



King James's School



Alternative Curriculum Assistant Applicant Information Pack

35 hours per week, term time plus one week.

Grade 7 (SCP 14-17) £23,588 increasing, with service, to £24,771

St Helen's Gate
Almondbury
Huddersfield
HD4 6SG

01484 412 990

office@kingjames.school

Principal – Ian Rimmer

Floreat Schola – May the School Flourish



Welcome to King James's School

Thank you for taking an interest in joining our school. King James's School is an extremely popular and successful 11-16 mixed comprehensive, serving south-eastern Huddersfield and surrounding villages.

The essence of our school is built around three Hs:

- our distinguished **History**;
- our **Holistic provision**, which develops students both academically and pastorally;
- our **High expectations** and **aspirations**.

Our ethos, summarised in the King James's Way, demands the best from everyone through key values:

- Kindness and compassion
- Inclusion and tolerance
- Nurture and innovation
- Greatness and aspiration

We pride ourselves on being a superb staff team who are highly professional. We all have a passion for learning and are committed to inspire and support all our students to be successful and to develop into confident young adults ready for life after King James's School.

We are committed to safeguarding our students and this is evident in our recruitment processes. We ask all applicants to provide us with two references, which will be obtained prior to any interview. In addition to this, we will also carry out online searches for all shortlisted candidates as part of our due diligence. Any successful candidate will be required to undertake an enhanced Disclosure and Barring Service (DBS) check.

I really hope that once you have read through this information pack that you apply to join our team. Please note the deadline an application is Sunday June 8th 2025. If you have any queries please contact my PA, Tracey Brook, via email staff.tbroom@kingjames.school.



Meet the Senior Team

Ian Rimmer –
Principal



Rebecca Walton –
Vice Principal - Inclusion and Safeguarding



Ben Streets –
Vice Principal - Quality of Education



Stephen McNamara –
Senior Assistant Principal - Standards



Kirsty Roden –
Director of Finance and Operations



Palwinder Kang –
Assistant Principal - Curriculum



Abbi Terry –
Assistant Principal - Personal Development





Our Ethos and Values—The King James's Way

At King James's School we value:

Kindness and Compassion
Inclusion and Tolerance
Nurture and Innovation
Greatness and Aspiration

and we make a commitment to be a community which promotes:

Joining together and helping each other
Academic challenge and opportunities
Mutual respect and shared responsibility
Engaging and enriching curriculum
Safe and secure learning environment
Strong belief in the wellbeing of everyone in school

KING JAMES'S SCHOOL VALUES



A SCHOOL FOR OUR COMMUNITY





Our Culture - ACE

Recent times have provided significant challenges for students. The fallout from the pandemic stretches far beyond lost learning. The very fabric of what students are used to, and their confidence in the structures on which they routinely depend, has been severely shaken, leading to significant impact on emotional wellbeing. In order to address these emotional and learning deficits, we have devised our **ACE strategy**.



Ambition

By providing high-quality experience/opportunity for all, we aim to create an environment in which all students are encouraged to “think big” in order to raise the level of ambition and establish a schoolwide sense of “why not me?”

Character

Also, in setting clear standards/routines/behaviour norms expected of all students (and staff) around school during lessons/social times, we aim to make explicit “how we do things around here” in order to raise standards in a fair and supportive way.



This vision will be achieved through the delivery of our *Ambition and Character curriculums*.

Ambition – provide high-quality experience/opportunity for all:

1. Create an environment in which all students are encouraged to **‘think big’**, establishing a schoolwide sense of **‘why not me’**
2. Expose students to **new experiences** in a variety of contexts
3. Provide students with opportunities which will enable them to become **future leaders**
4. Encourage reflection upon options for **life after King James’s** and setting themselves aspirational goals which match their potential

Character – establish clear standards/routines/behaviour norms expected of all (staff and students) around school during lessons/social times:

