



# King James's School



## Teacher of Girls' PE 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 Sunday 29<sup>th</sup> June 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.

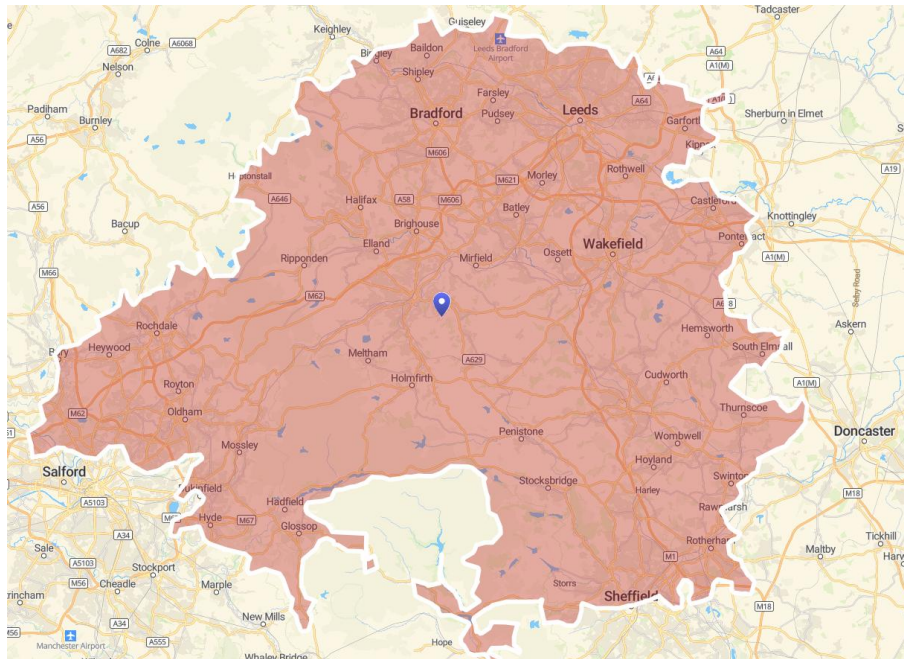
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# Our Community and Location

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	February 2025



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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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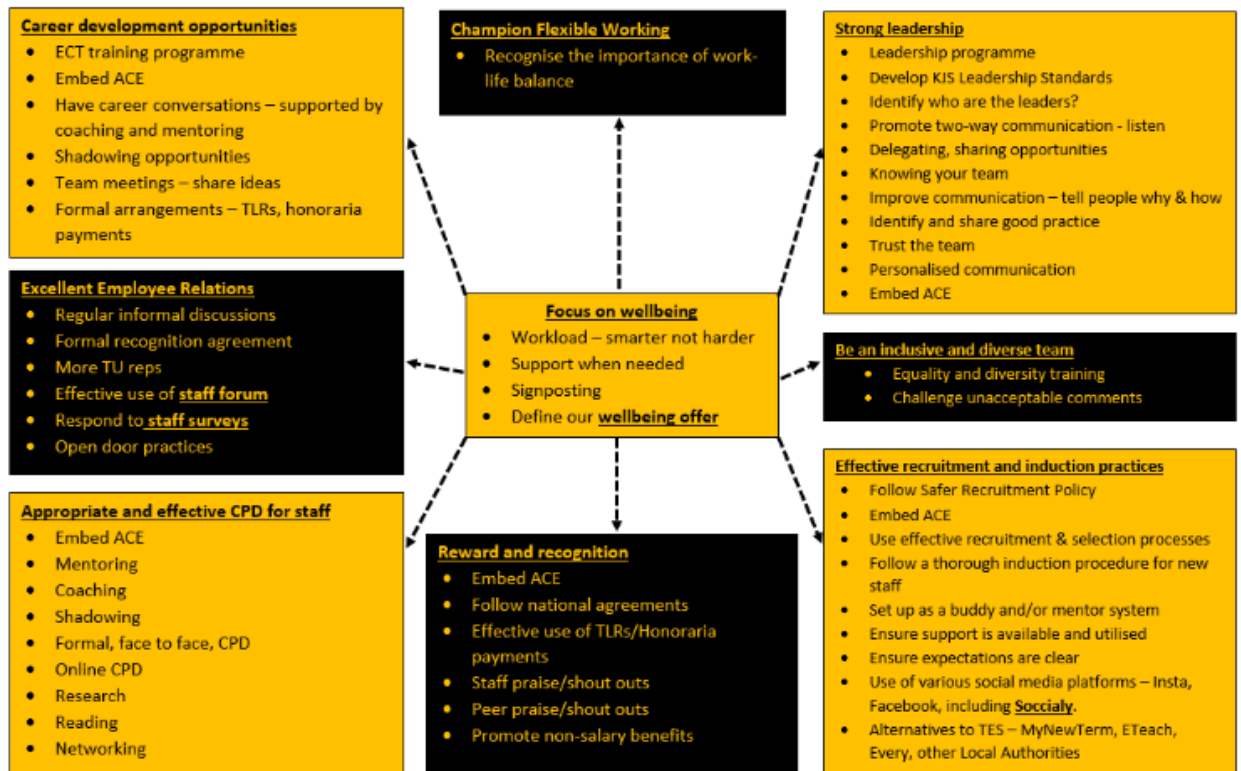


## King James's School – **A Great Place to Work**





# 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.



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# Job Advert

We are seeking to appoint an inspirational and innovative teacher to join our highly professional and successful team as a Teacher of Girls' PE. The successful candidate will be a skilled practitioner who has experience of teaching PE across Key Stages 3 and 4. You 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 work in an excellent team within 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. We were awarded 'Good' in our November 2019 inspection and, at our 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". Our students 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.

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)).

