

King James's School Applicant Pack



Assistant Pastoral Leader

£24,263 increasing, with service, to £25,645

St Helen's Gate

Almondbury

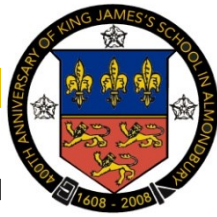
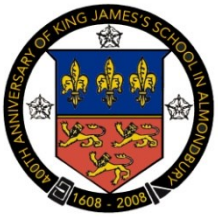
Huddersfield

HD4 6SG

01484 412 990

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.

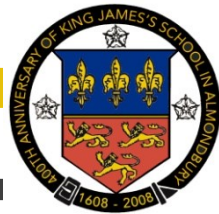
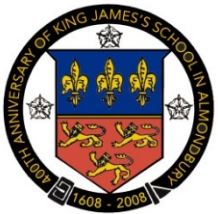
We pride ourselves on being a superb staff team who are highly professional. We all have a passion for learning and are committed to inspire and support all our students to be successful and to develop into confident young adults ready for life after King James's School.

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 Thursday May 11th 2023 at 09:00. If you have any queries please contact my PA, Tracey Brook, via email staff.tbroom@kingjames.school.

Ian Rimmer

Principal





Meet the Senior Team

Ian Rimmer - Principal

Ian oversees all school activities with the support of the Senior Team. Ian is also one of our Deputy Designated Safeguarding Leads.

Philip Coxon - Vice Principal - Quality of Education

Philip is also responsible for the implementation of our curriculum. Phil's remit includes oversight for the quality of Teaching and Learning and development of the Pupil Premium strategy of the school.



Rebecca Walton - Vice Principal - Safeguarding and Inclusion



Rebecca is our Designated Safeguarding Lead and is responsible for the pastoral system within the school including student welfare and behaviour. She also has oversight of the Inclusion provision of the school.

Stephen McNamara - Senior Assistant Principal

Stephen is responsible for the impact of our curriculum. He has oversight of all student progress and attainment data as well as the exams process.



Palwinder Kang - Assistant Principal

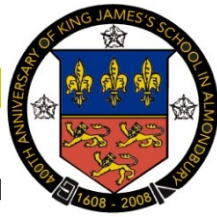
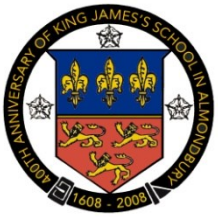


Palwinder is responsible for our curriculum structure and design, Year 9 Pathways and timetabling. She is also the E-Safety lead.

Abbi Terry - Assistant Principal

Abbi is responsible for the personal development of our students including well-being, careers and access to post 16 activities.





Our Ethos and Values

At King James's School we are proud of our distinguished history, but we are also continually looking to develop further. As part of this process we spent time reflecting upon what makes King James's special, starting from our traditional roots. Dialogue with all stakeholders led to the creation of a set of core values and commitments, which provide meaning, clarity and shared understanding of the school's ethos and culture.

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

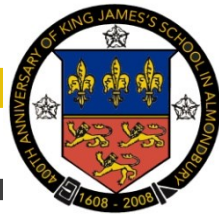
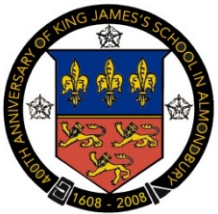
Academic challenge and opportunities

Mutual respect and shared responsibility

Engaging and enriching curriculum

Safe and secure learning environment

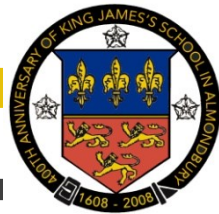
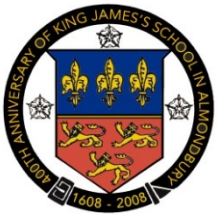
Strong belief in the well-being of everyone in school



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' |





Why Choose King James's School?

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

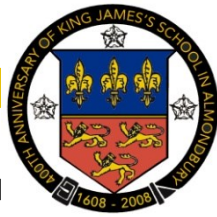
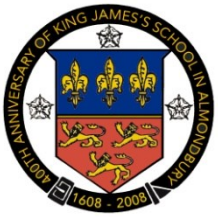
What do our staff say about working at KJS?

"It is a great place to work"

"I think we are very lucky at KJS"

"Good relationships, good teamwork, happy environment!"

"Supportive, friendly staff"



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:

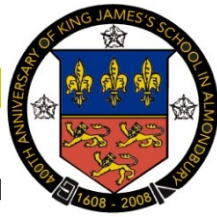
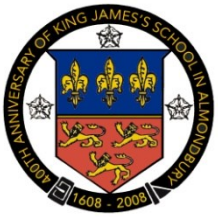
- become fully involved in our school community
- communicate professionally at all times
- act as role models for our students and for each other
- get involved in enrichment activities
- promote our ethos and values
- promote and follow our policies, procedures and professional protocols
- promote 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 117 members of staff (64 teachers, and 53 associate 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 , Business and Computing, 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.

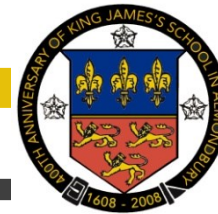
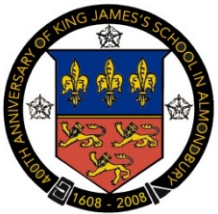
Students who have demonstrated flair and aptitude in Science also have the opportunity to take Science as an option, allowing them to gain individual GCSE qualifications in Physics, Chemistry and Biology.