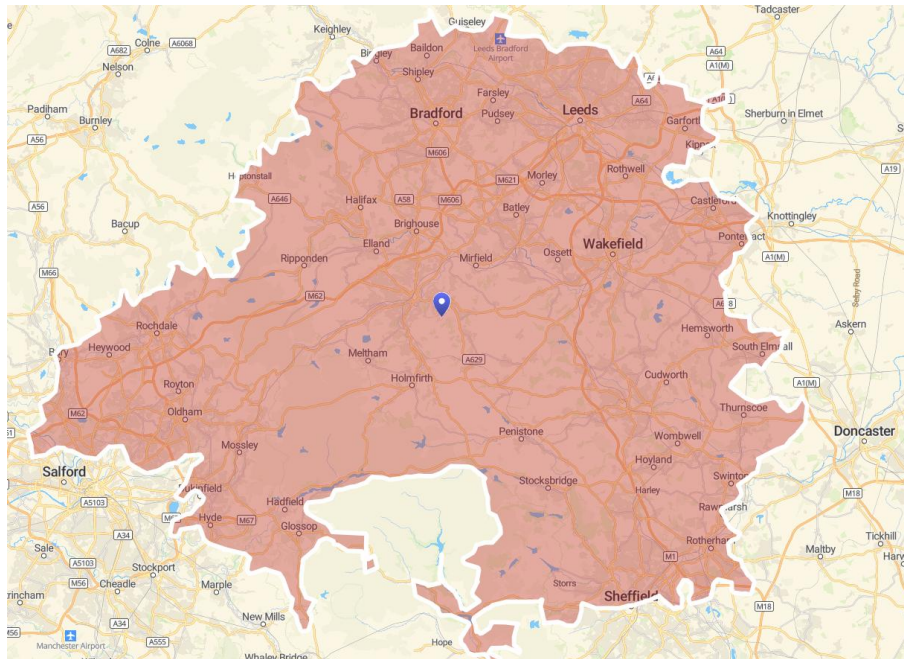
1. Reflect our core values and ethos, so all stakeholders are clear as to **‘how we do things around here.’**
2. Outline the offer we provide to each of our key stakeholders in order to deliver our expectations, routines and the **King James’s Way**.
3. Set out the standards, routines, behaviour and character **‘norms’ we expect of all** our staff and students inside and outside of the classroom.
4. **Set out the standards and routines we expect** from the school community during social times i.e. break and lunches.

Floreat Schola – May the School Flourish



Our Community and Location

Our school is situated approximately 2 miles from the centre of Huddersfield, in a semi-rural position overlooking the Farnley Valley, serving a suburban area and a scatter of villages to the east and south of Huddersfield. We are in an excellent location within easy access to a number of places. This map shows all areas within a 45-minute commute of our school.



Our intake comes predominantly from the priority admission area of Almondbury, Grange Moor, Kirkheaton and Lepton.

We play an important role in our local community from year group charity efforts to promoting local initiatives.





Our School in Numbers

Type of School	Converter Academy
Age Range	11 - 16
Number of Students	1057
Number of Staff	117
Percentage of students eligible for Pupil Premium	20%
Percentage of students who are children looked after	0.2%
Percentage of students who require SEND Support	10%
Percentage of students who have an EHCP	1%
Percentage of students from Ethnic Minorities groups	17%
Last Ofsted report	November 2019 'Good'



Floreat Schola – May the School Flourish



Why Choose King James's School?

There are many benefits to working at our school including:

Pay

- Terms and conditions of employment and salaries at least match national pay and conditions within the education sector.
- Our approach to sick pay and maternity/paternity leave meet or exceed national standards.
- Auto-enrolment into a generous pension scheme – helping you plan for the future

Flexible working

- Term-time only, part-time and other flexible working patterns are available for a significant proportion of roles.

PPA

- A minimum of 12½ % PPA for teaching staff - giving you more time for planning and marking

Refreshments

- Free tea, coffee and milk in both staffrooms
- Complementary refreshments for those attending evening events
- Breaktime refreshments on INSET days
- Access to a canteen

Wellbeing

- Up to 3 days paid compassionate leave

Health

- Onsite counselling service – free and confidential
- Free flu vaccines – helping you to try and stay well
- Free eye tests and contribution to your glasses (*if this is appropriate*)

Finance

- Access to discount sites through *vivup* – making your money go further
- Parking
- Free onsite parking, with some car charging ports

What do our staff say about working at KJS?

