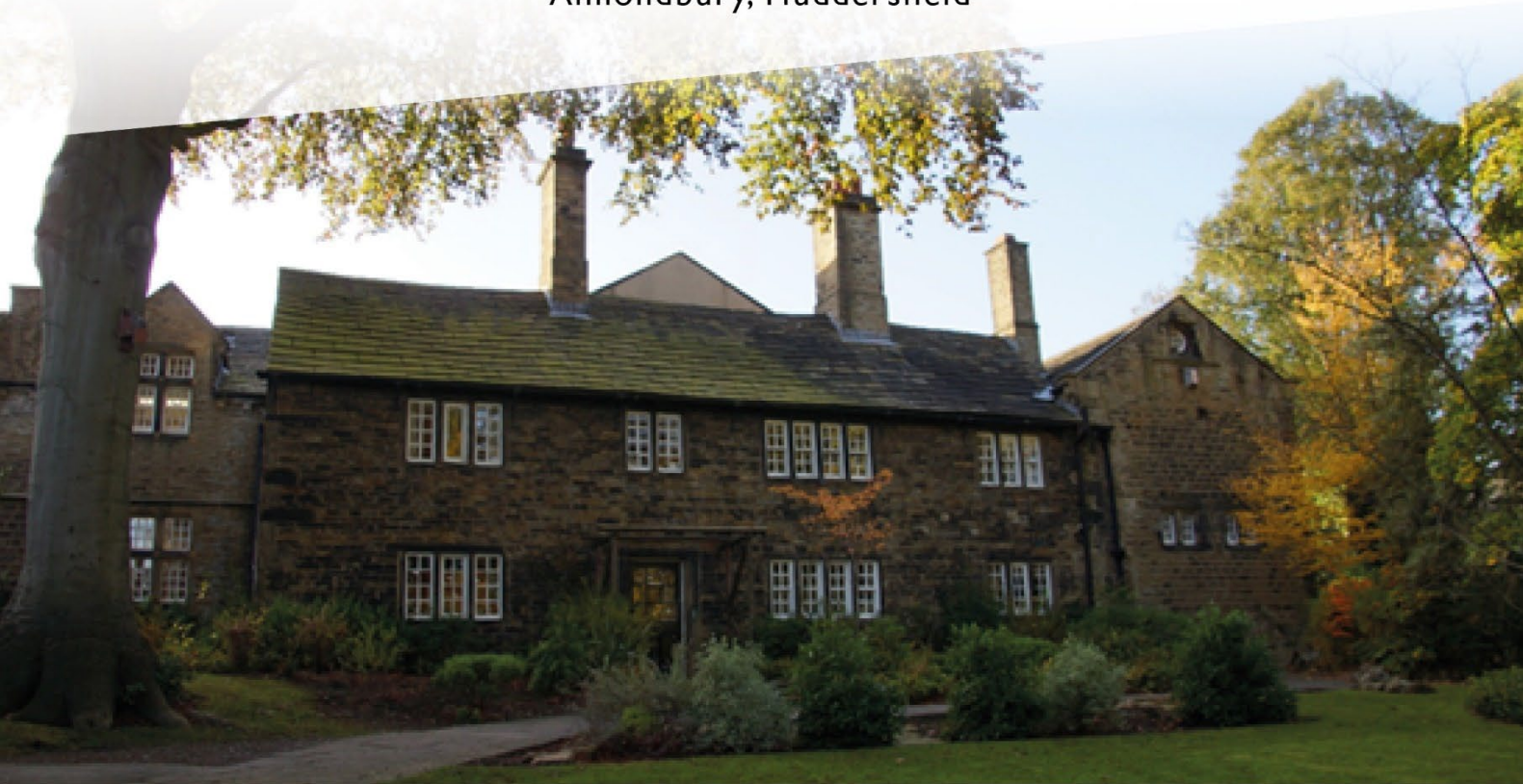


# King James's School

Almondbury, Huddersfield



**Vice Principal**

## **Applicant Information Pack**

St Helen's Gate  
Almondbury, Huddersfield, HD4 6SG  
01484 412990

# Welcome to King James's School

Thank you for taking an interest in joining our school. King James's School is an extremely popular & 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 lead our team. Please note the deadline an application is 09:00 on Monday 27 April 2026. If you have any queries please contact my PA, Tracey Brook, via email [staff.tbroom@kingjames.school](mailto:staff.tbroom@kingjames.school).