Completed application should be submitted by **Sunday 29<sup>th</sup> June 2025.**



# Information About the Faculty

## Personnel

Mrs Kim Clarke	Co-head of Performance Faculty
Mr Thomas Day	Second in Physical Education/Head of Boys' PE
Miss Rebecca Flaherty	Teacher of PE
Mr Richard Lally	Teacher of PE
Mr Simon Sykes	Teacher of PE and PSHCE



## Organisation

Currently PE is taught to all students in Key Stage 3 for 4 periods per fortnight, Year 10 and Year 11 have 1 period per week. In addition, a high percentage of our students opt for either GCSE PE.

## GCSE PE

GCSE PE is a very popular option subject, which attracts a good number of our students. Equal numbers of boys and girls take the subject. It is taught for 5 periods per fortnight. In the current Year 11, 65 students are taking the subject, and the corresponding number in Y10 is 68.

## GCSE PE Results

Year	Students	Progress 8	4+
2019	34	1.8	85%
2020	28	-0.3	78%
2021	18	1.12	100%
2022	23	0.14	83%
2023	25	0.17	92%
2024	36	0.16	61%

## Accommodation

The school is in an idyllic setting and has substantial grounds – netball/tennis courts, a rugby pitch, 2 football pitches, a cricket pitch and pavilion and an all weather area. Inside the department has a large Sports Hall and a Gymnasium.

## Sports Trips

In July 2025 the PE department will be taking 52 students to the Costa Brava and at Easter 2026 45 students will be going skiing in Italy. The PE department also run reward trips throughout the year including Ninja Warrior, Rother Valley Country Park and a visit to Wimbledon.



### **Extra-Curricular Activities**

The PE Department offers many extra-curricular activities, which includes:-

- MSN (Multi Skills Night)
- Netball teams in Years 7-11
- Rounders teams in Years 7-10
- Football teams in Years 7-11
- Cricket teams in Years 7-11
- Rugby League teams in Years 7-11
- Badminton & Table-Tennis fixtures
- Indoor Football in both lower and upper school
- Cross Country in Years 7-11
- Athletics in Yrs 7-11

These are run with the support of other members of staff. In addition, the department run many well attended lunchtime activities, including:-

- Badminton
- Table-Tennis
- Trampolining
- Dance
- Netball
- Indoor Football
- Indoor Cricket
- Rounders

### **House System**

The House system allows all students the opportunity to take part in competitive sport. Competitions are run in a variety of events throughout the year, including Netball, Football, Rugby, Rounders, Cricket, Cross Country and culminating in our Sports Day.





# Job Description

## **PURPOSE OF THE POST**

- To monitor and support student progress in order to raise standards of attainment and achievement for students
- To deliver an appropriately broad, balanced, relevant and differentiated curriculum for students
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To share and support our responsibility to provide and monitor opportunities for personal and academic growth.

## **KEY AREAS**

1. Teaching
2. Strategic Planning
3. Curriculum Provision
4. Continued Professional Development
5. Quality Assurance
6. Management Information
7. Communication
8. Marketing and Liaison
9. Management of Resources
10. Pastoral Systems
11. Duties
12. Continuous Professional Development
13. Safeguarding
14. General

## **DUTIES AND RESPONSIBILITIES**

### **Teaching**

- Teach students according to their educational needs, including the setting and marking of work
- Assess, record and report on the attendance, progress, development and attainment of students
- Undertake assessment of students as requested by external examination bodies, departmental and school procedures
- Mark, grade and give written/verbal and diagnostic feedback
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- Ensure a high-quality learning experience for students which meets internal and external quality standards
- Prepare and update subject materials
- Use a variety of delivery methods which will stimulate learning





- Maintain stimulating displays in teaching rooms that motivate, inform and celebrate the achievements of students
- Participate in activities that will enhance educational provision e.g. booster classes, trips/visits, competitions etc.
- Maintain discipline in accordance with procedures
- Encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Ensure the effective/efficient deployment of classroom support

### **Strategic Planning**

- Assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies
- Contribute to, and implement, the department's improvement plan.
- Plan and prepare courses and lessons.
- Contribute to whole school planning activities

### **Curriculum Provision**

- Assist the Head of Faculty and Senior Leadership Group, to ensure that the curriculum area provides a range of teaching which complements our strategic objectives.

### **Continued Professional Development**

- Take part in the staff development programme by participating in further training and professional development.
- Engage actively in the Performance Management process.

### **Quality Assurance**

- Implement and adhere to school quality assurance procedures
- Contribute to the monitoring and evaluation of the department in line with agreed school procedures
- Review methods of teaching and programmes of work.
- Take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

### **Management Information**

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- Complete relevant documentation to assist the tracking of students' progress and use the information to inform teaching and learning

### **Communication**

- Communicate with parents and where appropriate, with persons or bodies outside the school.



### **Marketing and Liaison**

- Take part in Open Evenings, Parents Evenings, and liaison events with partner schools
- 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 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 the Pastoral Team to ensure the successful 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 that effective learning can take place

### **Duties**

- Carry out detention and other duties as directed

### **Safeguarding**

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



# Person Specification

Requirement	Essential	Desirable
<b>Qualifications and Experience</b>		
A degree or equivalent in a relevant subject	✓	
Qualified Teacher Status	✓	
Experience teaching PE in a secondary school (either during initial teacher training or thereafter)	✓	
Experience of being a form tutor		✓
<b>General and specialist knowledge</b>		
Knowledge of the National Curriculum and GCSE requirements in PE.	✓	
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	✓	
<b>Communication skills</b>		
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	✓	
<b>Time management</b>		
Ability to work under time pressure; organising and prioritising work accordingly	✓	





Requirement	Essential	Desirable
<b>Personal Attributes</b>		
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	✓	
<b>Wider school</b>		
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	✓	