

King James's School Applicant Pack



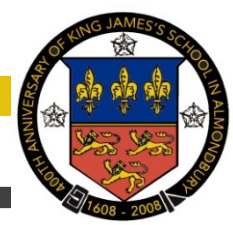
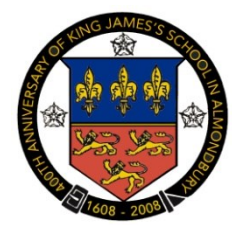
Second in Faculty (Humanities) -
Head of PSHCE, RE and Sociology

M1-UPS3 + TLR 2b £5,024

St Helen's Gate
Almondbury
Huddersfield
HD4 6SG

01484 412 990

office@kingjames.school



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.

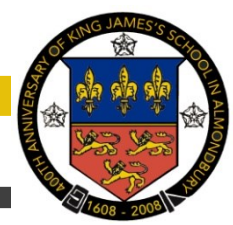
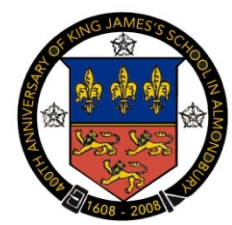
We pride ourselves on being a superb staff team who are highly professional. We all have a passion for learning and are committed to inspire and support all our students to be successful and to develop into confident young adults ready for life after King James's School.

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 **Monday June 19th 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

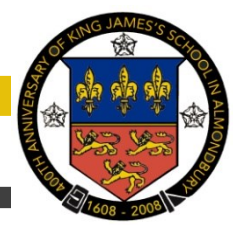
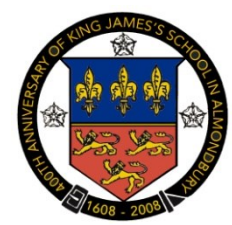


Palwinder is responsible for our curriculum structure and design, Year 9 Pathways and timetabling. She is also the E-Safety lead.

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

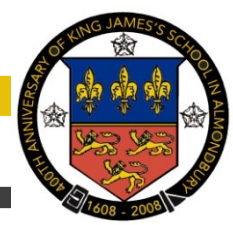
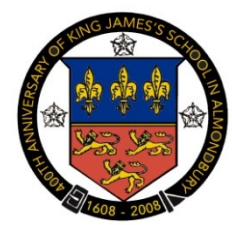
Academic challenge and opportunities

Mutual respect and shared responsibility

Engaging and enriching curriculum

Safe and secure learning environment

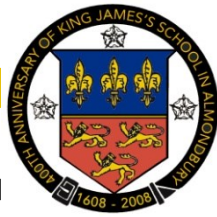
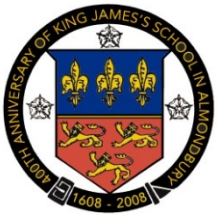
Strong belief in the well-being of everyone in school



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'

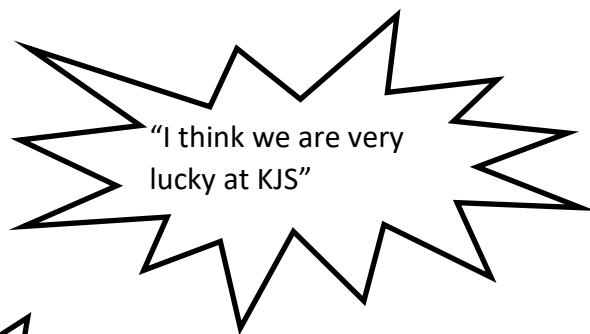
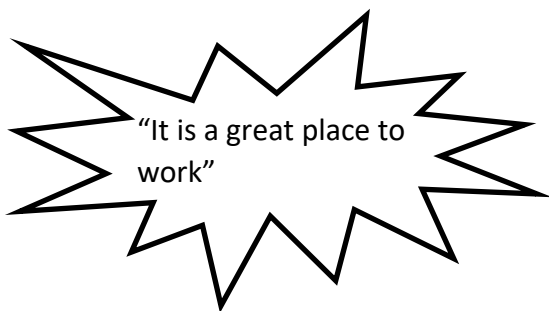


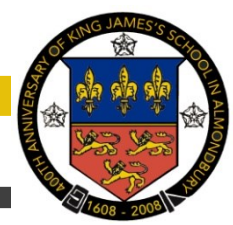
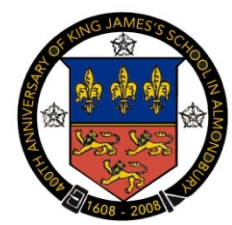


Why Choose King James's School?