## Comment from the Principal

Thank you for taking an interest in our amazing school. It has been my greatest pleasure to have been part of our incredible journey over recent years. Having joined the school as an Assistant Headteacher in 2004, I became Vice Principal in 2010 and then became the 28<sup>th</sup> Principal in 2015. I am therefore leaving King James's after having spent 22 years in senior management, 11 of those as headteacher.

During this time, our school has undergone substantial transformation; we have had a significant period of success and remain a highly successful and popular school, with enviable traditions dating back more than 400 years.

It is therefore fair to say that King James's is a unique school, and this is a unique opportunity.



# Comment from the Principal Designate

I arrived at King James's School in 2023 as the Vice Principal in charge of Quality of Education, having completed many years in school leadership in London the move to Yorkshire was for family reasons.









I am honoured and excited to be taking over as Principal in September and I can honestly say King James's is a special school and this is an exciting time to join us.

Special because we are a community, we are ambitious for the best outcomes but we are also invested in people and in the values of a holistic experience for our students. Exciting because after a very successful Ofsted visit in 2025, the school is very well placed to build on and push forward from very strong foundations.

The leadership team at King James's is very settled, but there is currently opportunity to strengthen and expand our team as well as reshape due to a retirement, we are excited by that opportunity.

This post is an ideal springboard for someone looking to make their mark in a supportive and collaborative school that is ambitious to progress.

## Meet the Senior Team

<p><b>Ian Rimmer – Principal</b></p> 		
<p><b>Rebecca Walton – Vice Principal - Pastoral and Safeguarding</b></p> 	<p><b>Ben Streets – Vice Principal - Quality of Education</b></p> 	
<p><b>Stephen McNamara – Senior Assistant Principal - Achievement</b></p> 	<p><b>Kirsty Roden – Director of Finance and Operations</b></p> 	<p><b>Abbi Terry – Assistant Principal - Personal Development</b></p> 

# Our Ethos and Values—The King James's Way

<p><b>At King James's School we value:</b></p> <ul style="list-style-type: none"> <li><b>K</b>indness and Compassion</li> <li><b>I</b>nclusion and Tolerance</li> <li><b>N</b>urture and Innovation</li> <li><b>G</b>reatness and Aspiration</li> </ul>	<p><b>and we make a commitment to be a community which promotes:</b></p> <ul style="list-style-type: none"> <li><b>J</b>oining together and helping each other</li> <li><b>A</b>cademic challenge and opportunities</li> <li><b>M</b>utual respect and shared responsibility</li> <li><b>E</b>ngaging and enriching curriculum</li> <li><b>S</b>afe and secure learning environment</li> <li><b>S</b>trong belief in the wellbeing of everyone in school</li> </ul>
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## KING JAMES'S SCHOOL VALUES