It is a superb school with so many positive things going for it

The staff are amazing

Floreat Schola – May the School Flourish

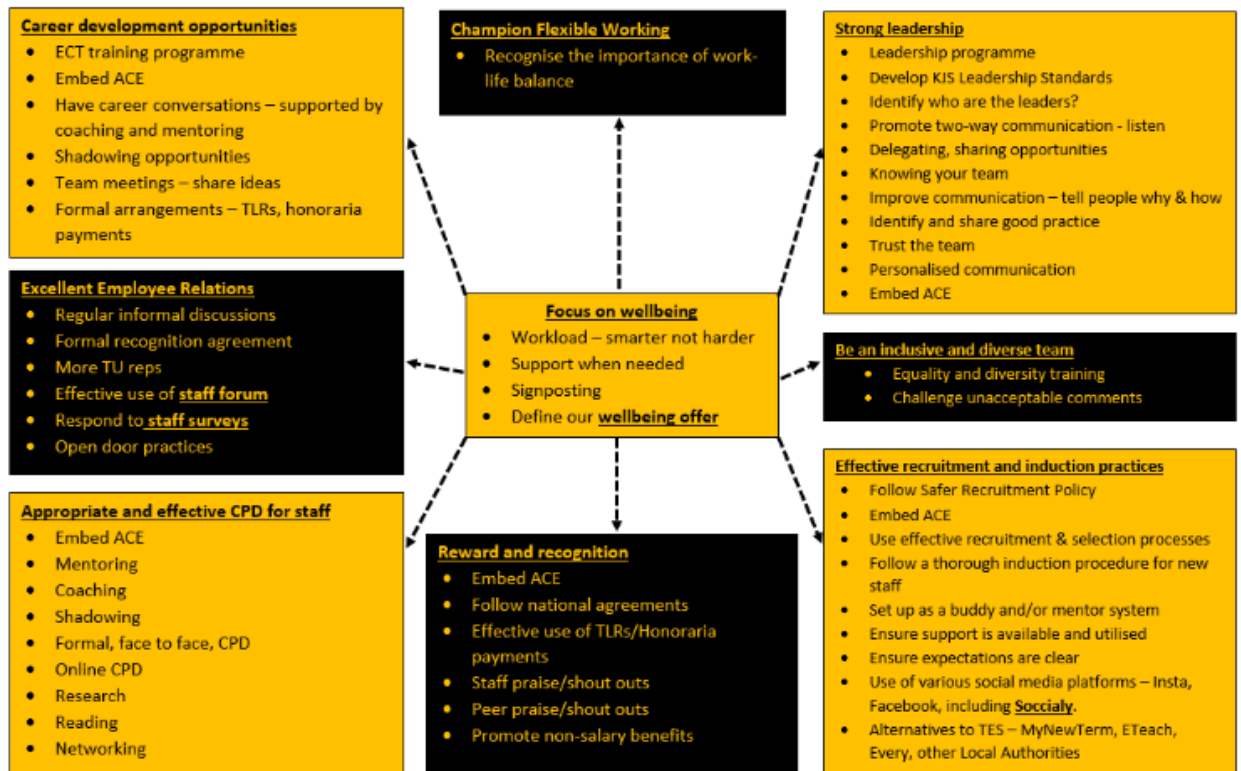


King James's School – A Great Place to Work





What You Can Expect from KJS



Our Team

Our staff really make our school a special place to work and learn. We value the contribution of each and every individual in school who help us to provide our students with a safe and stimulating learning environment.

We currently have approximately 115 members of staff. We also regularly have student teachers in school, all of these people play an important role in our success.

We are split into 7 faculties; Art, Design and Business, English, Humanities, Maths, Modern Foreign Languages, Performance and Science. We work hard to share best practice within our teams and to provide opportunities for staff to grow and develop whatever their role or career aspirations.



Our Curriculum and Pastoral System

We have a three-year KS3 which provides a broad and balanced curriculum for all our students. All students take courses in English, Mathematics, Science, Design Technology (including Food and Textile Technology), Art, French, History, Geography, Religious Education, Music, Drama, Physical Education, Integrated Studies (personal, social and citizenship education) and Computing.

