



KING JAMES'S SCHOOL
KNARESBOROUGH

Candidate Information



Note from the Headteacher

Thank you for your interest in working at King James's School.

I would say at the outset that this is a very rewarding school in which to work.

At King James's School, our core values—*Ready, Respectful, and Engaged*—are at the heart of everything we do, shaping the attitudes and behaviours of our students and staff alike. Guided by our vision "*To set no limits on what we can achieve*," we foster a culture of high aspiration and continuous growth. As a school grounded in unconditional positive regard, we believe that strong, respectful relationships form the foundation of effective learning and personal development. Our relationship-based approach ensures every student feels valued, supported, and empowered to thrive, while our staff are committed to nurturing an inclusive and inspiring environment where everyone can succeed.

We have plenty of skills and qualities that we consider important, but we also have a lot to offer to prospective candidates. First and foremost, the students here are great to work with. It is a comprehensive school and our students reflect the full range that you would find in any area, but the vast majority are well-motivated students willing to learn and to contribute to their school community. The local community is very supportive of the school; the catchment area is well defined and we have excellent relationships with the local parents who choose to send their children here. We fill up each year with pressure for places from beyond our catchment area. Knaresborough and North Yorkshire is not just a great place to teach, it is a great place to live.

The extra-curricular life of the school is rich. Most staff who work here involve themselves in it; there really is a vibrancy here that is difficult to match. We have a committed staff (teaching and non-teaching) who go the extra mile. Almost without exception, teachers go above and beyond the core delivery of lessons to enhance the enrichment opportunities for the students.

The ethos here is one of the strengths. Even though we have a charter going back to 1616 we are a very forward-facing school with an open and friendly ethos. We are highly inclusive and we have a strong reputation for delivering outstanding care and outcomes for students with SEND, alongside an enviable output to top university courses from our high-performing A level students. Our A level results place us in the top 20% of providers nationally consistently, year on year.

We are demanding of our staff, teaching and associate staff. We believe that our community deserves an outstanding school and we strive to be outward facing, never resting on our laurels and always seeking further improvement. We expect students and staff to embrace challenge and to see resilience and hard work as the route to success. At the same time, we have a very strong commitment to the development and training of all staff, teaching and non-teaching. This is a school in which the opportunities for your personal development are rich.

We believe in collaborative working with other schools. We are proud of the relationships that we have fostered, including taking the lead role within the White Rose Alliance for School Direct. We are also federated with another local school, Boroughbridge High, for whom we provide 6th form provision and some non-teaching support.

Thank you for considering King James's School and we look forward to receiving your application.

Paul McIntosh
Acting Headteacher



KING JAMES'S SCHOOL
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Year Manager

**Term Time Only (plus 2 weeks and Training Days-September Start)
37 hours per week, Monday to Friday. Permanent
NYC Grade F - £24,109 – £25,710 (actual salary) Review Pending**

We are offering an exciting opportunity to work as a Year Manager within our vibrant school. We are seeking applications from proactive, confident and personable candidates who are committed to the wellbeing of pupils and have strong communication skills.

King James's School is a large 11-18 comprehensive school proud to offer a diverse and rich curriculum and is committed to high quality professional development and career opportunities for all staff. We run a School Direct secondary programme to train the next generation of teachers. The Year Managers play an integral role within our successful student support team.

The main areas of responsibility are:

- Care, guidance and pastoral support of students.
- Ensuring excellent levels of behaviour and attendance.
- To lead on pastoral support to pupils, providing appropriate advice and guidance, to devise and implement plans to encourage learning and to overcome barriers to learning.
- To work with students and parents in school who are experiencing complex emotionally demanding situations with sensitivity.
- To be the first point of contact for students, parents, staff and external agencies in relation to the students in their care.

You will be joining a highly community orientated, inspirational and ambitious school. We are seeking an outstanding candidate to support our educational aims who has the vision, drive and interpersonal skills to motivate our students. You will benefit from strong leadership, effective support by colleagues and being part of an ethos that achieves the best possible outcomes for our students.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. This position is subject to an enhanced DBS check and approved references.

