



# King James's School



## Behaviour Support Assistant Applicant Information Pack

St Helen's Gate  
Almondbury  
Huddersfield  
HD4 6SG

01484 412 990

[office@kingjames.school](mailto: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 the end of the day on **14 September 2025**. If you have any queries please contact my PA, Tracey Brook, via email [staff.tbroom@kingjames.school](mailto: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:**

**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

## 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.

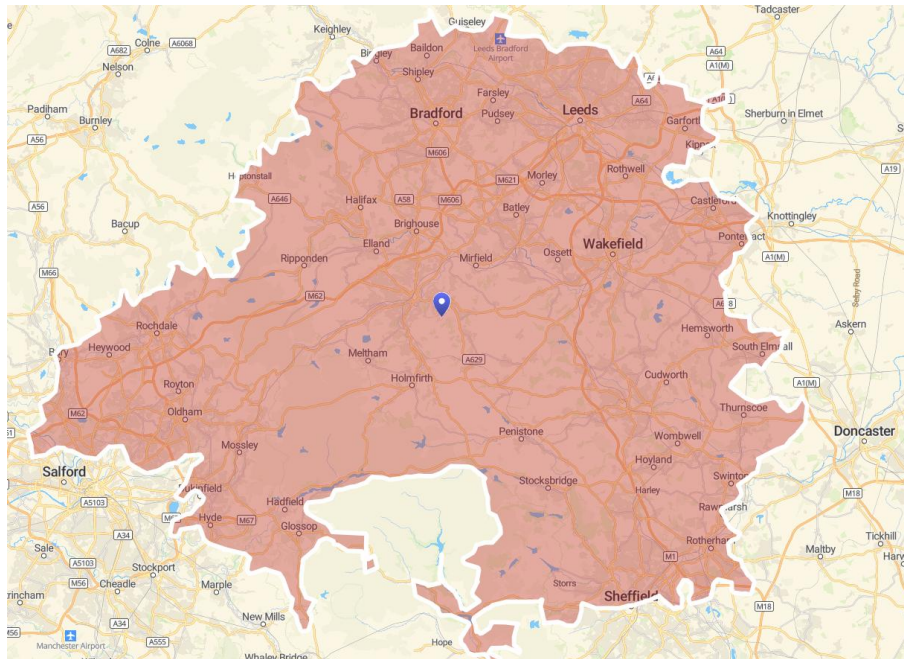
*Floreat Schola – May the School Flourish*





# 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*



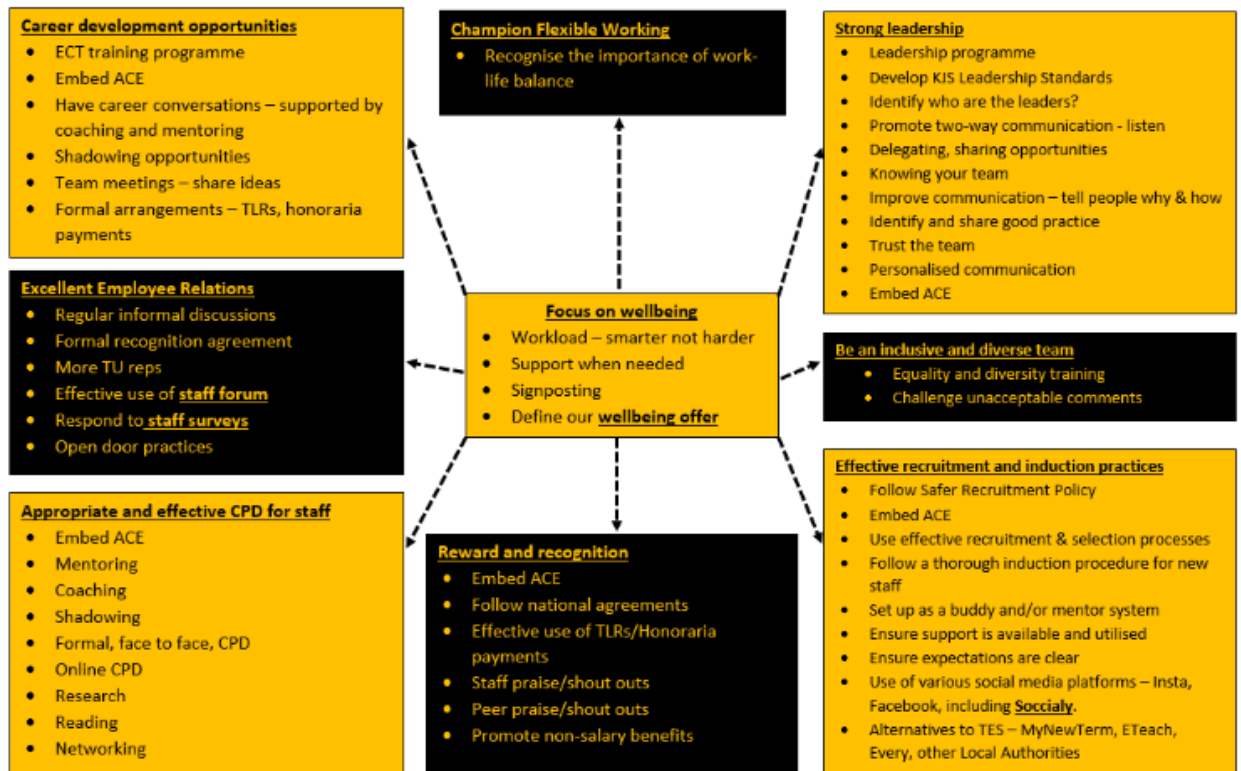


## King James's School – **A Great Place to Work**





# 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.







# Job Advert

Grade 8 £27,930 increasing to £29,356 with service  
37 hours per week in term time + INSET days