Students at KS4 will typically be entered for up to 10 GCSEs depending on their 'pathway'.

All students follow GCSE courses in English Language, English Literature, Mathematics and Science. The Science course is worth 2 GCSEs. These subjects are taught in sets.

Students who have demonstrated flair and aptitude in Science also have the opportunity to take Science as an option, allowing them to gain individual GCSE qualifications in Physics, Chemistry and Biology.

Students choose further subjects from a range of other GCSE or vocational courses. Some students may require a more personalised learning and may follow fewer subjects dependant on their personalised needs. The full set of courses currently offered this academic year at KS4 are:

- Art (Fine Art, Textiles, Photography, Graphics)
- Computer Science
- *Enterprise and Marketing*
- Food Nutrition
- Geography
- History
- *Health and Social Care*
- *iMedia*
- Modern Foreign Languages
- Music
- PE
- *Performing Arts (Drama)*
- Science
- Sociology

In addition to the above examination courses, all students follow non-examinable courses in Physical Education, Personal and Social Education, Careers and Religious Education.

As a school we offer a wide variety of extra-curricular activities and some of these are designed to support our students in their studies.

At King James's School we provide a strong network of pastoral care with the core purpose of ensuring that students feel happy, safe and able to achieve. The fostering of respectful relationships between students, their peers and staff allows everyone to feel a sense of pride in their school community and how it develops.

Student support begins with the form tutors who provide the all-important daily

Floreat Schola – May the School Flourish



contact with the students. They monitor attendance, punctuality and behaviour and generally ensure students are happy and progressing. They are the first point of contact for parents.



Floreat Schola – May the School Flourish



Job Advert

Applications are invited for the role of Activate Assistant at King James's School. The successful candidate will work with the Activate team to ensure the Alternative Curriculum programme offers a stimulating, welcoming and structured environment. Ideally you will have previous experience in a similar role, however, applications are welcome from candidates with other relevant experience.

You must have excellent communication skills as you will need to liaise with staff, students, parents/carers on a daily basis. You will be able to demonstrate initiative, enthusiasm and flexibility to respond to the additional needs of the students with the Activate Centre.

Our Activate Centre opened in September 2024. For more information about the Centre please visit our [website](#).

King James's School is justifiably proud to be one of the highest attaining 11-16 comprehensive school in Kirklees and is regularly, heavily, oversubscribed. The school serves a suburban area and several villages to the south and east of Huddersfield. We became an Academy in September 2012. The school was awarded 'Good' in all areas by Ofsted in November 2019 and, at its most recent inspection in February 2025, Ofsted judged that "King James's School has taken effective action to maintain the standards identified at the previous inspection".

'The King James's Way' sets out the values and commitments which lie at the centre of everything we do. Though we are proud of our academic success, we are equally proud of our inclusive approach and first class, wraparound pastoral care.

At King James's School we are proud of our inclusive and supportive working environment. As an organisation that values and nurtures talent, we are committed to helping you fulfil your potential. With a comprehensive training and development programme, tailored to your needs and the requirements of the school, we will enable you to flourish in your role and perform to the very best of your abilities.

We are committed to safeguarding and promoting the welfare and safety of children and young people and expect all staff to share this commitment. We ask all applicants to provide us with two references, which will be obtained prior to any interview. We will also carry out online searches for all candidates who are shortlisted for interview as part of our due diligence. Any successful candidate will be required to undertake an enhanced Disclosure and Barring Service (DBS) check. This post involves direct contact with children and is considered to be a regulated activity. This role is exempt for the Rehabilitation of Offenders Act 1974, so most criminal convictions must be disclosed to us.

If you have any questions about the role please call Tracey Brook, PA to the Principal, or email her (staff.tbroom@kingjames.school). Applications should be submitted by **Sunday 8th June 2025.**



Job Description

Purpose of post

The post holder will work alongside the Activate Lead and Activate Practitioner in ensuring that the Alternative Curriculum programme offers a stimulating, safe, welcoming and structured environment which responds effectively to the additional needs of students.