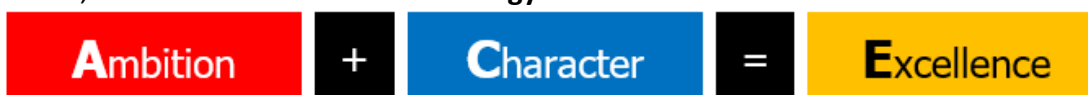


A SCHOOL FOR OUR COMMUNITY



# 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:**

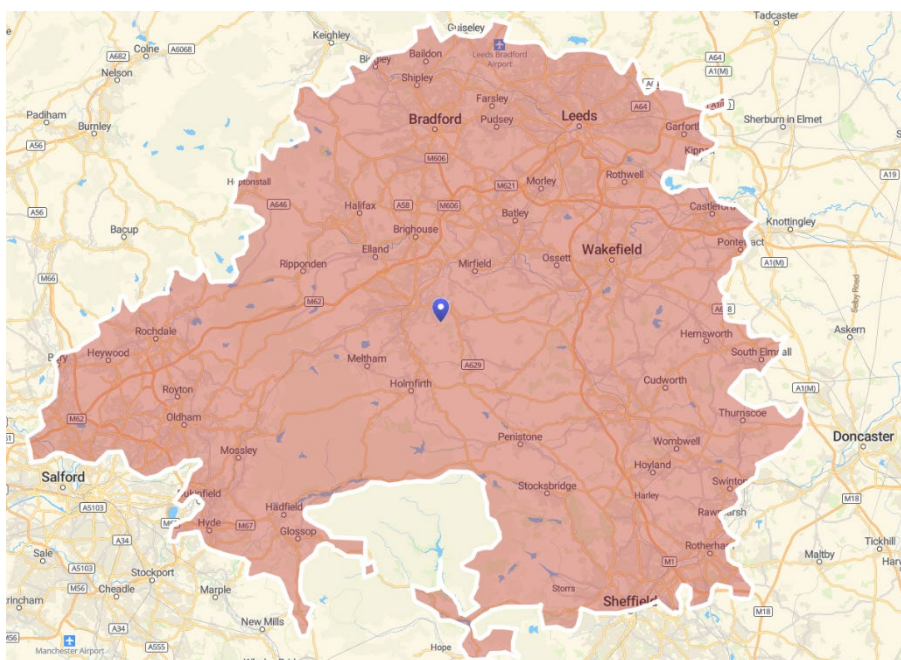
1. Create an environment in which all students are encouraged to **'think big'**, establishing a schoolwide sense of **'why not me'**
2. Expose students to **new experiences** in a variety of contexts
3. Provide students with opportunities which will enable them to become **future leaders**
4. Encourage 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.

# 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	1065
Number of Staff	113
Percentage of students eligible for Pupil Premium	30%
Percentage of students who are children looked after	1%
Percentage of students who require SEND Support	15%
Percentage of students who have an EHCP	2%
Percentage of students with English as an Additional Language	7%
Last Ofsted report	February 2025 'Good'



*Floreat Schola – May the School Flourish*

# 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

- 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*

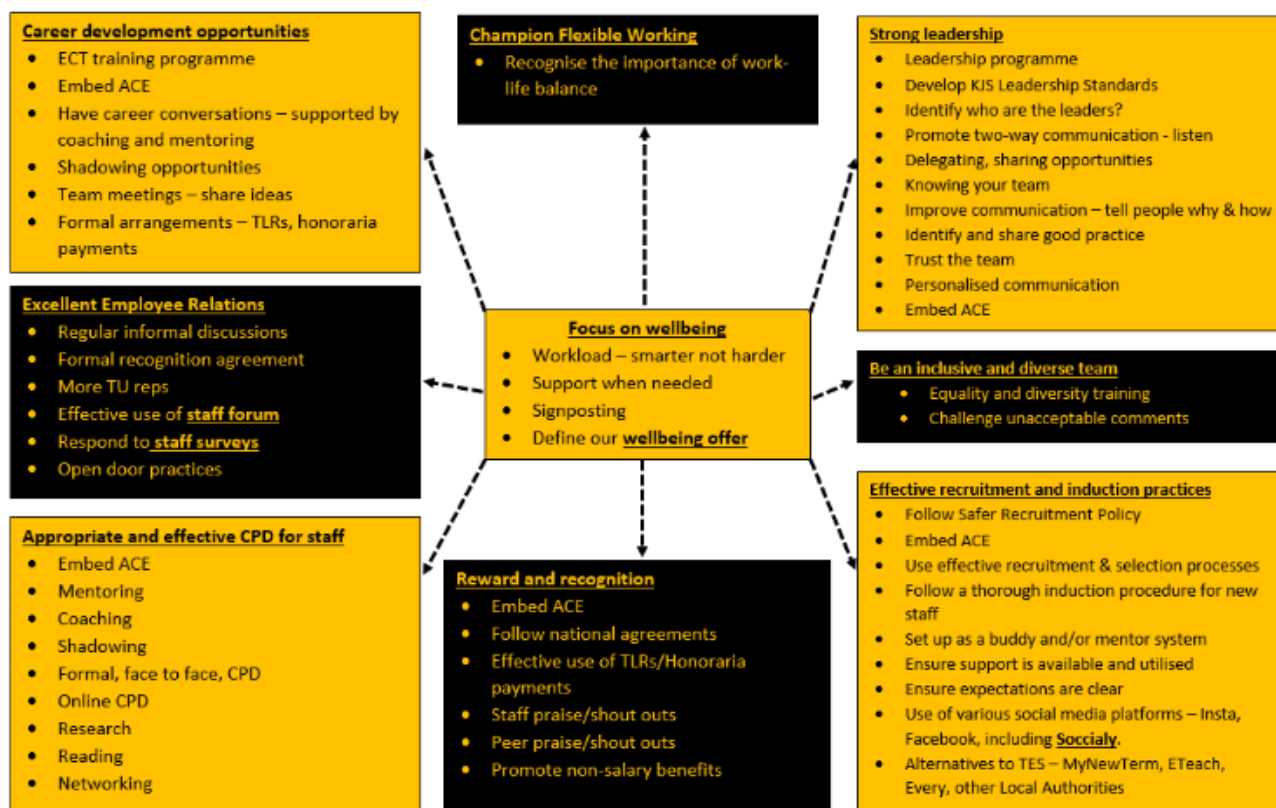
*CPD is available on a wide range of topics to undertake as and when needed*

