



# King James's School



## Assistant Pastoral Leader Applicant Information Pack

St Helen's Gate  
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01484 412 990  
[office@kingjames.school](mailto:office@kingjames.school)  
Principal – Ian Rimmer



# 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.

If you would like to express an interest in joining our team, please visit [King James's School - Vacancies](#).

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 **9.00am on Monday 26<sup>th</sup> February 2024**. If you have any queries please contact my PA, Tracey Brook, via email [staff.tbrook@kingjames.school](mailto:staff.tbrook@kingjames.school).

Ian Rimmer  
Principal





# Meet the Senior Team

**Ian Rimmer** – Principal



**Rebecca Walton** – Vice Principal - Inclusion and Safeguarding



**Ben Streets** – Vice Principal - Quality of Education (*Curriculum Implementation*: T&L Lead)

**Stephen McNamara** – Senior Assistant Principal (*Curriculum Impact*: Data and Exams Lead)



**Palwinder Kang** – Assistant Principal (*Curriculum Intent*: Curriculum Lead)



**Abbi Terry** – Assistant Principal (*Personal Development* Wellbeing and Careers Lead)



**Alison Hardwick** –Business Manager





# Our Ethos and Values—The King James's Way

## **At King James's School we value:**

**K**indness and Compassion  
**I**nclusion and Tolerance  
**N**urture and Innovation  
**G**reatness and Aspiration

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

**J**oining together and helping each other  
**A**cademic challenge and opportunities  
**M**utual respect and shared responsibility  
**E**ngaging and enriching curriculum  
**S**afe and secure learning environment  
**S**trong belief in the wellbeing of everyone in school

<b>At King James's School we value:</b>	<b>Links to the school emblem:</b>
<b>K</b> indness and Compassion	Gold – generosity and respect
<b>I</b> nclusion and Tolerance	Gold – understanding and respect
<b>N</b> urture and Innovation	Blue – strength and loyalty
<b>G</b> reatness and Aspiration	Red – strength and eagerness to serve
<b>and we make a commitment to be a community which promotes:</b>	
<b>J</b> oining together and helping each other	Belt - loyalty
<b>A</b> cademic challenge and opportunities	Fleur de Lis – enlightenment and learning
<b>M</b> utual respect and shared responsibility	Lions – nobility
<b>E</b> ngaging and enriching curriculum	Fleur de Lis – enlightenment and learning
<b>S</b> afe and secure learning environment	Gold - elevation of the mind
<b>S</b> trong belief in the well-being of everyone in school	Gold - understanding



## 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**

**+**

**Character**

**=**

**Excellence**

### ***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.



# 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 range vast number of places.



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'



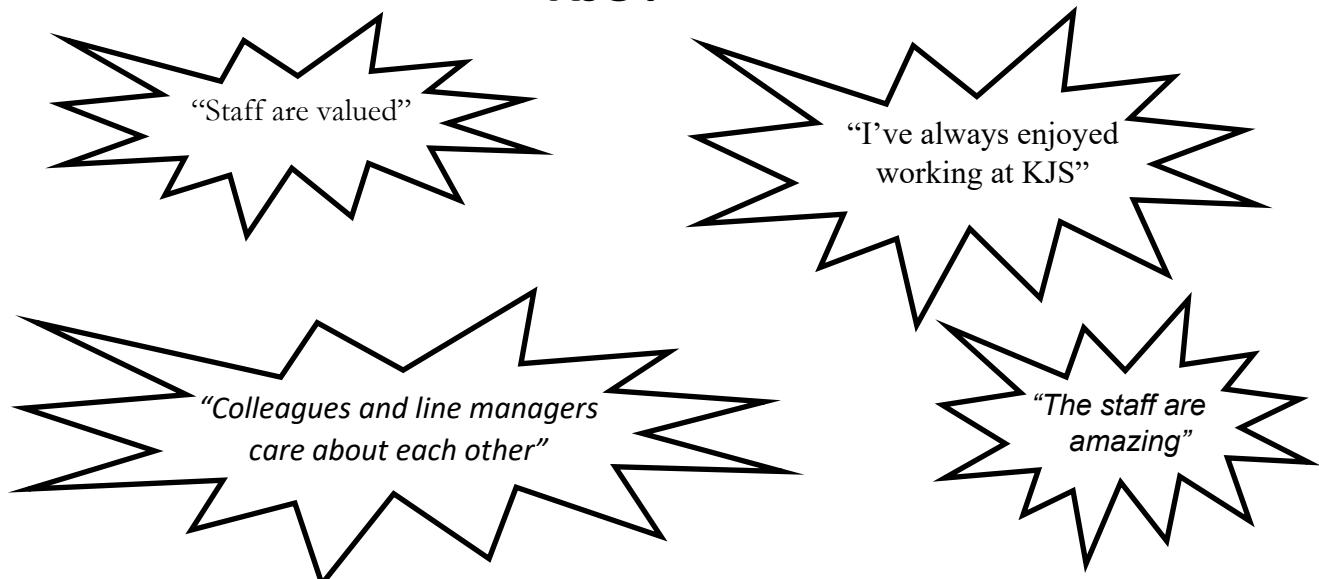
*Floreat Schola – May the School Flourish*