Completed applications must be submitted via email to:

recruitment@king-james.co.uk

by: **Monday 7th July 2025 at 8am**

Please note that CVs will not be accepted.



Employee Benefits



Financial Benefits

We are delighted that we are able to provide you with access to a large range of employee benefits at King James's School.

Access to contributory pension schemes:

Local Government Pension Scheme (18% employer contribution).

Salary sacrifice schemes (e.g. cycle to work, technology and car schemes).

Discount vouchers for the high street, entertainment and supermarket shopping through Vivup.

Subsidised onsite catering facilities.



Well-being support

Health Assured Employee Assistance Programme:

Free, confidential 24/7 support and counselling.

Flexible working options and well-being initiatives.



Leave and Perks

Generous annual leave starting at 28 days (non-teaching staff), rising to 34 days plus bank holidays with service.

Free ample onsite parking.

Membership discounts at leisure centres.



Community and Additional Opportunities

Collaborative and supportive staff culture.

Lunch duty opportunities:

Hourly pay of up to £12.65 plus a free meal.

Some of these offers are subject to conditions and may change. See provider for full details.

How to Apply

Please complete the King James's School non-teaching application form.

Please use the section "Experience & Qualities relevant to the Post" on the application form to demonstrate how you can meet the criteria given in the advert.

Please note CVs will not be accepted. Please do not enclose a covering letter as this will not form part of your application.

We are committed to safeguarding and promoting the welfare of young people and expect all members of staff to share this commitment.

An Enhanced DBS disclosure is required for this post through North Yorkshire County Council. This will be arranged for the successful applicant.

Completed applications must be submitted via email to: recruitment@king-james.co.uk by: **Monday 7th 2025 at 8am.**

Thank you for your interest in this post. If you have not heard from us within 21 days of the closing date please assume your application has been unsuccessful and, in that event, may we wish you well in your search for a suitable position.

Interviews will be held on Thursday 10th July.

JOB DESCRIPTION

All job descriptions will be reviewed annually & set in the context of the school's aims & current development plan

YEAR MANAGER

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term absence. Activities involve planning, preparing and delivering learning lessons as well as monitoring pupils, assessing, recording and reporting on pupils achievement, progress and development.

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| Line Manager: | Assistant Headteacher - Pastoral |
| Responsible to: | <ul style="list-style-type: none">Assistant Headteacher - Pastoral |

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| Salary NYCC Band: | NYC Grade F |
| Full Time/Part Time: | Full Time |
| Hours: | 37 Hours |
| Full Year/Term Time Only: | Term Time Only (+2 weeks) Standard working hours between 8.00 and 5.00 |

Professional Responsibilities

ALL ASSOCIATE STAFF

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| 1. | To work within the North Yorkshire County Council's Conditions of Service |
| 2. | To support the aims, policies, procedures and ethos of the school |
| 3. | To participate in the school's agreed Performance Management procedures |
| 4. | Help safeguard the welfare of children in the school and ensure services are delivered with regard to equalities |
| 5. | Work safely and co-operate with health and safety procedures |
| 6. | Attend school meetings as appropriate within designated working hours |
| 7. | Undertake appropriate staff training and development activities |
| 8. | Undertake whatever duties might be reasonably requested by the Head or Line Manager |

