

Candidate Information



Note from the Headteacher

Thank you for 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. I like it so much I have been here twice; once as Deputy Head from 2000 to 2005, returning here for my second Headship from January 2008.

Many job adverts specify what they demand from the candidate. We have plenty of skills and qualities that we are looking for but we also have a lot to offer to prospective candidates. First and foremost the students here are tremendous. It is a comprehensive school and our students reflect the full range that you would find in any area, but by and large the classes are filled with well-motivated students willing to learn and to contribute to their school community. The local community is phenomenally 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 are heavily over-subscribed each year with pressure for places from beyond our catchment area. Knaresborough and North Yorkshire isn't just a great place to teach, it's a great place to live.

The extra-curricular life of the school is rich, most staff who work here make the most of 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 modern school with an open and friendly ethos. The students are not restricted by an oppressive regime but there is good order and discipline. We are highly inclusive and we have a strong reputation for delivering outstanding care and outcomes for students with SEN alongside an enviable output to top university courses from our high-performing A level students. Our A level results place us in the top 25% 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. With the support of Professor Barry Hymer our development of a culture of 'growth mindsets' in school began over six years ago and has been taken up by many schools since. 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 remain a Local Authority Maintained School rather than an academy but the governing body keeps the options for the school under review and we carefully consider our status and wider relationships within the schools system. We are proud of the relationships that we have fostered, including within Teaching School Alliances and taking the lead role within the White Rose Alliance for School Direct. Our closest professional development partners include Tadcaster Grammar School, Thirsk School and Sherburn High School. Our White Rose Alliance partners include the Grammar School at Leeds, Leeds University, Stokesley School, Allerton Grange School and Thirsk School. We do not believe that there is a single successful model of school partnership working and we believe that independence and

interdependence provides the most powerful partnership and collaboration between schools which retain their own character and identity.

Thank you for considering King James's School.

Carl Sugden
Headteacher



KING JAMES'S SCHOOL
KNARESBOROUGH

Pastoral Support Officer

January 2017 start, term-time only (+2 weeks), 37 hours per week
NYB07 - £9.62-£10.60 per hour

We are seeking applications for a proactive, confident and personable Pastoral Support Officer who is committed to the wellbeing of pupils and has strong communicational skills. You will be joining a highly supportive team.

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 Pastoral Support Officers play an integral role within our successful student support team. The post holder's main areas of responsibility would be the care, guidance and pastoral support of students, alongside ensuring excellent levels of behaviour and attendance.

The Pastoral Support Officers are also the first point of contact for students, parents, staff and external agencies in relation to the students in their care. King James's School has a designated Pastoral Support Officer for each year group, including our extensive Sixth Form.

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. Enhanced DBS disclosure is required for this post. Full post details and an application form are available via our website.

Completed applications must be submitted via email to recruitment@king-james.n-yorks.sch.uk and received by **10am, Wednesday 30th November 2016**. Please note that CVs will not be accepted.



Information on the Pastoral Team

Visitors to the school, including inspectors, often comment on students' good behaviour in lessons and their co-operative, civilised and responsible manner. The last Ofsted inspection awarded the school a rare Grade 1 (outstanding) for behaviour. The school expects good discipline and high standards of behaviour at all times.

Our policy is to promote an ethos where all students, parents and staff treat each other with respect. We insist on polite and civilised relationships. Our aims are incompatible with bullying: all forms of bullying are unacceptable, whether physical, verbal, emotional or cyber-based.

At King James's, we believe that the way students behave is influenced more by the school's atmosphere and expectations than through rigid rules and severe sanctions. Our aim is to foster a tolerant, friendly and purposeful atmosphere. Adults reinforce the aims and values of the school in their relationships with students and other adults, as well as in their expectations of the behaviour of students.

Where needed, we have a highly qualified team of nurses and pastoral support workers who are able to offer emotional support alongside day-to-day welfare support. Students also have access to a local authority nurse who can offer more bespoke counselling. Referral to this service can be made through respective Pastoral Officers.

How to Apply

Please complete the King James's School 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.

Your completed application form must be submitted via email to recruitment@king-james.n-yorks.sch.uk and be received by **10am** on **Wednesday 30th November 2016**.