# Why Choose King James's School?

A Supportive Workplace	Wellbeing and staff team
<ul style="list-style-type: none"><li>• A supportive working environment</li><li>• An excellent ECF programme to ensure you receive the best support and encouragement to allow you to excel in your subject</li><li>• Employee Assistance programme</li><li>• Bespoke mentoring for all phases of your career</li></ul>	<ul style="list-style-type: none"><li>• Breakfast supplied on INSET and other notable days</li><li>• Cycle to work scheme</li><li>• A chance to take part in many whole school events</li><li>• An opportunity to be a part of a great team</li><li>• The opportunity for you to share your views and opinions- we really value them</li></ul>
Working Environment	Development Opportunities
<ul style="list-style-type: none"><li>• An historic building with lots of character</li><li>• Onsite car parking</li></ul>	<ul style="list-style-type: none"><li>• Development and training opportunities: We will offer you weekly CPD tailored to your individual professional development needs.</li><li>• The opportunity to developing your skills including teaching and learning and leadership</li></ul>

## What do our staff say about working at KJS?





# What We Expect from You

We really believe this is a great place to work, which is made possible by the amazing group of colleagues we have. To help us continue to be a great place we expect that all staff will:

- become fully involved in our school community
- communicate professionally at all times
- act as role models for our students and for each other
- get involved in enrichment activities
- promote our ethos and values
- promote and follow our policies, procedures and professional protocols
- promote team work and respect for others
- have a passion that motivates our students and encourages them to develop and succeed

# 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, Statistics, 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
- Business
- Classics
- Computer Science
- Design Technology
- Enterprise and marketing
- Food Nutrition
- Geography
- Graphics
- History
- Health and Social Care
- iMedia
- Modern Foreign Languages
- Music
- PE
- Performing Arts
- Photography
- Science
- Sociology
- Textiles

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 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.





## Job Advert

Grade 8 (SCP 19-22) - £25,945 increasing, with service, to £27,322.87

37 hours per week, term time plus 5 days

Applications are invited for the role of Assistant Pastoral Leader at King James's School. You will assist and support the Pastoral Leaders to develop and lead strategies to provide support that will raise academic standards, promote positive behaviour and improve student attendance. Ideally you will have previous experience in a similar role, however applications are welcome from candidates with other relevant experience.

Excellent communication skills are essential to this role as you will need to liaise with staff, students, parents/carers and outside agencies on a daily basis. You will be able to demonstrate initiative, enthusiasm and flexibility. You will need to be highly organised and present a professional image at all times.

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 its November 2019 inspection and consistently achieves excellent grades at GCSE.

'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.

You can find full details of the role and how to apply [here](#).

If you have any questions about the role please call Tracey Brook, PA to the Principal, or email her ([staff.tbrook@kingjames.school](mailto:staff.tbrook@kingjames.school)).

Completed application should be submitted by **9:00am on Monday 26<sup>th</sup> February**



2024.