*A lovely environment to work in*

# 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 113 members of staff. We also regularly have student teachers in school, training with our partner organisations such as C&K SCITT and Manchester Nexus SCITT; all of these people play an important role in our success.



We are split into 8 faculties; Business and Computing, Design and Technology, 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, Art, Design Technology (including Food and Textile Technology), French, Spanish, 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 9 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.

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, Graphics)
- Business Studies
- Computer Science
- Food Nutrition
- Geography
- History
- *Health and Social Care*
- *Creative iMedia*
- Modern Foreign Languages (French, Spanish)
- Music
- PE
- *Performing Arts (Drama)*
- Science (Triple)
- Statistics

In addition to the above examination courses, all students follow non-examinable courses in Physical Education, Personal and Social Education, Careers and Religious Education.

As a school we offer a wide variety of extra-curricular activities and some of these are designed to support our students in their studies.

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

Student support begins with the form tutors who provide the all-important daily contact with the students. They monitor attendance, punctuality and behaviour and generally ensure students are happy and progressing. They are the first point of contact for parents.



# Job Advert

## The role

We are looking to appoint a School Lead for two key areas of the school development plan, which will be chosen in consultation with the Principal from the list below:

- Curriculum and Teaching
- Inclusion
- Achievement

We are committed to appointing the best leader and any combination of the above can work within our strong, effective and growing senior leadership team. This post will involve leading a team of staff and significant whole school responsibilities, it will ideally suit someone looking to progress to a headship in the next few years.

## Us

At King James's School, we are ambitious for the very best outcomes for every one of our students, and we believe that education is more than just examinations and lessons. Our school focuses on providing a holistic experience that inspires curiosity, builds confidence and character in our young people and prepares them for their future by giving them strong foundations and happy memories.

We are a community-focused school built on respect, inclusion and the belief in valuing and developing people. We had a highly successful Ofsted in 2025 that highlighted we are a very good school that should now strive to be a great school, that is our ambition in all senses. This is an opportunity to be a key part of our special school and our journey.

## You

We are more interested in your leadership qualities and your professional character than in specific experiences or knowledge. You need to be a leader who understands how to set a strategic vision, how to inspire others at all levels to develop and implement that vision, how to see change and development through to completion and impact. You will be able to demonstrate a track record of impact in your leadership journey to this point. This post will suit someone who is professionally ambitious and aspiring to headship in the next few years and looking to use this

position as a stepping stone towards that aim. You will be a team player, who believes in leadership setting the example, you will be professionally reflective, collaborative and enjoy challenge. A hands-on leader who is solution focused and wants to be involved in the life of our community is important; a good sense of humour is also something we value. Finally, someone who believes in the potential of people, whether staff or student and wants to be a key part of shaping that culture in our school community.