Interviews will be held on: **Monday 5th December 2016**

Thank you for your interest in this post. If you have not heard from us by the end of December 2016 please assume your application has been unsuccessful and, in that event, may we wish you well in your search for a suitable position.



JOB DESCRIPTION

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

PASTORAL OFFICER

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.

Line Manager:	Pastoral Manager
Responsible to:	<ul style="list-style-type: none"> • Deputy Head – Pastoral • Pastoral Manager

Salary NYCC Band:	NYB07
Full Time/Part Time:	Full Time
Hours:	37 Hours
Full Year/Term Time Only:	Term Time Only (+2 weeks)

Professional Responsibilities**ALL ASSOCIATE STAFF**

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

PASTORAL OFFICER

Line Manager:	Pastoral Manager
Responsible to:	Pastoral Manager and Assistant Headteacher- Pastoral
Salary NYCC Grade:	Band 7
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 due to outside influences, requiring 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"> • Monitor students' behavior, attendance and punctuality analysing the data, recognizing trends and working with pupils, parents/carers and colleagues to identify, implement interventions to bring about improvement • Accountable for dealing with all correspondence and queries in relation to student welfare and behaviour • Responsible for pupil attendance checks when required including Periods 1 and 4, contacting parents/carers and thus ensuring safeguarding responsibilities are met • Develop and implement appropriate intervention strategies such as behaviour management, attitude to learning and attendance improvement • 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 • Take a lead in the advice and guidance for the transition processes for students e.g when choosing options, moving Key Stage, schools/further education establishments or moving into employment • Represent the school in the admissions admissions process by showing potential parents around the school, contacting current school and work with the Learning Managers 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 • Attend 'hotspot' lessons and be 'on call' to deal with issues and remove challenging pupils from class • Supervise students sent out from lessons or in referral • Organise work missed for students excluded or removed from lessons for non-compliance of school rules and support the reintegration of those who have been absent • Organise the collection of statements from pupils following an incident • Carry out home visits to identify any potential risks to pupils and make referrals when appropriate • Supervise pupils during break, lunch and after school duties and during detentions • Support Learning Managers with tutor teams and events, assemblies, information and Parents' evenings, prizegiving, trips and extra-curricular activities • Participate in the recruitment, induction, appraisal, training and mentoring of other staff • Supervise pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations • To be responsible to the Pastoral Manager for regular guidance and direction yet work independently when required • Work within the North Yorkshire County Council's Conditions of Service
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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 fortnightly Vulnerable Learners' meetings to provide updates and share concerns • Lead on communicating with all staff raising awareness of issues with particular students and advising staff on proposed support plans and interventions • Develop and use effective communication systems appropriate to the audience • Provide updates, reminders and messages to pupils, tutors and teachers using Fronter 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 e.g. CAF forms and collaborative referrals • 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
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"> <i>To undertake whatever duties might be reasonably requested by the Head or Line Manager</i> <i>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.</i>
Customer Service	<ul style="list-style-type: none"> <i>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.</i> 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.

	Incumbent	Line Manager
Signature:		
Date:		



KING JAMES'S SCHOOL
KNARESBOROUGH

PERSON SPECIFICATION

ED10434

PASTORAL OFFICER

Essential upon appointment

Desirable on appointment (if not attained, development may be provided for successful candidate)

Knowledge

- 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

- 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

Experience

- Experience of working with children

- 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

Occupational Skills/Personal Qualities

- 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

- Creativity and problem solving skills

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Occupational Skills/Personal Qualities (continued)</p> <ul style="list-style-type: none"> • Flexibility • Good organisational skills • Ability to prioritise, use initiative and manage own workload • Ability to work successfully in a team context • Ability to exercise discretion, judgement and confidentiality • Demonstrable ICT skills and the ability to develop ICT skills in a reasonable timeframe 	
<p>Qualifications</p> <ul style="list-style-type: none"> • Level 2 numeracy and literacy qualifications or equivalent • Level 3 qualification or equivalent or demonstrable experience and willingness to work towards in a reasonable timeframe 	<ul style="list-style-type: none"> • First Aid trained • Relevant level 4 qualification or Foundation Degree
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's aims, policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintain discipline 	