Specific Responsibilities

YEAR MANAGER

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| Line Manager: | Assistant Headteacher - Pastoral |
| Responsible to: | Assistant Headteacher- Pastoral |
| Salary NYC Grade: | Grade F |
| Full Year/Term Time Only: | Term time only plus 2 weeks |
| Full Time/Part Time: | Full Time |
| Staff Managed: | None |
| JOB PURPOSE: | Responsible for the welfare and progress of students in their learning, behaviour and transitions |
| JOB CONTEXT: | <p>To lead on pastoral support to pupils, providing appropriate advice and guidance, to devise and implement plans to encourage learning and to overcome barriers to learning.</p> <p>To work with students and parents in school who are experiencing complex emotionally demanding situations with sensitivity.</p> <p>To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes when the assigned teacher is not present.</p> <p>Enhanced DBS clearance required</p> |
| ACCOUNTABILITIES / MAIN RESPONSIBILITIES | |
| Operational Issues | <ul style="list-style-type: none"> • Ensure students are ready to learn by supporting uniform, equipment and promoting a positive attitude. • Support students' punctuality to lessons by being high-profile on corridors and supporting their transitions into classrooms, ensuring they are settled and ready to learn. • Supporting the behaviour management systems by being on-call, leading detentions, helping supervise referral spaces, supporting re-integration meetings. • Organise and lead restorative meetings between students and /or colleagues to restore relationships. • Attend 'hotspot' lessons and be 'on call' to deal with issues and remove challenging pupils from class. • Monitor students' behaviour, attendance and punctuality analysing the data, recognizing trends and working with pupils, parents/carers and colleagues to identify and implement interventions to bring about improvement. • Accountable for dealing with all correspondence and queries in relation to student welfare and behaviour. • Responsible for daily student attendance checks and implement first-day responses to parents/carers and thus ensuring safeguarding responsibilities are met. • Develop and implement appropriate intervention strategies to improve behaviour, attitude to learning and attendance. This will include playing a vital role in the de-escalation of conflict and dysregulated students. • Challenge and motivate pupils, tackle under performance, promote and reinforce self-esteem. • Respond to concerns about developmental or behavioural changes, anticipate and manage pupil behaviour constructively, promoting self-control and independence. • Develop and maintain professional relationships with students, providing mentoring support to targeted students including target setting conversations and 'on report' monitoring. • Represent the school in the admissions process by showing potential parents around the school, contacting current school and work with the Director of Learning to ensure an appropriate curriculum offer. • In the absence of the regular teacher be responsible for marking the register or being a form tutor and supervising the pupils • Supervise students sent out from lessons, escorting them to referral spaces, such as the Consequence Room and/or IER and ensuring they are settled and ready to learn. • Organise work missed for students suspended or removed from lessons for non-compliance of school rules and support the reintegration of those who have been absent. • Organise the collection of written statements from pupils following an incident. • Carry out home visits to identify any potential risks to pupils and make referrals when appropriate. |