<p>A Supportive Workplace</p>	<p>Wellbeing and staff team</p>
<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
<p>Working Environment</p>	<p>Development Opportunities</p>
<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?





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:

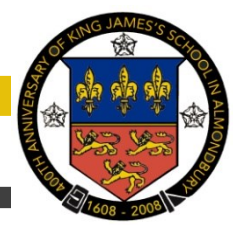
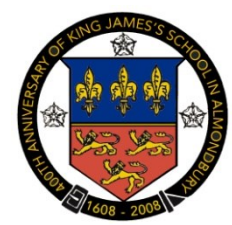
- become fully involved in our school community
- communicate professionally at all times
- act as role models for our students and for each other
- get involved in enrichment activities
- promote our ethos and values
- promote and follow our policies, procedures and professional protocols
- promote 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.

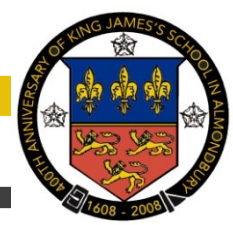
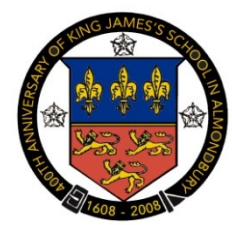
Students who have demonstrated flair and aptitude in Science also have the opportunity to take Science as an option, allowing them to gain individual GCSE qualifications in Physics, Chemistry and Biology.

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
- 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

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.

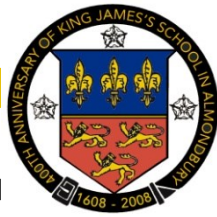
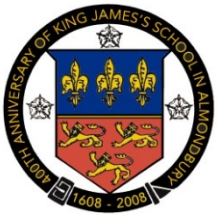


At King James's School we provide a strong network of pastoral care with the core purpose of ensuring that students feel happy, safe and able to achieve. The fostering of respectful relationships between students, their peers and staff allows everyone to feel a sense of pride in their school community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

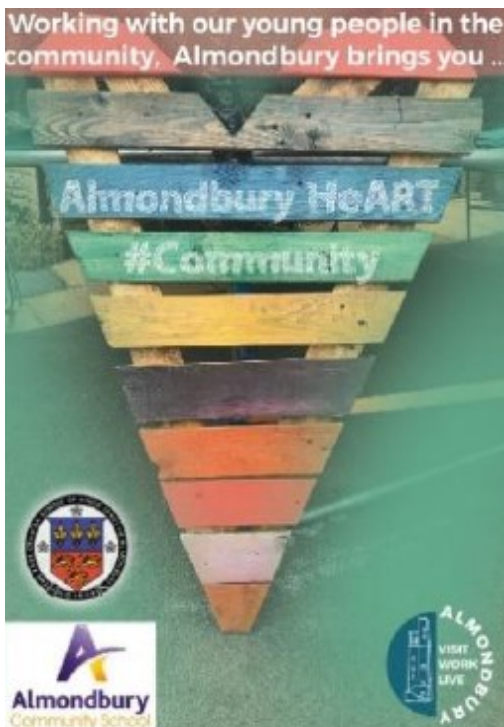


Our Community

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.

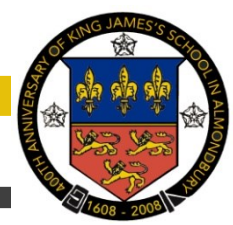
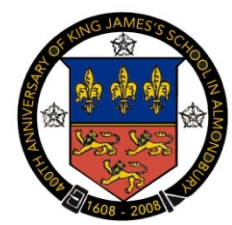
We play an important role in our local community from year group charity efforts to promoting local initiatives.