## Safeguarding

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.

## Visits

We would welcome you to visit our school. Hosted visits will take place on Tuesday 21 April at 9:00 and Thursday 23 April at 14:00.

## Applications

Completed applications must be submitted by **9:00 on Monday 27 April 2026**. Interviews are expected to take place the following week.

If you have any questions about the role, or if you would like to attend one of the hosted Visit sessions, please contact Tracey Brook, PA to the Principal, on 01484 412990 or email her ([staff.tbroom@kingjames.school](mailto:staff.tbroom@kingjames.school)).

# Job Description

## Purpose of Post

- Undertake the professional responsibilities for teachers and deputy heads as outlined in the School Teachers' Pay and Conditions Document
- Work as part of the Senior Leadership Group to lead, contribute to, drive and evaluate school improvement
- Establish a strong vision/Intent and secure strong Implementation and evidence of sustained Impact in leadership areas of responsibility.
- Develop and effectively hold to account all staff in line management chain to ensure best practice and delivery in line with school aims and objectives.
- Deputise for the Principal, as needed

## Key Areas

1. Leadership and Management
2. Staffing
3. Students
4. Teaching and Learning
5. Administration
6. The Site and Premises
7. Governing Body, Parents and Community
8. Communication
9. Marketing/Liaison
10. Management of Resources and Budget
11. Pastoral System
12. Teaching
13. Additional Duties
14. Safeguarding
15. General

## Duties and responsibilities

### **Leadership and Management**

- Be a visible, approachable and consistent presence in school to support and inspire staff and students
- Promote collaborative working, both internally and externally, to ensure the highest possible outcomes for students
- Lead an effective team to ensure the highest possible outcomes for students
- Support team members to manage their workload
- Line Manage faculty area(s) providing support, challenge and guidance as needed
- Provide clear vision and leadership that supports the well-being of staff and students
- Provide regular strategic and operational updates to relevant stakeholders including the Principal, governors, staff, students, parents/carers and outside agencies
- Promote and embed the ethos and values of the school
- Attend and contribute to Senior Leadership Group meetings
- Take Joint Chair of the School Middle Leadership Group and provide agenda/minutes ensuring that the group is reflective and impactful in securing whole school aims/objectives.
- Play an active role in the school's self-evaluation process, taking responsibility for any relevant actions

- Attend SLG meetings, regularly lead and contribute to the agenda. Respect, fully, the confidentiality of these meetings.

### **Staffing**

- Foster good working relationships with staff including offering leadership, guidance and support especially in relation to teaching and learning
- Participate in the recruitment and development of staff
- Playing a key part in grievance, discipline and complaint investigations for all areas of school
- Ensure staff follow all relevant policies and always maintain the highest possible professional standards
- Model the highest possible professional standards to all staff and positively challenge behaviour that undermine school culture and/or values
- Set the highest possible standards of classroom practice and management as an exemplar to other colleagues
- Ensure all classroom practice reflects whole school Quality of Education Framework.
- Actively promote the spiritual, moral, cultural, social, intellectual, and physical development of students.

### **The Site and Premises**

- Be aware of, and assist, in implementing the Health and Safety policy of the school, and to advise the Principal of any known concerns regarding security
- Take necessary and appropriate action in relation to Health and Safety in the absence of the Principal
- Play a key role in ensuring classrooms and corridors are tidy and school displays reflect school values and are attractive.

