



King James's School



Second in Faculty - Creative Applicant Information Pack MPS 1-UPS 3 plus TLR 2b

St Helen's Gate
Almondbury
Huddersfield
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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:

- **K**indness and compassion
- **I**nclusion and tolerance
- **N**urture and innovation
- **G**reatness 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 **9.00am on Monday 20th January 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



Alison Hardwick –
Business Manager



Palwinder Kang –
Assistant Principal - Curriculum



Abbi Terry –
Assistant Principal - Personal Development





Our Ethos and Values—The King James's Way

<p>At King James's School we value:</p> <p>Kindness and Compassion</p> <p>Inclusion and Tolerance</p> <p>Nurture and Innovation</p> <p>Greatness and Aspiration</p>	<p>and we make a commitment to be a community which promotes:</p> <p>Joining together and helping each other</p> <p>Academic challenge and opportunities</p> <p>Mutual respect and shared responsibility</p> <p>Engaging and enriching curriculum</p> <p>Safe and secure learning environment</p> <p>Strong belief in the wellbeing of everyone in school</p>
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KING JAMES'S SCHOOL VALUES



A SCHOOL FOR OUR COMMUNITY



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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:

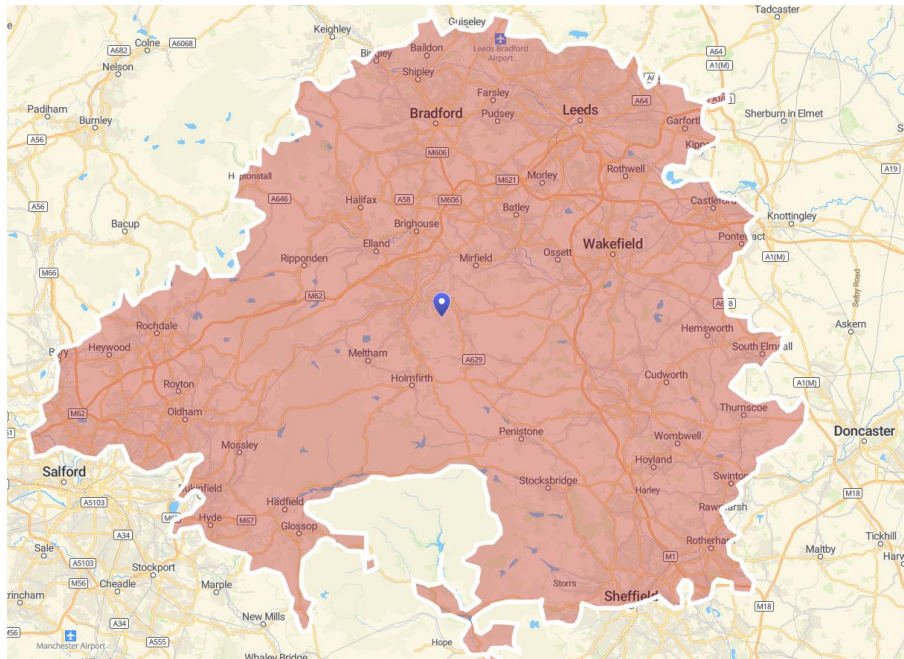
1. Reflect our core values and ethos, so all stakeholders are clear as to **'how we do things around here.'**
2. Outline the offer we provide to each of our key stakeholders in order to deliver our expectations, routines and the **King James's Way**.
3. Set out the standards, routines, behaviour and 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.

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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'



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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