One Big Family
Helping the
Homeless



Kirkwood
The Hospice for Kirklees



Advert

We are seeking to appoint an inspirational and innovative teacher to join our team as Second in Faculty (Humanities) - Head of PSHCE, RE and Sociology. The successful candidate will have the ability to teach and lead compulsory PSHCE and RE across the school and the ability to teach and lead Sociology at GCSE. They will be able to inspire and enthuse students through dynamic and creative teaching. This is an excellent opportunity for a dedicated and ambitious colleague to join a truly outstanding department in 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 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.

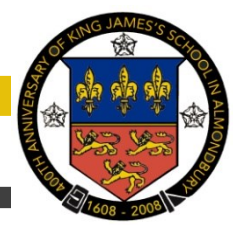
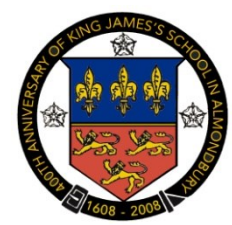
This post involves direct contact with children and is considered to be a regulated activity. This role is exempt for the Rehabilitation of Offenders Act 1974, so most criminal convictions must be disclosed to us. All successful candidates will be asked to undergo an enhanced DBS check, including a Barred 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 Monday June 19th 2023**.

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!



About the Department

Integrated Studies at King James's School comprises RS, PSHE and Sociology. The department has been a well-established area of the school which is now facing exciting changes and developments. In the past few years the department has been involved with Oxford University's Myriad Mindfulness research, and received recognition of our work as a PSHE Chartered School. We are looking to continue our dynamic approach to teaching and learning into the future.

Staffing and structure

Integrated Studies is part of the Humanities Faculty at King James's School. This faculty, led by Ian Williamson, is made up of the History, Geography, and Integrated Studies departments, and also has oversight of Classics.

Currently, the team includes two specialist staff:

- Sophie Brown Head of PSHE, RE and Sociology. She is leaving to take a promotion at another school, hence the vacancy.
- Simon Sykes Teacher of Integrated Studies and PE

We aim to have the majority of RE and PSHE lessons taught by our specialist teachers. However, we also use other Humanities staff to teach periods of PSHE including:

- Ian Williamson Head of Humanities and History
- Kim McGill Head of Geography
- Anna Carolan History
- Josh Croft History
- Brett Widdop History
- David Chew Geography
- Andrew Millington Geography

In addition, we also have other non – specialists teaching periods of PSHE including colleagues from PE and Design.

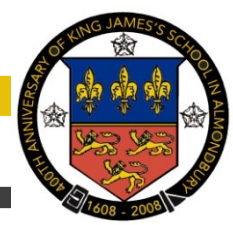
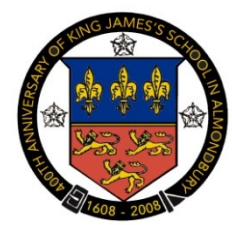
Accommodation

The Integrated Studies team have exclusive use of two rooms within the Humanities area.

Resources

The Integrated Studies department has a wide variety of resources, the vast majority of them created in-house to support the range of units studied. They include:

- Textbooks
- Interactive Whiteboard in each room.
- DVD / video clip resource bank
- Artefacts
- Flexi-cams



About the Department

Examination Results

GCSE Sociology was introduced into school as a KS 4 option five years ago, with our fifth cohort now going through their exams. The 2019 examination results below represent a first run through of the course. In that time staffing has changed and the course re-structured, which is reflected in the Teacher Assessed Grades awarded in 2020 and 2021, and the improvement seen in 2022 compared to 2019. Our ambition is for the subject to continue to improve and then consistently reach high standards of attainment.

Year	9 - 4	Progress 8	Cohort size
2022	54%	-0.35	26
2021	84%	+0.87	25
2020	73%	-0.01	60
2019	36%	-1.71	50

GCSE Religious Studies was reintroduced into the school as a KS 4 option three years ago, with our first examined small cohort in 2022, who achieved very good results. Our Year 11 cohort of 11 students are now being going through their exams and are about to leave. Unfortunately, we do not currently have a Year 10 RE group, and it seems unlikely that we will attract enough students from current Year 9 to

Year	9 - 4	Progress 8	Cohort size
2022	100 %	1.48	7

run it as a GCSE next year. It is our main ambition to attract more students into studying GCSE RE in the future.

