



# King James's School



## Head of Faculty - English Applicant Information Pack

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Principal – Ian Rimmer

*Floreat Schola – May the School Flourish*



# Welcome to King James's School

Thank you for taking an interest in joining our school. King James's School is an extremely popular and successful 11-16 mixed comprehensive, serving south-eastern Huddersfield and surrounding villages.

The essence of our school is built around three Hs:

- our distinguished **History**;
- our **Holistic provision**, which develops students both academically and pastorally;
- our **High expectations** and **aspirations**.

Our ethos, summarised in the King James's Way, demands the best from everyone through key values:

- **K**indness and compassion
- **I**nclusion and tolerance
- **N**urture and innovation
- **G**reatness and aspiration

We pride ourselves on being a superb staff team who are highly professional. We all have a passion for learning and are committed to inspire and support all our students to be successful and to develop into confident young adults ready for life after King James's School.

We are committed to safeguarding our students and this is evident in our recruitment processes. We ask all applicants to provide us with two references, which will be obtained prior to any interview. In addition to this, we will also carry out online searches for all shortlisted candidates as part of our due diligence. Any successful candidate will be required to undertake an enhanced Disclosure and Barring Service (DBS) check.

If you would like to express an interest in joining our team, please visit [King James's School - Vacancies](#).

I really hope that once you have read through this information pack that you apply to join our team. Please note the deadline an application is **9:00 on Monday 18<sup>th</sup> March 2024**. Interviews are expected to take place later that week.

If you have any queries, or would like further details about the role, please contact my PA, Tracey Brook, via email [staff.tbroom@kingjames.school](mailto:staff.tbroom@kingjames.school).

Ian Rimmer  
Principal



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# Meet the Senior Team

**Ian Rimmer** – Principal

**Rebecca Walton** – Vice Principal - Inclusion and Safeguarding



**Ben Streets** – Vice Principal - Quality of Education (*Curriculum Implementation: T&L Lead*)



**Stephen McNamara** – Senior Assistant Principal (*Curriculum Impact: Data and Exams Lead*)



**Palwinder Kang** – Assistant Principal (*Curriculum Intent: Curriculum Lead*)



**Abbi Terry** – Assistant Principal (*Personal Development Wellbeing and Careers Lead*)



**Alison Hardwick** – School Business Manager



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

**At King James's School we value:**

- K**indness and Compassion
- I**nclusion and Tolerance
- N**urture and Innovation
- G**reatness and Aspiration

**and we make a commitment to be a community which promotes:**

- J**oining together and helping each other
- A**cademic challenge and opportunities
- M**utual respect and shared responsibility
- E**ngaging and enriching curriculum
- S**afe and secure learning environment
- S**trong belief in the wellbeing of everyone in school

At King James's School we <u>value</u> :	Links to the school emblem:
<b>K</b> indness and Compassion	Gold – generosity and respect
<b>I</b> nclusion and Tolerance	Gold – understanding and respect
<b>N</b> urture and Innovation	Blue – strength and loyalty
<b>G</b> reatness and Aspiration	Red – strength and eagerness to serve
and we make a <u>commitment</u> to be a community which promotes:	
<b>J</b> oining together and helping each other	Belt - loyalty
<b>A</b> cademic challenge and opportunities	Fleur de Lis – enlightenment and learning
<b>M</b> utual respect and shared responsibility	Lions – nobility
<b>E</b> ngaging and enriching curriculum	Fleur de Lis – enlightenment and learning
<b>S</b> afe and secure learning environment	Gold - elevation of the mind
<b>S</b> trong belief in the well-being of everyone in school	Gold - understanding