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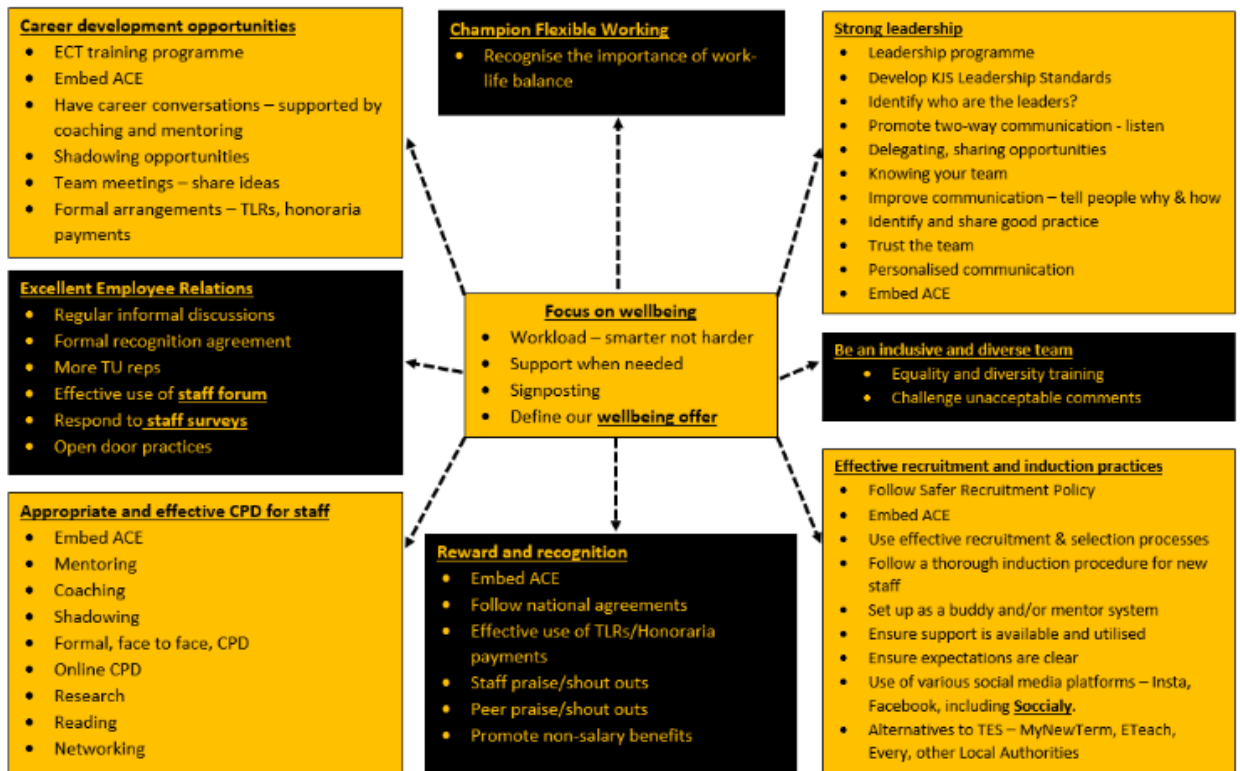


King James's School – A Great Place to Work





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

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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

We are seeking to appoint an inspirational and innovative Second in Faculty to join our successful Creative Faculty. If you are successful, you will work alongside another Second in Faculty and, along with the Head of Faculty, will collectively lead a successful team.

This vacancy is for a Second in Faculty who can lead the Design Technology area. You may already be an experienced Second in Department, looking for a new opportunity, or this could be your first role as an aspiring Middle Leader. Ideally, you should be a multi-skilled practitioner able to teach across one or more of the Design Technology disciplines; Art, Food, Graphics, Photography and Resistant Materials.

We are Single Academy Trust, having converted in September 2012. We were awarded 'Good' in our November 2019 inspection and consistently achieve excellent grades at GCSE. We have a strong and committed staff who are proud to work here.

'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.tbroom@kingjames.school).

Completed applications should be submitted **by 9.00am Monday 20th January 2025.**

If you would like to work in a very successful department within a forward-thinking and supportive school, King James's School could be the place for you!



Job Description

PURPOSE OF THE POST

- To monitor and support student progress in order to raise standards of attainment and
- achievement in the curriculum area
- To be accountable for student progress and development within the curriculum area
- To develop and enhance the teaching practice of others
- To ensure that the Art and Design curricula are broad, balanced, relevant and differentiated in accordance with the aims of the school and the curricular policies determined by the Governing Body and Principal of the school
- To be accountable for leading, managing and developing the curriculum area
- To effectively manage and deploy teaching/support staff, financial and physical resources within the curriculum area

KEY AREAS

1. Operational and Strategic Planning
2. Curriculum Provision
3. Curriculum Development
4. Staffing
5. Quality Assurance
6. Management of Resources
7. Pastoral System
8. Duties
9. Continuous Professional Development
10. Safeguarding
11. General

DUTIES AND RESPONSIBILITIES

Operational and Strategic Planning

- To lead the development of resources, schemes of work, assessment and teaching and learning strategies in the curriculum area
- The day-to-day management of the curriculum area including the effective deployment of staff and resources
- To actively monitor and follow up student progress
- To implement all School Policies and Procedures
- To work with colleagues to formulate aims, objectives and strategic plans for the curriculum area which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School
- To ensure that the work in the curriculum area reflects the School's ethos
- To foster and oversee the application of ICT in Art and Design, including the development of materials for our VLE
- To ensure that Health and Safety policies and practices, including Risk Assessments, are in line with national requirements and are updated where necessary



Curriculum Planning

- To ensure the curriculum is appropriate, comprehensive, of high quality and complements the School Improvement Plan
- To be accountable for the development and delivery of Art and Design
- To organise and participate in activities that will enhance the educational and curriculum
- provision e.g. Booster classes, trips/visits, competitions etc.

