3.45pm

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.

Maintain an up to date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. The post holder is responsible for ensuring that the school's child protection policy is adhered to and concerns are raised in accordance with this policy.

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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.

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.
- As a consequence of the performance 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 or other senior colleague or governor.

Duties Specific to the Post Holder

Supporting a student or group of students with special education 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 realistic expectations of achievement is set for SEND students.

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 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.
- Have an approachable manner, being able to adapt responses according to the humour and situation of the individual.
- Present a courteous and friendly manner to all staff, students and visitors to the school, having due regard to "customer service best practice" attributes.
- Ability to relate well to students and adults. This includes using tact when dealing with difficult situations and employing suitable "assertion" skills in dealing with students of all ages.
- Exhibit high moral standards in dealing with confidential and sensitive situations.

At Kings Langley School, we prioritise the wellbeing of our dedicated employees. Here are some of the benefits we offer to our employees to ensure an effective work life balance.

- Staff Appreciation Day
- Staff thank you nominations from colleagues
- A free employee assistance programme
- A mental health first-aid programme
- Support for workers with disabilities
- Special leave arrangements
- A dedicated printing service with a member of staff assisting with your printing needs to save you time
- Opportunities for flexible working
- Staff breakfast every half term
- Various different staff clubs from sporting activities to cooking or the staff book club
- Staff football team
- Trips to the theatre, bowling and drinks etc.
- Memorable Christmas Party and end of term celebrations
- Active staff forum for open communication
- Dedicated staff area offering a recently refurbished staffroom and workspace area
- Cycle Scheme which is a salary sacrifice cycle to work scheme
- New staff induction programme to assist you across your first year with learning our procedures
- Online skills training package providing unlimited access to the National College
- Ample free onsite parking
- Clear calendar and timetables
- Focused personal CPD with dedicated time built into the timetable
- Emergency supplies box in the Staffroom
- Friendly and welcoming Staffroom
- Wellbeing day before Christmas
- Wellbeing Governor—Dr Emma Kell
- Book sharing
- Staff Wellbeing Charter

We are committed to nurturing a supportive and thriving community, our staffs' wellbeing matters.

It is our intention to continue all of these benefits for the foreseeable future, unless prevented by financial constraints.

What is it like to work at Kings Langley School?

Kings Langley School provides a well resourced, exciting environment for staff. We have well established, detailed schemes of work and a wide range of teaching resources for all courses. All teaching staff are issued with a Laptop and we use Microsoft throughout the school. Our systems provide flexible working and a truly collaborative culture. Our staff testimonials below give a flavour of what it is like to work at a truly inclusive school:

Sabra –

I first stepped into Kings Langley School 16 years ago as a PGCE trainee teacher with no teaching experience or background of working with children. All I had was a love of my subject, colleagues who saw and nurtured my potential and a wonderful team around me- in the last 16 years none of that has changed. My success in this progressive journey has been down to the ample opportunities provided by the school, for me to develop as a teacher, mentor and leader. There have always been highly experienced individuals around me who have allowed me to both discover and further unlock my potential.

Working at Kings Langley School has allowed me to be who I am, to progress up the career ladder regularly, to develop my practice and enhance my subject knowledge. There are times I have felt that I should move on, seeing friends and colleagues move two to three different schools when I haven't even moved once has made me question my path but then again Kings Langley School has become like a second family to me. The pupils are kind and thoughtful and even thank you for taking the register! Where else could I get that? The students are fabulous, hard-working young people, who thrive in the safe environment that the school and staff provide.

Andy -

I have worked at Kings Langley School for the last four years as an English teacher. I also have the responsibility of leading the Year 7 Pastoral Team and a Head of Year.

I have worked in many local schools, but Kings Langley has always felt special, and I know that it will always have a part of my heart: the students here are lovely, and the school has a real family feel to it, with many siblings joining each year. As school we have a range of significant events during the academic year - whether it be a charity walk, or a quiz night, or an external trip to the theatre - which also adds to this 'family' feel, and the staff here are a close knit bunch, with everyone supporting each other - it is not surprising that many people become life long friends.

In terms of teaching, there is significant professional development support and opportunities, designed to help you in a particular area that you want to develop. For example, I have always valued my academic subject knowledge and so the school has paid for me to undertake a part-time 16-week university module course on Shakespeare, which I enjoyed immensely and was able to utilise as a tool to further challenge and stretch my own GCSE classes.

Like everything in life, you get out what you put in - if you are hard-working, dedicated to helping your students flourish and achieve their potential, and willing to work collaboratively as a team player, then Kings Langley School is definitely the place to be.

Further staff perspectives can be found <https://www.kls.herts.sch.uk/about-us/staff-perspective/>

Working at Kings Langley School

Well Being and Reasons to Work Here

Curriculum

- Teaching load for main scale teachers of 83% compared to the National suggested rate of 85%
- A culture of typicality is reinforced by non-lesson grading
- More straight forward planning as we teach to the top, with scaffolding required for some students
- All lessons begin with a quick start, with students knowing the protocols. This allows us all to start lessons in a prompt and orderly manner
- Subject area teams are given blocks of time in the summer to re-evaluate and amend their curriculum.



Registration

- A clear planned and resourced registration programme which supports character, numeracy and literacy across the curriculum. This means no planning for tutors and impact is seen in all subjects
- Equipment checks built into registration which enables all staff to run lesson properly as students are fully equipped for learning.

Behaviour

- A very clear behaviour system which is consistently applied enabling teachers to focus on students who want to learn.

Assessment

- A marking policy which includes live marking and green pen self-assessment with no carrying sets of books home unless the teacher chooses to.
- Assessments are encouraged to track progress but are most often marked by the students
- Two co-ordinated examination weeks per year group where students are given information and strategies on how to revise, so are encouraged to revise across all subjects independently
- The number of data entries has been reduced to 2 per year group and there is no longer a requirement to write subject comments on reports.

Working at Kings Langley School

Staff Development

Currently there are 69(66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to 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 ECTs, 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-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 early careers 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.