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 | • Graphics |
| • Business | • History |
| • Classics | • Health and Social Care |
| • Computer Science | • iMedia |
| • Design Technology | • Modern Foreign Languages |
| • Enterprise and marketing | • Music |
| • Food Nutrition | • PE |
| • Geography | • Performing Arts |

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.

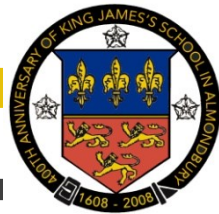
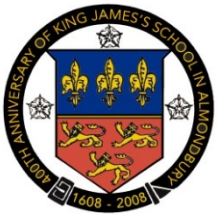


At King James's School we provide a strong network of pastoral care with the core purpose of ensuring that students feel happy, safe and able to achieve. The fostering of respectful relationships between students, their peers and staff allows everyone to feel a sense of pride in their school community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



Floreat Schola – May the School Flourish

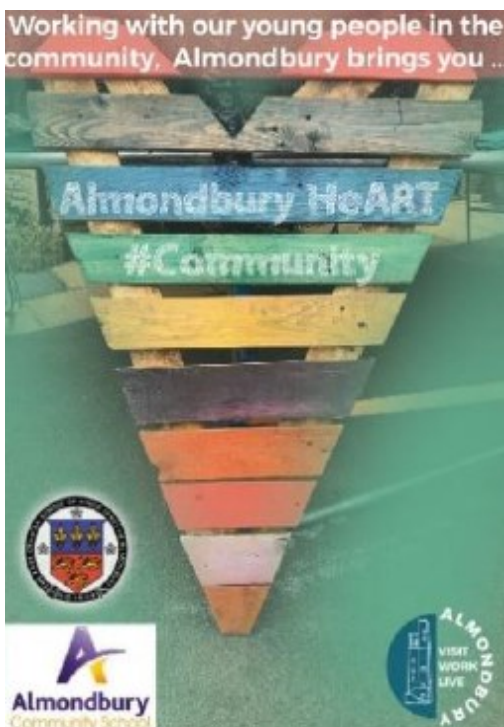


Our Community

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.

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

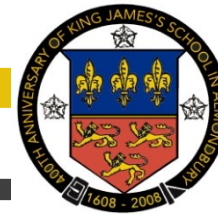
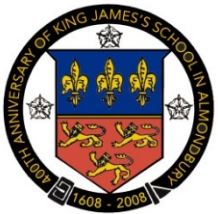
We play an important role in our local community from year group charity efforts to promoting local initiatives.



One Big Family
Helping the
Homeless



Kirkwood
The Hospice for Kirklees



Advert

Following an internal promotion, 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.

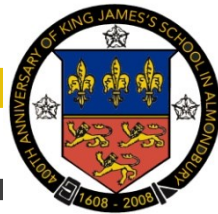
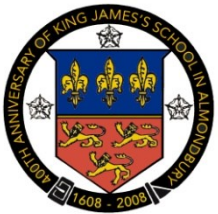
We are committed to safeguarding and promoting the welfare and safety of children and young people and expect all staff to share this commitment. All staff will be subject to an enhanced DBS check.

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. All successful candidates will be asked to undergo an enhanced DBS check, including a Barred List check.

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.tbroom@kingjames.school).

Completed application should be submitted by **9:00 on Thursday May 11th 2023.**



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

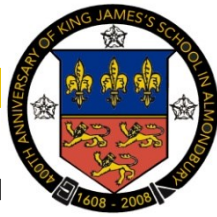
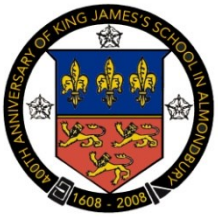
- Work with, and support, identified students across the year groups in your Key Stage
- Discuss sensitive issues with parents/carers
- Promote, encourage and maintain high standards of attainment, attendance, behaviour and dress
- Mentor identified students to ensure that their academic targets are 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

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

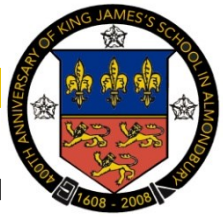
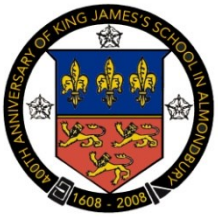
- Support the delivery of a variety of school events for year groups including assemblies, transition events, work experience and pathways for GCSE
- Attend a variety of school events including Presentation Evening

Cover for Colleagues

- Deputise for colleagues who are absent including; Pastoral Leader, Attendance Officer, Well-Being Mentor, Behaviour Administrator 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



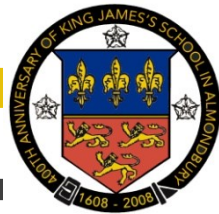
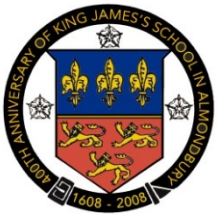
Safeguarding

- 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

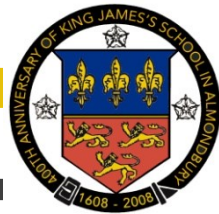
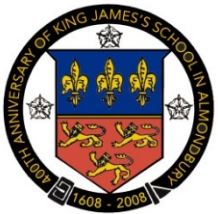
- Take an appropriate role in the life of the school supporting its distinctive ethos and values, and actively promoting our policies and practices.
- Carry out any reasonable task as requested
- Carry out your duties with due regard to current and future School's policies, procedures and relevant legislation. 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 |
|---|-----------|-----------|
| Qualifications and Experience | | |
| 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 | | ✓ |
| General and specialist knowledge | | |
| Solid understanding of Child Protection Procedures | ✓ | |
| Understanding 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, 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 | ✓ | |



Person Specification

| 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 | ✓ | |