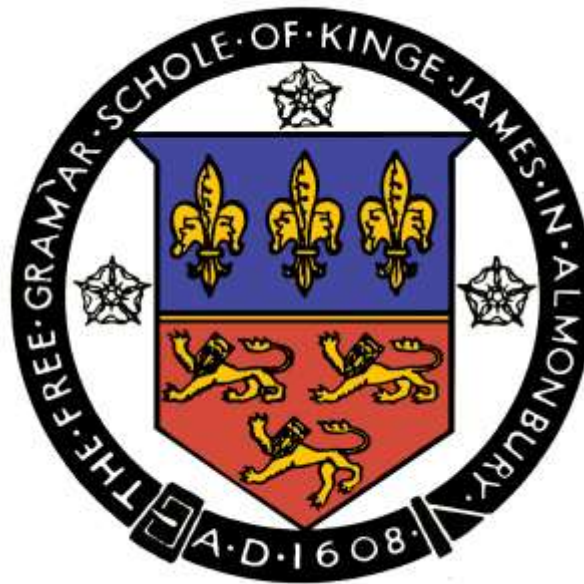# KING JAMES'S SCHOOL

A SPECIALIST SCIENCE COLLEGE

INFORMATION ABOUT THE SCHOOL

General Introduction

King James's School is a successful and oversubscribed 11-16 comprehensive school (NOR 900), serving a suburban area and a scatter of villages to the east and south of Huddersfield. It is situated approximately 2 miles from the centre of Huddersfield in a semi-rural position overlooking the Farnley Valley. The School was designated a Specialist Science College in 2004 and became an Academy in 2012. King James's, whose origins go back to the thirteenth century, has occupied its present site since 1547.

'The school prepares students exceptionally well for life and work after school, and the school's success and expertise in this area are nationally recognised' - **Ofsted 2015**

King James's is a truly comprehensive school. The annual intake of 180 students, for which we are regularly over-subscribed, has a very broad socio-economic mix and our ethnic mix closely resembles that of the wider British society. The intake comes predominantly from the catchment area of Lepton, Kirkheaton and Grange Moor, but we also receive a significant number from outside the area, particularly from Dalton and Almondbury.

We provide a stimulating learning environment that encourages all of our students to achieve to the best of their ability. We have excellent facilities including extensive grounds, six computer suites, an Independent Learning Centre and other specialist teaching rooms. The School provides a broad and balanced curriculum that allows all students to reach the highest standards of education underpinned by dedicated Pastoral care to support the learning and emotional needs of our students.

The curriculum is organised through ten Curriculum Teams: English, Mathematics, Science, Languages, Design, Humanities, RE/PSHCE, ICT, Physical Education and Performing Arts. At KS4 all students follow GCSE courses in English Language, English Literature, Science, Mathematics and Statistics. In addition they choose four further subjects from a range of GCSE and BTEC courses, currently as follows: History, Geography, Spanish, Latin, Classical Civilisation, Music, Drama, Art, Textiles, Food, Graphics, Resistant Materials, Physical Education, Sports Studies, ICT, Leisure & Tourism and extra Science. Vocational Courses are also available. Students can also take a full GCSE course in Religious Studies.

In recent years teachers at King James's School have been involved in numerous research teaching projects with a wide variety of different organisations. All of these initiatives have led to the School being at the forefront of development in Teaching and Learning. These have included the National Centre for the Excellence of Teaching in Mathematics, Astra-Zeneca Science Trust, David Jesson, National College of School Leadership, STEM, WISE, Network of Excellence for the Teaching of Computer Science and our Local Authority.