Curriculum Development

- To lead curriculum development for the curriculum area
- To keep up to date with national developments and teaching practice and methodology in Design and Technology
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels

Staffing

- To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- To be responsible for the efficient and effective deployment of support staff time
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff
- To make appropriate arrangements for classes when staff are absent, ensuring that cover staff are supported and provided with sufficient work at the appropriate level
- To participate in the interview process for teaching posts and to ensure effective induction of new staff in line with School procedures
- To promote teamwork and to motivate staff to ensure effective working relations
- To participate in the school's ITT programme
- To be responsible for the day-to-day management of staff within the curriculum area and act as a positive role model

Quality Assurance

- To ensure that the faculty's quality procedures meet the requirements of Self Evaluation and the Strategic Plan
- To set interim and end of Key Stage targets within the faculty and to work towards their achievement
- To establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles
- To monitor and evaluate the curriculum area in line with agreed School procedures
- Contribute to the development of effective subject links with external agencies

Management of Resources

- Assist the Head of Faculty to identify resource needs and to contribute to the

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efficient/effective use of physical resources

- Co-operate with other staff to ensure an effective usage of resources to benefit the school, department and the students

Pastoral System

- Liaise with other staff to ensure the implementation of the Pastoral System
- Act as a Form Tutor and carry out the duties associated with that role including registering students, accompanying them to assemblies and encouraging their participation in all aspects of school life
- Contribute to the preparation of Action Plans and other reports. Alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- Communicate, after consultation with appropriate staff, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students. Contribute to the development of SMSC and support school values
- Apply the behaviour management systems so effective learning can take place

Duties

- Carry out detention and other duties as directed

Continuous Personal Development

- Ensure all relevant training is current
- Attend training to enhance knowledge

Safeguarding

- Responsible for safeguarding and protecting the welfare of children
- Ensure that safeguarding and child protection procedures are followed
- As part of your wider duties and responsibilities you are required to promote and actively support our responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about concerns you have. It is about everyone who may be vulnerable

General

- Undertake any other duty as specified by the current School Teacher Pay and Conditions Document
- 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

Reports to: Head of Faculty

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Person Specification

Requirement	Essential	Desirable
Qualifications and Experience		
A degree or equivalent in a relevant subject	✓	
Qualified Teacher Status	✓	
Experience of teaching at least one of the following Design Technology disciplines in a secondary school; Art, Food, Graphics, Photography or Resistant Materials (either during initial teacher training or thereafter)	✓	
Experience of teaching across a number of the following Design Technology disciplines in a secondary school; Art, Food, Graphics, Photography or Resistant Materials (either during initial teacher training or thereafter)		✓
Experience of being a form tutor		✓
Experience of leading people		✓
General and specialist knowledge		
Knowledge of the National Curriculum and GCSE requirements in Design Technology disciplines	✓	
A thorough knowledge of different approaches to teaching	✓	
A thorough knowledge of how children learn	✓	
Ability to monitor the progress of students	✓	
Excellent ICT skills	✓	
Ability to motivate and enthuse students	✓	
Ability to motivate and enthuse colleagues	✓	



Requirement	Essential	Desirable
Communication skills		
Ability to communicate with a wide variety of stakeholders including staff, students and parents/carers	✓	
Ability to build respectful and appropriate relationships with a variety of stakeholders including staff, students and parents/carers	✓	
Time management		
Ability to work under time pressure; organising and prioritising work accordingly	✓	
Personal Attributes		
Excellent classroom practitioner	✓	
Ability to monitor the progress of students	✓	
Ability to work effectively as part of a team as well as independently	✓	
Responsive to change	✓	
Excellent interpersonal skills	✓	
Evidence of continued professional development and self-evaluation	✓	
Excellent people skills in order to lead and manage a team effectively	✓	
Wider school		
Committed to safeguarding the welfare of students	✓	
Committed to equality	✓	
A commitment to promoting and safeguarding the welfare of students	✓	
Willingness to be contribute to the wider life of the school	✓	
Committed to the principles of comprehensive education	✓	
Committed to the role of form tutor	✓	