Time Allocation

The school operates a 5-period day, over a two-week timetable.

In Years 7-9, all students have one lesson each of Religious Studies and PSHCE per fortnight.

In Year 10 and 11, GCSE Sociology, and GCSE RS when running, have five lessons per fortnight each as options, while all Year 10 and 11 students have one PSHCE lesson per fortnight.

GCSE curriculum

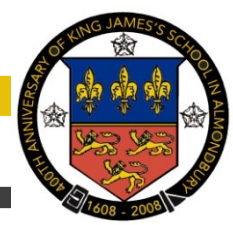
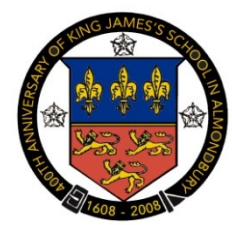
The GCSE Sociology course currently follows the Eduqas syllabus looking at key concepts and processes of cultural transmission, families, education, sociological research methods, social differentiation and stratification, crime and deviance and applied methods of sociological enquiry.

The GCSE RS course, when running, follows the AQA GCSE RS (A) focusing on Christianity, Islam, Peace and Conflict, Relationships and Families, Crime and Punishment, and Human Rights and Social Justice.

Extra Curricular / Extension Activities

Extra Curricular activities is an area we would like to see expand. Currently we run:

- Revision classes
- Diversity Group – for LGBT+ students



Job Description

PURPOSE OF THE POST

- To monitor and support student progress in order to raise standards of attainment and achievement in 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 Integrated Studies curriculum is 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

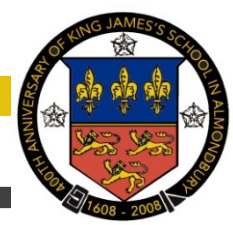
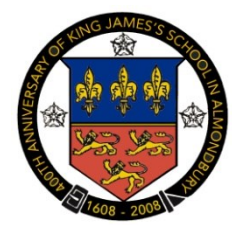
KEY AREAS

1. Operational and Strategic Planning
2. Curriculum Provision
3. Curriculum Development
4. Staffing
5. Quality Assurance
6. Management Information
7. Communication
8. Marketing/Liaison
9. Management of Resources
10. Pastoral System
11. Teaching
12. Additional Duties
13. Safeguarding
14. 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 Integrated Studies, 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 Integrated Studies
- To organise and participate in activities that will enhance the educational and curriculum provision e.g. Booster classes, trips/visits, competitions etc.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels

Staffing

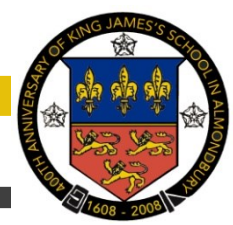
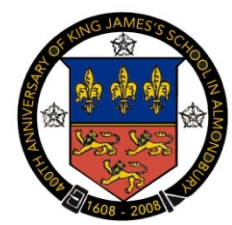
- To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- To be responsible for the efficient and effective deployment of support staff time
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff
- To 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

Management Information

- To ensure the maintenance of accurate and up-to-date information concerning the curriculum are on the school's VLE
- To manage the collection of Data for the curriculum area
- To analyse and evaluate performance data from individual students and groups of students
- To identify and take appropriate action on issues arising from data and reports; setting deadlines where necessary and reviewing progress on the action taken
- To ensure that students are entered for the appropriate level in external examinations
- To produce reports for students
- To provide the Governing Body with relevant information relating to the performance and development of the faculty



Communication

- To ensure that all members of the curriculum area are familiar with its aims and objectives
- To establish and publish agendas for Team Meetings, chairing such meetings and ensuring that proper minutes are kept and published
- To communicate/consult with the parents of students
- To liaise with partner schools, higher education, Industry, Examination Boards and other relevant external bodies
- To represent the views and interests of the curriculum area