'The curriculum is broad and delivered skilfully.
It supports effectively students' very good progress and high attainment' - **Ofsted 2015**

Our GCSE results are consistently high. In 2013 we received two awards – one for being in the top 20% nationally for 'GCSE average point scores' and one for being in the top 20% nationally for 'Key Stage 4 Value Added scores'. In 2014 we achieved yet another award, this time for being in the top 20% nationally for outstanding student attainment. The 2015 cohort posted another set of record-breaking results for the school including the 5 A*-C including English and Mathematics figure, which at 81% 5+ A*-C with English and Mathematics was the highest in Kirklees.

'The school's work to keep students safe is outstanding. Teachers ensure students know how to stay safe in all contexts, including online' - **Ofsted 2015**

'Leaders and managers have a relentless focus on improving the school and on ensuring the very best outcomes for every student. They have successfully ensured that students' results have remained very high over time' - **Ofsted 2015**

Vision

- A happy and successful learning environment for all

Aims and Values

- To foster a climate of trust, mutual respect, aspiration and endeavour to secure outstanding outcomes for achievement for all

- To provide all students with the care and support needed to further develop their abilities and ensure that they are well equipped to play a full and active role in society

- To ensure that the personal development and well-being of all our students and staff is promoted and safeguarded so that they enjoy learning and teaching, develop healthy lifestyles and make a positive contribution to the school and the wider community

- To work in partnership with parents and our community to enable all our students to maximise their potential

- To value all individuals, celebrating our culturally diverse school community, promoting an enriched, relevant and challenging curriculum that will enable students to work beyond their expectations, both inside and outside the classroom

- To provide a safe, comfortable and stimulating environment where everyone's opinions, beliefs and contributions are included and valued and their well-being is paramount

- To provide effective leadership and consistent management and to reflect, improve and embrace contributions from all in the community in order to lead the school in its drive towards EXCELLENCE

GCSE Results

The results for the last five years are as follows:-

	2012	2013	2014	2015
5A*-C (E & M)	70%	72%	71%	81%
English A*-C	79%	74%	75%	85%
Maths A*-C	80%	85%	82%	89%
English 3+LP	82%	72%	75%	75%
Maths 3+LP	75%	76%	77%	90%
VA score	1022	1011.8	1012.8	1021.7
Progress 8 score				0.39

Departmental results in 2015 were:-

Subject	A*	A	B	C	D	E	F	G	U	Entries	% A*/A	% A*-C
Art	0	4	5	10	3	3	1	1	0	27	14.8	70.3
Biology	19	31	17	11	1	0	0	0	0	79	63.3	98.7
BTEC Science	0	0	4	16	0	0	0	0	0	20	0.0	100.0
BTEC Sport	1	2	2	4	0	0	6	0	0	15	20.0	60.0
Cam Nat ICT (Core)	0	0	15	46	36	8	0	4	1	110	0.0	55.4
Cam Nat ICT (Option)	0	1	12	15	9	1	0	1	0	39	2.6	71.9
Chemistry	14	28	24	12	1	0	0	0	0	79	53.1	98.7
Classics	2	8	3	4	5	5	1	0	0	28	35.7	60.7
Computer Science	0	1	0	3	2	1	0	0	1	8	12.5	50.0
Drama	0	0	8	3	5	0	0	0	0	16	0.0	68.8
English Language	6	28	38	51	9	0	0	0	0	132	25.7	93.1
English	0	0	1	15	15	6	1	1	0	39	0.0	41.1
English Literature	5	31	46	34	13	3	0	0	0	132	27.3	87.9
Food	0	2	9	5	5	4	2	0	0	27	7.4	59.2
French	4	8	9	25	10	2	0	0	0	58	20.7	79.3
GCSE ICT	2	6	9	4	0	0	0	0	0	21	38.1	100.0
Geography	3	9	11	17	12	6	8	4	0	70	17.2	57.2
German	1	0	0	0	0	0	0	0	0	1	100.0	100.0
Graphics	2	6	11	6	1	3	2	1	0	32	25.1	78.3
History	17	23	27	23	19	11	4	1	0	125	32.0	72.0
Latin	6	6	4	2	0	0	0	0	0	18	66.6	99.9
Leisure & Tourism	0	2	2	11	8	1	0	1	0	25	8.0	60.0
Mathematics	13	32	43	64	10	3	3	2	1	171	26.3	88.8
Music	0	4	0	3	0	0	0	0	0	7	57.1	100.0
PE	1	3	10	9	7	0	1	0	0	31	12.9	74.2
Physics	18	30	22	9	0	0	0	0	0	79	60.8	100.0
Religious Studies	6	22	36	37	7	2	0	0	0	110	25.5	91.8
Resistant Materials	1	1	5	3	6	2	0	0	0	18	11.2	55.7
Science Additional	0	3	11	41	15	2	0	0	0	72	4.2	76.4
Science Core	0	1	8	41	21	1	0	0	0	72	1.4	69.4
Sociology	0	0	2	6	4	0	0	0	0	12	0.0	66.7
Spanish	3	5	8	5	2	0	0	0	0	23	34.7	91.2
Statistics	9	35	18	91	11	4	0	2	1	171	25.8	89.5
Textiles	0	1	2	3	3	1	1	1	0	12	8.3	50.0
Totals	133	333	422	648	240	69	31	19	0	1899		