# Job Description

## PURPOSE OF POST

To work as an integral part of the School's Pastoral Team, to assist and support the Pastoral Leaders in developing and leading strategies and providing support that will raise academic standards, promote positive behaviour and improve attendance.

## KEY AREAS

1. Student Support and Welfare
2. Attendance and Punctuality
3. Isolation and Turn Around Room
4. Behaviour
5. Progress and Attainment
6. Leadership and Management of Staff
7. Family Support
8. Year Group Specific Activities
9. Cover for Colleagues
10. Safeguarding
11. General

## Duties & Responsibilities

### Student Support and Welfare

- Work with, and support, identified students across the year groups in your Key Stage
- Discuss sensitive issues with parents/carers
- Promote, encourage and maintain high standards of attainment, attendance, behaviour and dress
- Mentor identified students to ensure that their academic targets are achieved
- Observe the School's Safeguarding and Child Protection procedures
- Effectively manage and resolve issues using the school's Behaviour Policy
- Supervise students during breaks and lunchtime
- Attend regular Inclusion Panel Meetings including creating/updating minutes, preparing information to share, update decisions and follow up as necessary
- Act as a First Aider

### Attendance and Punctuality

- Monitor the attendance and punctuality of identified students and take appropriate action, or escalate as necessary



### **Isolation and Turn Around Room**

- Be part of the staff rota for Isolation and the Turn Around Room
- Ensure there is appropriate work in place for the students
- Deal with any issues that arise

### **Behaviour**

- Utilise effective interventions to deal with behaviour concerns
- Implement, monitor, evaluate and develop strategies for positive behaviour management alongside the Pastoral Leaders
- Support with behaviour strategies for individual students
- Liaise with the SEND/Inclusion department
- Liaise and develop effective working links with outside agencies and complete appropriate referrals as identified with the relevant Pastoral Leader
- Support colleagues with behaviour management
- Reinforce the behaviour policy; addressing any additional needs that students may have
- Be the administrative lead for the behaviour policy; ensuring the detention system works effectively

### **Progress and Attainment**

- Maintain records of interventions with students, meetings with parents and meetings with external agencies
- Organise other activities that are specific to year groups alongside the Pastoral Leaders
- Support students following the alternative curriculum including; carrying out safeguarding visits, supporting the students and carrying out any necessary follow up
- Support students studying at alternative provisions including; carrying out welfare visits, supporting the students and carrying out any necessary follow up

### **Leadership and Management of staff**

- Attend and contribute to tutor team meetings as necessary

### **Family Support**

- Support the Pastoral Leaders in organising and managing effective mediation for families including student and parent(s)/carer(s) and parent/carer and parent/carer
- Sign post families to outside agencies to support with non-school issues
- Carry out home visits as necessary to help resolve issues with parents/carers

### **Year Group Specific Activities**

- Support the delivery of a variety of school events for year groups including assemblies, transition events, work experience and pathways for GCSE



- Attend a variety of school events including Presentation Evening

### **Cover for Colleagues**

- Deputise for colleagues who are absent including; Pastoral Leader, Attendance Officer, Wellbeing Mentor and Welfare and Medical Officer

### **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: Vice Principal (Inclusion and Safeguarding)**



# Person Specification

Requirement	Essential	Desirable
<b>Qualifications and Experience</b>		
Experience of working with children aged 11-16 in a school environment	✓	
Experience of mentoring and one to one support with students		✓
Experience of working under own initiative and as part of a team	✓	
Experience of working with children who exhibit challenging and behavioural difficulties	✓	
Administrative experience		✓
<b>General and specialist knowledge</b>		
Solid understanding of Child Protection Procedures	✓	
Understanding of behaviour management strategies	✓	
Good ICT skills in order to write reports and analyse data	✓	
<b>Communication skills</b>		
Ability to communicate effectively with children, parents/carers, school staff and outside agencies.	✓	
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, students and parents/carers	✓	
Ability to relate to children and young people from diverse social backgrounds	✓	



Requirement	Essential	Desirable
Time management		
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		
Ability to make difficult decisions	✓	
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	✓	