### **The Governing Body, Parents and the Community**

- Attend, and contribute to, Governor Meetings and committee meetings as required
- Represent the school on behalf of the Principal
- Ensure promotion of positive, effective relationships between the school and parents/carers, Governors and the local community
- Continue to develop and maintain links with the LA, the pyramid, feeder schools and other outside agencies

### **Communication**

- To establish and publish agendas for meetings, chairing such meetings and ensuring that proper minutes are kept and published
- To communicate/consult with the parents/carers
- To liaise with partner schools, higher education, Industry, Examination Boards and other relevant external bodies

### **Marketing and Liaison**

- To contribute to the effective promotion of the school at Parents Evenings/Open Evenings/Pathway Evenings and other events
- To actively promote the development of effective links with external agencies
- To provide material to the Parental Bulletin on a fortnightly basis.
- To ensure relevant sections of the school website that reflect responsibilities are kept current and up to date.

### **Management of Resources and Budget**

- Responsible for the budget relating to leadership areas and keep appropriate records. Ensure spending has a solid rationale and is impactful, ensures progress towards school aims/objectives.
- Support the Business Manager by second approving operational financial transactions on a weekly basis

### **Pastoral System**

- To play your part in safeguarding and protecting the welfare of children
- To play your part in ensuring the Behaviour Management system is implemented across the school so that effective learning can take place
- To monitor and support the overall progress and development of students across the school
- To be part of the rota for supervision of students at social times in addition to covering SLG detention on a rota and the lunchtime detentions on an alternative week basis.

### **Teaching**

- To carry out the duties of a class teacher ensuring practice always reflects the school's quality of education framework.
- To teach an appropriate number of lessons in accordance with the duties of Vice Principal

### **Additional Duties**

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

### **Safeguarding**

- Ensure that the school safeguarding and child protection procedures are followed
- Deal with safeguarding concerns from staff accordingly
- As part of your wider duties and responsibilities you are required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

### **General**

- Support the school's distinctive ethos and values, and actively promoting our policies and 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 for:** A team comprising of Senior and Middle Leaders

**Responsible to:** Principal

# Person Specification

Requirement	Essential	Desirable
<b>Qualifications</b>		
An honours degree	✓	
Qualified Teacher Status	✓	
Any National Professional Qualification		✓
Post graduate study		✓
<b>Experience</b>		
Proven record of outstanding practice as a classroom teacher in a secondary setting	✓	
Successful recent record of supporting students to secure the highest possible outcomes	✓	
Evidence of supporting disadvantaged students and those with a variety of additional needs, including SEND, to secure the highest possible outcomes	✓	
Evidence of significant impact as a Senior Leader in secondary setting	✓	
Proven success in leading change (developing, implementing and evaluating strategies) with an impact on school performance	✓	
Inspirational leadership and management of a team	✓	
Clear evidence of providing impactful support & challenge to colleagues	✓	
Responsible budget management, balancing whole school priorities	✓	
Strong relationships with key stakeholders including staff, students, governors, parents/carers and/or external agencies	✓	
Work in a challenging setting		✓
Work in a high performing school		✓
<b>Skills and knowledge</b>		
Excellent subject, curriculum, pedagogical and assessment knowledge	✓	
Excellent classroom practitioner	✓	
Excellent behaviour management, inside and outside the classroom	✓	
Good level of understanding in all areas of HMI framework	✓	
Extensive understanding of two specific areas of HMI framework	✓	
Accurate analysis, interpretation and understanding of data, including an ability to cascade this as needed	✓	
Understanding of, and commitment to, safeguarding	✓	
Excellent communication skills, including ability to communicate difficult information to all stakeholders	✓	
Ability to devise and implement creative solutions to complex problems		✓
<b>Personal attributes</b>		
Motivated, enthusiastic and inspirational	✓	
Well-organised, excellent time management and impactful	✓	
Resilient, working well under pressure and managing a complex workload, and flexible	✓	
Clarity of vision and able to share that vision to engage others	✓	
Diligent with a strong attention to detail	✓	
Able to make difficult decisions and responsive to change	✓	
Reliable, honest and trustworthy	✓	
Approachable and able to get on with others	✓	
Able to give, and respond to, feedback from stakeholders	✓	
Committed to the full life of the school	✓	
Strong commitment to own continued professional development and self-evaluation	✓	