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| | <ul style="list-style-type: none"> • Supervise pupils during break, lunch and after school duties and during detentions. • Support Directors of Learning with tutor teams and events, assemblies, information and Parents' evenings, prizegiving, trips and extra-curricular activities • To be responsible to the Director of Learning for regular guidance and direction yet work independently when required. • Work within the North Yorkshire County Council's Conditions of Service |
| Communications | <ul style="list-style-type: none"> • Provide support and encouragement to children and young people • Provide feedback to pupils and parents/carers in relation to behaviour and attendance • Provide advice relating to pupils' social, health, hygiene and emotional development needs • Provide information and advice to pupils, helping them to understand their mistakes and learn from them to enable them to make appropriate choices of their own • Act as the first point of contact for parents/carers and students when personal matters affect learning, exchange information and establish constructive relationships • Attend meetings as appropriate within designated working hours and at additional times when necessary commensurate to extra hours of Full Year contract. Includes meetings with pupils, parents, external agencies, staff and management and appropriate parents' information evenings • Prepare reports and updates for meetings ensuring effective information sharing and communication • Attend weekly Pastoral meetings and fortnightly Cause for Concern meetings to provide updates and share concerns • Develop and use effective communication systems appropriate to the audience • Provide updates, reminders and messages to pupils, tutors and teachers and report if messages are not passed on by tutors • Assist with administrative support e.g. filing, dealing with correspondence (e-mails and letters), taking/making phone calls and compiling reports in a timely and appropriate way • Liaise with the Pastoral team to ensure information is shared with staff, pupils, parents/carers and external agencies effectively • Lead on making the appropriate referrals and complete the necessary paperwork to access external support • Provide regular updates on own schedule and planned meetings to the rest of the team when appropriate • Consult with student voice to gather feedback and support Student Council activities |
| Partnership Working | <ul style="list-style-type: none"> • Establish constructive relationships and work with external agencies/professionals to support students and their families in seeking the help that they require • Establish constructive relationships with parent/carers to facilitate their support and ensuring positive home to school and community links |
| Skills Development | <ul style="list-style-type: none"> • Practice Continuous Professional Development and participate in appropriate staff training/development and learning activities as required • Participate in the school's agreed Performance Management procedures • Attend and contribute to team meetings |
| Safeguarding | <ul style="list-style-type: none"> • Show an awareness of and comply with policies and procedures relating to child protection and safeguarding • Show a commitment to safeguarding and promoting the welfare of children, young people and adults, recognise signs of change, danger or risk of harm and raise concerns as appropriate • Provide relevant information, attend and contribute to strategy meetings, CIN/CP meetings as required |
| Systems and Information | <ul style="list-style-type: none"> • Record information on pupil punctuality, attendance and truancy from school • Contribute to the effective implementation of school attendance management processes • Record information on pupil behavior, events, sanctions and exclusions • Use the school's systems to accurately log information, respond to patterns and implement relevant interventions and measure their impact • Provide objective and accurate feedback and reports as required on pupils ensuring the availability of appropriate evidence |
| Planning and Organising | <ul style="list-style-type: none"> • Respond to changing needs and legislation to contribute to the development, implementation and monitoring of appropriate school policies and procedures such as the behaviour and attendance, safeguarding and tutoring policies |
| Data Protection | <ul style="list-style-type: none"> • To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. • To support school procedures by presenting genuine choices to young people and their parents/carers and obtain consent to share information |

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| Health and Safety | <ul style="list-style-type: none"> • To be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment. |
| Equalities | <ul style="list-style-type: none"> • To work with colleagues to make sure that services and support are provided fairly (with equal opportunities) to all sections of our community • To work in accordance with the aims of the Equality Policy Statement |
| Flexibility | <ul style="list-style-type: none"> • To undertake whatever duties might be reasonably requested by the Head or Line Manager • North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures. |
| Customer Service | <ul style="list-style-type: none"> • The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. |



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PERSON SPECIFICATION

| Essential upon appointment | Desirable on appointment (if not attained, development may be provided for successful candidate) |
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| <p>Knowledge</p> <ul style="list-style-type: none">• An understanding of child development and learning processes and that children have differing needs and a knowledge of inclusive practice• An understanding of the potential barriers to learning and attending school faced by children and young people and how they can be overcome• Knowledge of the different transition periods of a student and how to offer support | <ul style="list-style-type: none">• Knowledge of Health & Safety regulations and procedures• Knowledge of the schools policies and procedures including how to obtain support and report concerns• Knowledge of behaviour management techniques• Knowledge of Safeguarding legislation and procedures including how to use the Common Assessment Framework |
| <p>Experience</p> <ul style="list-style-type: none">• Experience of working with children | <ul style="list-style-type: none">• Experience of working with children in an education setting• Experience of multi-agency working• Experience of counselling or mentoring young people• Experience of delivering evidence based interventions that support learning |
| <p>Occupational Skills/Personal Qualities</p> <ul style="list-style-type: none">• Excellent interpersonal communication skills and the ability to influence, engage and motivate children and young people• Excellent listening and questioning skills to ensure effective two way communication• Analytical skills to assess the challenges faced by students• Ability to relate well to young people and their parents/carers making them feel valued and involved• Sensitivity and caring skills• Good written and verbal communication skills and able to build good relationships with staff, pupils, families and carers• Acts calmly during difficult circumstances and recovers quickly from setbacks | <ul style="list-style-type: none">• Creativity and problem solving skills |