In addition students passed a number of other examinations including ASDAN and BTEC Work-skills

The Curriculum

Years 7, 8 and 9 (Key Stage 3)

Students are split into two equal ability bands of approximately 90 students. Each band has four sets for English, Maths, Science and Languages. All students take courses in English, Mathematics, Science, Design Technology, Art, Languages, History, Geography, Religious Education, PSHCE, Music, Drama, Physical Education and ICT. In Year 7, most classes are taught in mixed-ability groups, but Mathematics, English and Science are taught in sets. In Year 8 and 9, Mathematics, Science, English, Languages and Humanities are taught in sets. Students in the top two sets in each band for Languages continue with French, but also begin the study of Spanish. At the end of Year 8 students then opt to study either French or Spanish. There is also an opportunity for students to study Latin after school.

KS3 CURRICULUM	LESSONS PER WEEK		
SUBJECT	YEAR 7	YEAR 8	YEAR 9
English	4	4	4
Mathematics	4	4	5
Science	4	4	4
MFL	3	3	3
Geography	2	2	2
History	2	2	2
Design	2	2	2
Art	1	1	1
RE/PSHCE	2	2	2
ICT	1.5	1.5	1
Music	1	1	1
Drama	1	1	1
PE	2.5	2.5	2
	30	**30**	**30**

Years 10 and 11 (Key Stage 4)

Students follow GCSE courses in English Language and Literature, Mathematics and Statistics, Science and ICT. All of these subjects, with the exception of ICT, are taught in sets. Able students in Science also have the opportunity to take option Science, allowing them to gain individual GCSEs in Physics, Chemistry and Biology.

KS4 CURRICULUM	LESSONS PER WEEK	
SUBJECT	YEAR 10	YEAR 11
English/English Literature	5	5
Mathematics	4	4
Science – 2 GCSEs	5	5
Physical Education	1	1
Information Technology	1	1
RE/PSHCE	2	2
Options (Students choose 4))	3	3
	30	**30**

The Options that we are offering our current Year 9 students to study from September 2016 are:

Art	Geography	Music
Classical Civilisation	Graphics	Resistant Materials
Computer Science	History	Separate Sciences
Drama	ICT (GCSE & OCR Cam. Nationals)	Spanish
Food Studies	Latin	PE and Sports Science
French	Leisure & Tourism	Textiles

Some students will also have the opportunity to study vocational subjects.