We are looking for passionate and self-motivated individuals to work within our Pastoral team in the role of Behaviour Support Assistant. The successful candidates will play an essential role in re-enforcing standards of behaviour, working with students to ensure they continually meet our high expectations.

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. This is an excellent opportunity for a dedicated colleague to join a successful, progressive and happy school.

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](mailto:staff.tbroom@kingjames.school)).

Application should be submitted by the end of the day on **14 September 2025**

*Floreat Schola – May the School Flourish*



# Job Description

## BEHAVIOUR SUPPORT ASSISTANT GRADE 8 (SCP 19-22)

### PURPOSE OF POST

To work as an integral part of our Pastoral Team, to ensure student behaviour is in line with expectations, utilising the school's Behaviour system to support students when there is a shortfall.

### KEY AREAS

1. Behaviour for Learning
2. Behaviour Supervision
3. Student Welfare
4. Manage the Isolation Room and students in there
5. Support the Pastoral Team with the Detention System
6. The Community
7. Health, Safety and First Aid
8. Miscellaneous
9. Cover for colleagues
10. Continuous Professional Development
11. Safeguarding
12. General

### Duties & Responsibilities

#### Behaviour for Learning

- Be part of the Pastoral Team and implement the school's Behaviour Management vision
- Conduct investigations, as requested, into breaches of the Behaviour Policy by students, including collating statements
- Maintain thorough and accurate records of interventions with students on school systems
- Attend daily meetings with the Pastoral Team and exchange information about students, if required
- Liaise with the Pastoral Leaders and Assistant Pastoral Leaders regarding patterns of student behaviour, suggesting strategies and possible ways forward
- Liaise with Pastoral Leaders and Assistant Pastoral Leaders and to meet with parents as required to reintegrate, or feedback on behaviour of, students.
- Have a high presence on duty before and after school, during social times, lesson changeovers and around the site during lessons
- Encourage high levels of expectations in students
- Challenge students who fail to meet the standards and expectations, taking appropriate action as necessary



### **Behaviour Supervision**

- Assist with the day to day running of the school's Red Card/Time Out system
- Escort students on Red Cards, and those failing to get to their Time Out room, to the appropriate place
- Maintain a high profile around the school to ensure that appropriate student behaviour is maintained

### **Student welfare**

- Responsible for discussing sensitive issues with parents/carers as regard behaviour, uniform, equipment or attendance and punctuality
- Observe and follow the school's safeguarding procedures and to support the Designated Safeguarding Lead to keep everybody safe
- Liaise with Pastoral Leaders and Assistant Pastoral Leaders, regarding specific students, discussing behaviour and disseminate information to other staff as appropriate
- Promote positive behaviour management by modelling behaviour that supports the improvement of behaviour in the school
- Maintain regular contact with parents/carers of students needing extra support to keep informed of their child's needs and progress and to secure positive family support and involvement

### **Isolation**

- Be part of the staff rota for Isolation
- Ensure there is appropriate and sufficient work in place for the students at all times
- Deal with any issues that arise and liaise with the relevant Pastoral Leader
- Provide mentoring to students who are in Isolation, reflecting on incidents and next steps

### **Detention System**

- Assist with the day to day running of the Detention system
- To supervise, track and monitor detentions, liaising with students, and staff as necessary
- To escort students to detention as required
- Liaise with the Behaviour Administrator regarding detentions

### **The Community**

- Ensure effective dialogue with parents/ carers in accordance with school policies
- Maintain a dialogue with the support services, advisory staff and the communities that serve the school as related to behaviour management.

### **Health and Safety and First Aid**

- Liaise with the Medical Officer in relation to all matters relating to the health and welfare of students
- Act as a First Aider

### **Cover for Colleagues**

- Deputise for colleagues who are absent including Assistant Pastoral Leaders, Attendance Officer, Behaviour Administrator and Medical Officer

### **Continuous Personal Development**

- Ensure all relevant training is current

*Floreat Schola – May the School Flourish*



- 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
- 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 (Safeguarding and Inclusion)**





## 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
<b>Time management</b>		
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	✓	
<b>Personal Attributes</b>		
Ability to make difficult decisions	✓	
Responsive to change	✓	
Committed to continued professional development and self-evaluation	✓	
<b>Wider school</b>		
Committed to safeguarding the welfare of students	✓	
Committed to equality	✓	
Willingness to be involved in the wider life of the school	✓	