In the context of this job description, students with additional needs are typically deemed to include those:

- on the Special Educational and Disability Needs Register or with identified specific learning/behavioural difficulties
- with Social, Emotional and Mental Health needs
- with poor attendance records or who are returning to school
- whose first language is other than English, belonging to ethnic minorities
- those who are eligible for Pupil Premium
- young people who are looked after (CLA) and young carers
- who are vulnerable including students who have Safeguarding plans or Early Help Assessments
- who are simply struggling to cope with the demands placed upon them by school

Key areas of responsibility

- Working with students
- Delivery of Provision
- Working with staff
- Working with parents/carers
- Recording
- Safeguarding
- General

Duties & Responsibilities

Working with Students

- Support students to overcome personal barriers to achieve academic success and become resilient and aspirational learners.
- Create a climate for learning in which the student feels at ease and encourage, reassure and increase confidence in order to raise self-esteem and reduce the fear of failure
- Develop positive, effective and productive 1:1 and small group working relationships with students, acting as a role model, setting high expectations and encouraging students to interact and work co-operatively with others
- Work within an established discipline policy to be observant, anticipating and managing behaviour constructively, applying appropriate and consistent behaviour/inclusion strategies as well as recognising and rewarding achievement.



- Working with students at times of crisis supporting their immediate needs

Delivery of Provision

- Support the Inclusive values, aims and ethos of the school to secure successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability
- Working alongside the Activate staff team help plan and deliver programmes for individuals and small groups of students on SEMH, Vocational learning programmes and Careers support
- Help support the class teacher during the delivery of academic lessons
- To have an understanding of key information pertinent to students who are referred into the Alternative Curriculum programme (EHCP, MSP, Additional Needs plans)

Recording

- Ensure effective recording of student progress and outcomes within the Alternative Curriculum programme helping students review their own progress
- Recognise and reward improvement in line with the Alternative Curriculum rewards policy

Working with Staff

- Ensure effective communication at all levels

Working with Parents/Carers

- Liaise with parents/carers on a regular basis

Continuous Personal Development

- Ensure all relevant training is current
- Attend training to enhance knowledge of issues which may be affecting students

Safeguarding

- Ensure that the school safeguarding and child protection procedures are followed
- Deal with safeguarding concerns from staff accordingly
- Attend meetings with outside agencies e.g. Child Protection meetings, Child in Need meetings and Team Around the Family meetings
- Attend Children who are Looked After (CLA) and Electronic Personal Education Plan (EPEP) meetings
- As part of your wider duties and responsibilities you are required to promote and actively support the School's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and



doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

General

- Take an appropriate role in the life of the school supporting its distinctive ethos and values, and actively promoting our policies and practices.
- Carry out any reasonable task as requested
- Carry out your duties with due regard to current and future School's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, on-going performance development and through School communications.

Responsible to: Activate Lead



Person Specification

Requirement	Essential	Desirable
Qualifications and Experience		
Experience of working with children in a school environment	✓	
Experience of supporting children in a classroom or on a one to one basis	✓	
Experience of working under own initiative and as part of a team	✓	
Experience of working with children who exhibit challenging and behavioural difficulties	✓	
General and specialist knowledge		
Ability to use different strategies to help children learn	✓	
Ability to use a variety of behaviour management strategies	✓	
Good ICT skills in order to write reports and analyse data	✓	
Communication skills		
Ability to communicate effectively with children, parents/carers and other school staff	✓	
Understanding of and commitment to Equal Opportunities and how this relates to the duties of the post	✓	
Ability to build respectful and appropriate relationships with a variety of stakeholders including staff and students	✓	
Ability to relate to children and young people from diverse social backgrounds	✓	



Requirement	Essential	Desirable
Resilience – the ability to manage a varied workload and meet deadlines	✓	
Ability to work under time pressure	✓	
Ability to demonstrate flexibility to meet the needs of the school	✓	
Personal Attributes		
Responsive to change	✓	
Committed to continued professional development and self-evaluation	✓	
Wider school		
Committed to safeguarding the welfare of students	✓	
Committed to equality	✓	
Willingness to be involved in the wider life of the school	✓	