# 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

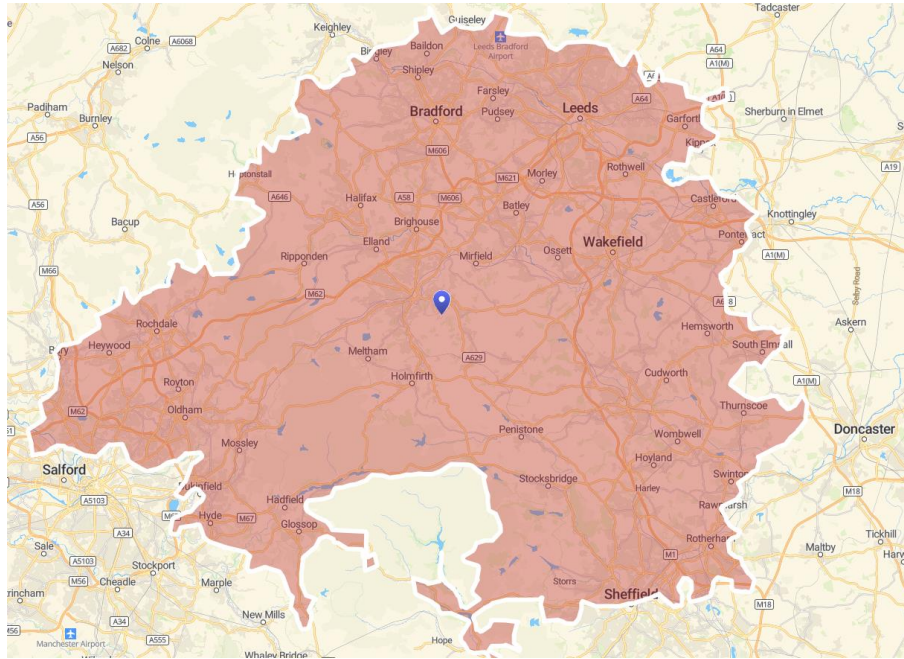
*Character* – establish clear standards/routines/behaviour norms expected of all (staff and students) around school during lessons/social times:

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	1057
Number of Staff	117
Percentage of students eligible for Pupil Premium	20%
Percentage of students who are children looked after	0.2%
Percentage of students who require SEND Support	10%
Percentage of students who have an EHCP	1%
Percentage of students from Ethnic Minorities groups	17%
Last Ofsted report	November 2019 'Good'



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# Why Chose King James's School?



## What do our staff say about working at KJS?

"Staff are valued"

"I've always enjoyed working at KJS"

"Colleagues and line managers care about each other"

"The staff are amazing"

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# What can I expect working at King James's School?

## 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 meets or exceeds national standards.
- Auto-enrolment into a generous pension scheme – helping you plan for the future

## Flexible working

- Term-time only, part-time and other flexible working patterns are available for a significant proportion of roles.

## PPA

- A minimum of 12½ % PPA for teaching staff - giving you more time for planning and marking

## Refreshments

- Free tea, coffee and milk in both staffrooms
- Complementary refreshments for those attending evening events
- Breaktime refreshments on INSET days
- Access to a canteen

## Wellbeing

- Up to 3 days paid compassionate leave

## Health

- Onsite counselling service – free and confidential
- Free flu vaccines – helping you to try and stay well
- Free eye tests and contribution to your glasses (if this is appropriate)

## Finance

- Access to discount sites through vivup – making your money go further

## Parking

- Free onsite parking, with some car charging ports



# What We Expect from You

We really believe this is a great place to work, which is made possible by the amazing group of colleagues we have. To help us continue to be a great place we expect that all staff will:

- become fully involved in our school community
- communicate professionally at all times
- act as role models for our students and for each other
- get involved in enrichment activities
- promote our ethos and values
- promote and follow our policies, procedures and professional protocols
- promote team work and respect for others
- have a passion that motivates our students and encourages them to develop and succeed

## Our Team

Our staff really make our school a special place to work and learn. We value the contribution of each and every individual in school who help us to provide our students with a safe and stimulating learning environment.

We currently have approximately 115 members of staff. We also regularly have student teachers in school, all of these people play an important role in our success.

We are split into 7 faculties; Art, Design and Business, English, Humanities, Maths, Modern Foreign Languages, Performance and Science. We work hard to share best practice within our teams and to provide opportunities for staff to grow and develop whatever their role or career aspirations.



# Our Curriculum and Pastoral System

We have a three-year KS3 which provides a broad and balanced curriculum for all our students. All students take courses in English, Mathematics, Science, Design Technology (including Food and Textile Technology), Art, French, History, Geography, Religious Education, Music, Drama, Physical Education, Integrated Studies (personal, social and citizenship education) and Computing.

Students at KS4 will typically be entered for up to 10 GCSEs depending on their 'pathway'.

All students follow GCSE courses in English Language, English Literature, Mathematics, Statistics, and Science. The Science course is worth 2 GCSEs. These subjects are taught in sets.

Students who have demonstrated flair and aptitude in Science also have the opportunity to take Science as an option, allowing them to gain individual GCSE qualifications in Physics, Chemistry and Biology.