Marketing and Liaison

- To contribute to the collection of material for Newsletters
- To maintain the effective promotion of the curriculum area at Open Evenings/Pathway Evenings and other events
- To actively promote the development of effective subject links with external agencies

Management of Resources

- To manage the capitation and keep appropriate records
- To work with the SLG to ensure that the curriculum area's teaching commitments are effectively and efficiently time-tabled and roomed
- To ensure that the faculty area, corridors and rooms all have stimulating displays that motivate, inform and celebrate the achievements of students

Pastoral System

- To be responsible for safeguarding and protecting the welfare of children
- To monitor and support the overall progress and development of students within the curriculum area
- To act as a Form Tutor and to carry out the duties associated with that role
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place

Teaching

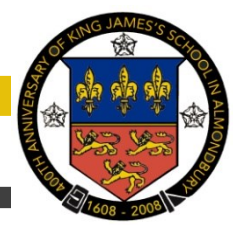
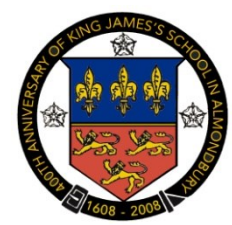
- To carry out the duties of a class teacher
- To teach an appropriate number of lessons in accordance with the duties of a Second in Faculty

Additional Duties

- To play a full part in the life of the school community and encourage staff and students to follow this example

Safeguarding

- Ensure that the school safeguarding and child protection procedures are followed
Deal with safeguarding concerns from staff accordingly

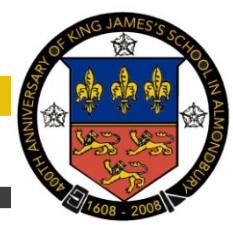
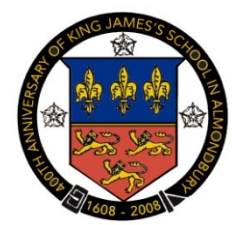


- As part of your wider duties and responsibilities you are required to promote and actively support the School's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant 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

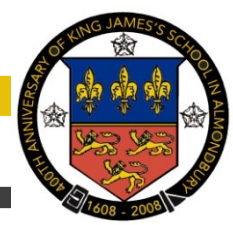
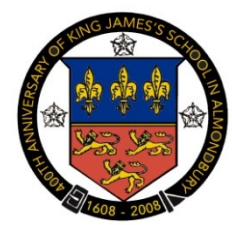
- Support the school's distinctive ethos and values, and actively promoting our policies and practice
- Carry out any reasonable task as requested
- Carry out your duties with due regard to current and future School's policies, procedures and relevant legislation. These will be drawn to your attention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

Reports to: Head of Faculty - Humanities



Person Specification

Requirement	Essential	Desirable
Qualifications and Experience		
A degree or equivalent in a relevant subject	✓	
Qualified Teacher Status	✓	
Proven record teaching PSHCE, RE <u>or</u> Sociology in a secondary school	✓	
Successful record teaching PSHCE, RE <u>and</u> Sociology in a secondary school		✓
Experience of being a form tutor		✓
Experience of leading people		✓
General and specialist knowledge		
Ability to lead and teach RE at KS3	✓	
Ability to lead and teach PSHCE at KS3 and KS4	✓	
Ability to lead and teach Sociology at KS4	✓	
Extensive knowledge of the GCSE requirements in Sociology	✓	
Extensive knowledge of the GCSE requirements in RE		✓
Knowledge of the National Curriculum and GCSE requirements in PSHCE or RE	✓	
A thorough knowledge of different approaches to teaching	✓	
A thorough knowledge of how children learn	✓	
Ability to monitor the progress of students	✓	
Good ICT skills	✓	
Ability to motivate and enthuse students	✓	
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	✓	



Person Specification

Requirement	Essential	Desirable
Time management		
Ability to work under time pressure; organising and prioritising work accordingly	✓	
Personal Attributes		
Excellent classroom practitioner	✓	
Ability to work effectively as part of a team as well as independently	✓	
Responsive to change	✓	
Evidence of continued professional development and self-evaluation in subject area	✓	
Wider school		
Committed to safeguarding the welfare of students	✓	
Committed to equality	✓	
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	✓	