KING JAMES'S SCHOOL – HUMANITIES / INTEGRATED STUDIES

Staffing

Currently the Humanities team has a full complement of six highly committed, well-qualified teachers. Though tending to specialise at Key Stage 4, some of the team members contribute to the delivery of both History and Geography at Key Stage 3. The current members of the team are:

Ian Williamson	Head of Humanities and History
Kim McGill	Head of Geography
Lorraine Buckley	Geography
Sean Kelly	Assistant Principal and Teacher of History
Lucy Jackson	History
Paul Stephenson	Geography

Our Integrated Studies team has two highly committed, well-qualified specialist teachers, ably supported by several of the Humanities team who deliver both RE and PSHCE. The current team comprises:

Abbigail Terry	Head of Integrated Studies
Elizabeth Atkinson	Head of PSHCE

Accommodation

The Humanities team teach in a variety of classrooms around the school. They have exclusive use of four rooms, each with a Promethean Interactive Whiteboard. The Integrated Studies teachers also have their own rooms, each with a Promethean Interactive Whiteboard.

Each department has a small office space.

Resources

The Humanities department has a wide variety of resources, the vast majority of them new. They include:-
- Textbooks
- Interactive Whiteboard material
- DVD / video clip resource bank
- Maps for Geography
- Flexi-cams and flip-cams

The Integrated Studies department has a wide variety of resources, the vast majority of them created in house to support the range of units studied. They include:-
- Textbooks
- Interactive Whiteboard
- DVD / video clip resource bank
- Artefacts

Examination Results

The Humanities GCSE results for the last four years are:-

History

Year	Entries	A* - C	A* - A	A* - G
2015	125	72%	32%	100%
2014	125	66%	23%	100%
2013	117	68%	24%	100%
2012	88	80%	27%	100%

Geography

Year	Entries	A* - C	A* - A	A* - G
2015	68	56%	19%	100%
2014	58	57%	21%	100%
2013	58	48%	16%	100%
2012	74	54%	15%	100%

Both Geography and History are popular subjects at GCSE. Many students take both subjects.
Currently the number of students taking History and Geography are:-

	YEAR 10	**YEAR 11**
History	120	114
Geography	91	53

All students follow the GCSE Religious Studies course, with many taking the exam.

The Religious Studies GCSE results for the last four years are:-

Year	Entries	A* - C	A* - A	A* - G
2015	125	72%	32%	100%
2014	125	66%	23%	100%
2013	117	68%	24%	100%
2012	88	80%	27%	100%

Time Allocation

The school operates a 30-period weekly timetable.
At Key Stage 3 all students have two lessons of History and two lessons of Geography, with one lesson each of Religious Studies and PSHCE.
At Key Stage 4 each Humanities option is three lessons per week, with again one lesson each of Religious Studies and PSHCE.

GCSE curriculum

The GCSE History course currently follows the OCR History A (Schools History Project) – Medicine / Germany but from September 2016 we are moving to AQA studying units on Medicine Through Time, Germany 1890 – 1945, The Normans and Conflict and Tension 1990 - 2009

The GCSE Geography course currently follows the AQA syllabus. From September 2016 they will continue with AQA but with the updated syllabus.

The GCSE RE course currently follows the AQA syllabus focusing on Morality and Philosophy but will move to the new AQA GCSE specification studying Islam, Christianity, Relationships and Families, Peace and Conflict, Crime and Punishment and Human Rights and Social Justice.

Extra Curricular / Extension Activities

The departments run a wide variety of extra-curricular/extension activities. Each year group is involved.
- Revision classes
- Catch-up sessions
- Booster GCSE
- Fieldwork – Year 7 to York
  Year 10 to Malham and Castleton
  Year 10 to Helmsley Castle

