



King James's School



Teacher of Science Applicant Information Pack

St Helen's Gate
Almondbury
Huddersfield
HD4 6SG
01484 412 990

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> |
|--|--|

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:

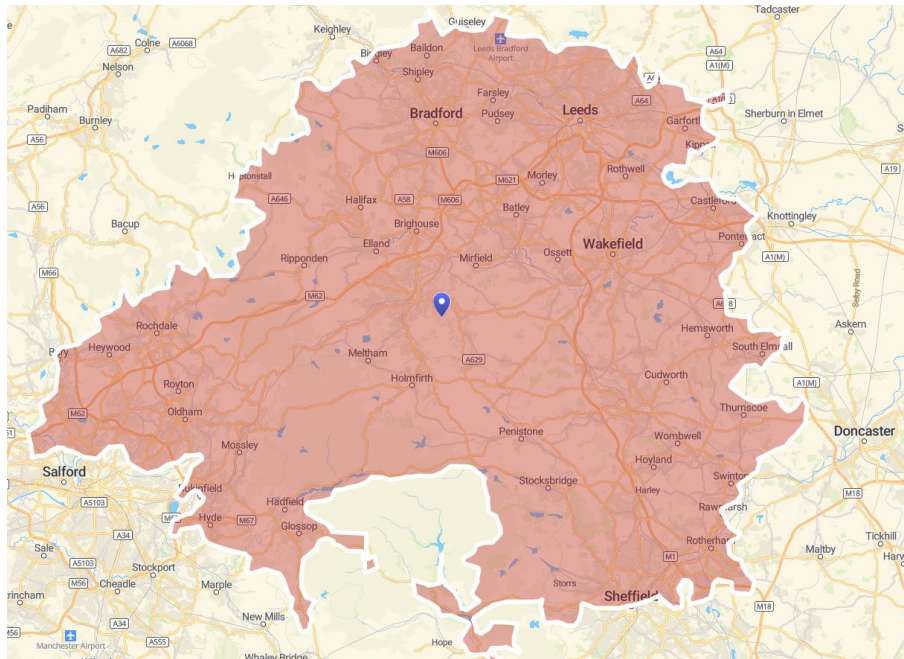
1. Reflect our core values and ethos, so all stakeholders are clear as to **'how we do things around here.'**
2. Outline the offer we provide to each of our key stakeholders in order to deliver our expectations, routines and the **King James's Way**.
3. Set out the standards, routines, behaviour and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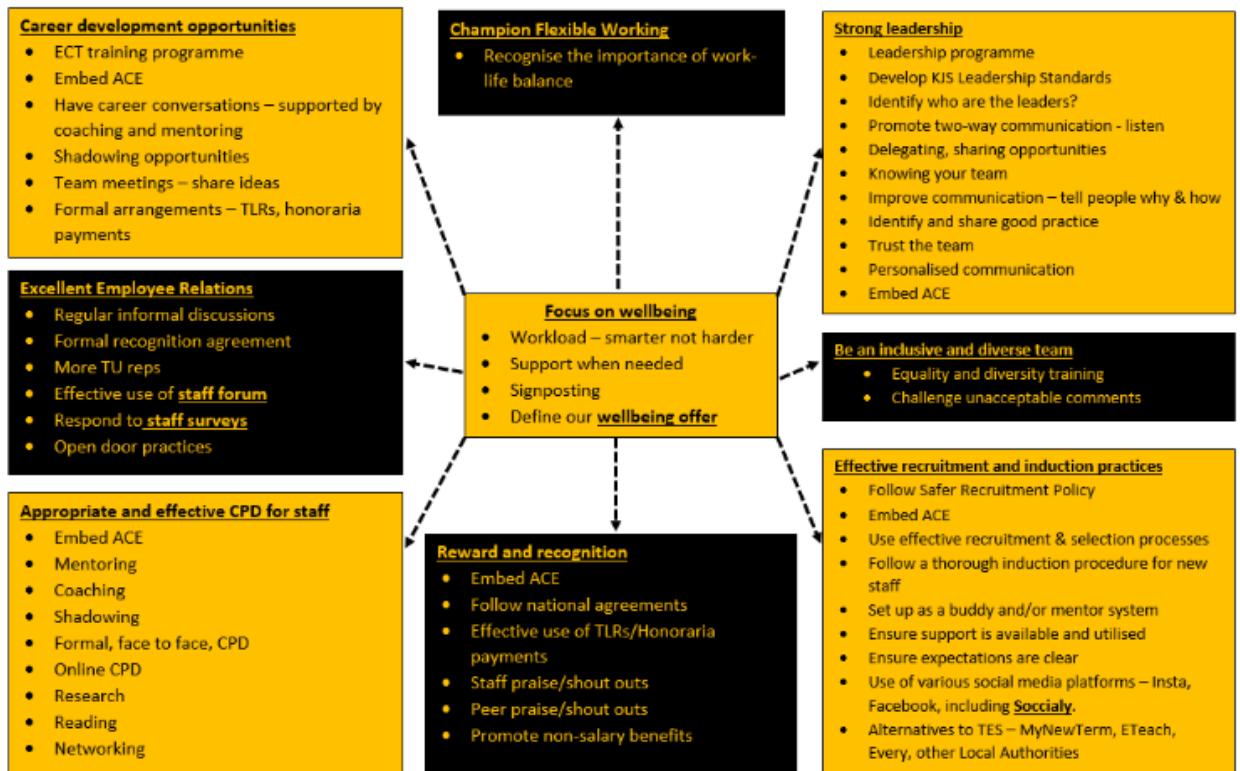