April 2016

Job Description
TEACHER OF HUMANITIES / INTEGRATED STUDIES

Purpose:	- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students. - To monitor and support the overall progress and development of students as a teacher/ Form Tutor. - To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. - To contribute to raising standards of student attainment. - To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Reporting to:	Head of Department
MAIN (CORE) DUTIES	
Teaching:	- To teach students according to their educational needs, including the setting and marking of work. - To assess, record and report on the attendance, progress, development and attainment of students. - To undertake assessment of students as requested by external examination bodies, departmental and school procedures. - To mark, grade and give written/verbal and diagnostic feedback. - To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. - To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. - To ensure a high quality learning experience for students which meets internal and external quality standards. - To prepare and update subject materials. - To use a variety of delivery methods which will stimulate learning. - To maintain stimulating displays in teaching rooms that motivate, inform and celebrate the achievements of students. - To participate in activities that will enhance educational provision eg booster classes, trips/visits, competitions etc. - To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
Strategic Planning	- To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies. - To contribute to, and implement, the department's improvement plan. - To plan and prepare courses and lessons. - To contribute to whole school planning activities.
Curriculum Provision:	To assist the Head of Department and SLG, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Staffing Staff Development: Recruitment/ Deployment of Staff	- To take part in the school's staff development programme by participating in further training and professional development. - To engage actively in the Performance Management process. - To ensure the effective/efficient deployment of classroom support.

Quality Assurance:	• To implement and adhere to school quality assurance procedures. • To contribute to the monitoring and evaluation of the department in line with agreed school procedures. • To review methods of teaching and programmes of work. • To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
Management Information:	• To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. • To complete relevant documentation to assist the tracking of students' progress and use the information to inform teaching and learning.
Communications:	• To communicate with parents and where appropriate, with persons or bodies outside the school.
Marketing and Liaison:	• To take part in Open Evenings, Parents Evenings, and liaison events with partner schools. • To contribute to the development of effective subject links with external agencies.
Management of Resources:	• To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure an effective usage of resources to benefit the school, department and the students.
Pastoral System:	• To be a Form Tutor to an assigned group of students. • To promote the general progress and well-being of individual students and of the Tutor Group as a whole. • To liaise with a Pastoral Leader to ensure the successful implementation of the school's Pastoral System. • To register students, accompany them to assemblies and encourage their participation in all aspects of school life. • To evaluate and monitor the progress of students and keep up-to-date student records. • To contribute to the preparation of Action Plans and other reports. • To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To 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. • To contribute to the development of SMSC and support school values • To apply the Behaviour management systems so that effective learning can take place.

Other Specific Duties:
- To play a full part in the life of the school community.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA'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.
  Please click here to read our safeguarding policy.
  Alternatively go to:
  https://jobs.kirklees.gov.uk/GenText.aspx?page=page1

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
This job description is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes which are commensurate with the job title.

April 2016

PERSON SPECIFICATION

JOB TITLE: TEACHER OF HUMANITIES / INTEGRATED STUDIES

ATTRIBUTES	SPECIFICATION	HOW IDENTIFIED
RELEVANT EXPERIENCE	• Experience of teaching History/RE/PSHCE/Classical Civilisation/Latin in a Secondary school (either during initial teaching training or thereafter)	Application/Interview
EDUCATION & TRAINING	• A degree or equivalent in a relevant subject • Qualified Teacher Status	Application/Interview Application
SPECIAL KNOWLEDGE & SKILLS	• To have a knowledge of National Curriculum and GCSE requirements in English • To have the ability to motivate pupils • A knowledge of different approaches to teaching • A knowledge of how children learn • Ability to monitor the progress of students • Good interpersonal skills • Good communication skills • Generic ICT skills	Application/Interview References Application Application Application/Interview References/Application References/Application References/Application
ADDITIONAL FACTORS	• A commitment to the principles of comprehensive education • A commitment to equal opportunities • A commitment to the role of a form tutor • Ability to work as part of a team (effectively) • A commitment to contribute to the extra-curricular life of the school • A commitment to further professional development • A commitment to promoting and safeguarding the welfare of students • Willingness to undertake an enhanced Disclosure and Barring Service check. **Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.**	Application/Interview Application/Interview Interview Application/Interview Application/Interview Application/Interview Application/Interview Application/Interview