King James's School – A Great Place to Work





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 teacher to join our highly Professional and successful science team. The successful candidate will be a skilled practitioner who is 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.

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 application forms should be returned to the Principal or e-mailed to Tracey – staff.tbroom@kingjames.school by **9:00 on 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!



Information About the Faculty

Staffing

Currently the Science team has a complement of eleven highly committed, well-qualified teachers plus one full time technician. Though tending to specialise, the team members contribute to the delivery of all aspects of the Science curriculum. The current members of the team are:

| | |
|-----------------------|-----------------------------|
| James Charlesworth | Head of Science |
| Rachel Taylor | Second in Science |
| Sarah Valovin | Second in Science |
| Rebecca Walton | Vice Principal |
| William Butcher | Science Teacher |
| Oliver Barrett | Science Teacher |
| Joanne Moore | Science Teacher |
| Beverley Pawson | Science Teacher (part-time) |
| Sophia Proud | Science Teacher |
| Connor Straker | Science Teacher |
| Flora Thorp-Greenwood | Science Teacher |
| Karen Coggins | Senior Science Technician |

Accommodation and Resources

The department is housed in seven spacious, purpose-built laboratories all having gas, electricity, and water points. There is also a designated teaching room next to the laboratories. The department also has access to the school's six large ICT suites and the Independent Learning Centre. All labs have interactive whiteboards and are well resourced with equipment and apparatus for use by all staff as well as access to the relevant student textbooks. The department has two well-resourced prep rooms and there is work area that includes a number of computers exclusively for Science staff use.

Time Allocation

The school operates a 25-period two weekly timetable, with five 60-minute lessons per day.

Currently, in Years 7-9, students have seven lessons per fortnight, in Year 10 and 11 Combined science students have ten lessons per fortnight and Triple Separate science students have fifteen lessons per fortnight

Schemes of Work

Key Stage 3

At Key Stage 3 students follow the "Exploring Science" scheme based around the QCA scheme of work. All Key Stage 3 students have access to published textbooks and resources.



Key Stage 4

Students at GCSE follow Combined Science AQA. They also have the option to take Triple GCSEs in Chemistry, Physics and Biology and approximately two thirds of the students in Year 10 and Year 11 have chosen this option.

Achievements

Exam grades at GCSE have been consistently excellent over the last few years achieving some of the best grades across the school.

Extra-Curricular Activities

The Science team runs a variety of trips, clubs and Science extension classes. The Science team also regular enter and win both regional and national competitions to enhance pupils experience of STEM subjects. We have excellent links with our feeder primary schools, teaching in the schools and running an annual Science Day for Y4 students. The Department has close links with Huddersfield University, the University of Bradford, Greenhead College, New College and Kirklees College.



Job Description

PURPOSE OF THE POST

- To monitor and support student progress 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

Responsible 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 teaching science in a secondary school (either during initial teacher training or thereafter) | ✓ | |
| Experience of being a form tutor | | ✓ |
| General and specialist knowledge | | |
| Knowledge of the National Curriculum and GCSE requirements in science. | ✓ | |
| 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 | ✓ | |
| Time management | | |
| Ability to work under time pressure; organising and prioritising work accordingly | ✓ | |



| Requirement | Essential | Desirable |
|--|-----------|-----------|
| 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 | ✓ | |
| 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 | ✓ | |