Students choose further subjects from a range of other GCSE or vocational courses. Some students may require a more personalised learning and may follow fewer subjects dependant on their personalised needs. The full set of courses currently offered this academic year at KS4 are:

- Art
- Business
- Classics
- Computer Science
- Design Technology
- Enterprise and marketing
- Food Nutrition
- Geography
- Graphics
- History
- Health and Social Care
- iMedia
- Modern Foreign Languages
- Music
- PE
- Performing Arts
- Photography
- Science
- Sociology
- Textiles

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.



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# ADVERT

MPS 1—UPS 3 plus TLR 1c £11,410

We are seeking to appoint a motivated and inspirational practitioner to lead our English Faculty. The ideal candidate will be an experienced leader, with a proven record of delivering positive outcomes for students.

You should be able to inspire and enthuse staff and students through strong and dynamic leadership and excellent teaching. This is an excellent opportunity to join a successful, progressive and happy school.

King James's School is justifiably proud to be one of the highest attaining 11-16 comprehensive school in Kirklees and is regularly, heavily, oversubscribed. The school serves a suburban area and several villages to the south and east of Huddersfield. We became an Academy in September 2012. The school was awarded 'Good' in its November 2019 inspection and consistently achieves excellent grades at GCSE.

Our ACE strategy sets out our commitment to provide a high-quality experience and opportunities for all. Through this strategy, 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?". Also, in setting clear standards we aim to make explicit "how we do things around here" in order to raise standards in a fair and supportive way.

At King James's School we are proud of our inclusive and supportive working environment. As an organisation which values and nurtures talent, we are committed to helping you fulfil your potential. With a comprehensive training and development programme, tailored to your needs and the requirements of the school, we will enable you to flourish in your role and perform to the very best of your abilities.

We are committed to safeguarding and promoting the welfare and safety of children and young people and expect all staff to share this commitment. All shortlisted candidates will undergo an online search and all staff are subject to an enhanced DBS check.

This post involves direct contact with children and is considered to be a regulated activity. This role is exempt from the Rehabilitation of Offenders Act 1974, so most criminal convictions must be disclosed to us.

If you have any questions, or would like further details about the role, please call Tracey Brook, PA to the Principal, or email her ([staff.tbroom@kingjames.school](mailto:staff.tbroom@kingjames.school)).

Completed application should be submitted by **9:00 on Monday 18<sup>th</sup> March 2024**. Interviews are expected to take place later that week.

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# Information About the Department

## Staffing

The English team is a forward-thinking collaborative department which always finds itself at the forefront of school developments in terms of innovations in teaching and learning. The team currently comprises ten highly committed, well qualified teachers. The members of staff are:

- Andrew Dodsley – Acting Head of Faculty
- Catherine Gardner – Second in Faculty - KS3 Co-ordinator
- Daniel Burnside – Acting Second in Faculty – KS4 Co-ordinator
- Matthew Stephenson – Acting Second in Faculty – KS4 Co-ordinator
- Stephen McNamara – Senior Assistant Principal
- Zoë Sunderland – Strategic CPD Lead
- Abigail Jackson
- Mel Pearman
- Sarah Sykes
- Hannah Winterburn

## Accommodation and Resources

There are seven dedicated, well-resourced English teaching rooms. Five are on one corridor and the other two are on the floor above. All English teaching rooms are furnished with Interactive Whiteboards which are fully utilised in delivering the excellent resources prepared in-house to ensure that the demands of the curriculum are met to a high standard in every aspect.

During the last year the department has benefited from a range of new resources. These include a new online homework resource and class sets of novels. The department is fully equipped with ActivStudio interactive whiteboards, and flexicams, and digital cameras. All Schemes of Work are fully interactive, embracing the wealth of technology in the school.

The ethos of the English department is very much one centred on high expectations and mutual support. The department has operated a system of regular voluntary team meetings which have proved successful and popular because they contribute to the smooth running of the department and result in high quality outcomes which makes the day-to-day work of individual teachers easier. These outcomes include shared resourcing to which all team members contribute.

In addition, the King James's English department operates a very successful and popular Twitter feed, You Tube channel and Google website which gives regular guidance to students to support them in their work.



### Key Stage 3

In Years 7-9, students are taught for seven periods over a two-week period. Schemes of Work are designed to ensure that students have access to as wide a range of texts as possible in each year; each block of work focusing on a different text type. The programme of study for each year group is carefully designed to ensure that all Assessment Focuses are effectively delivered. A comprehensive common assessment programme has been incorporated into the structure to ensure that students' progress is accurately measured and appropriate action is taken where there is underperformance identified through in-house moderation procedures. In each year students complete a variety of Reading, Writing and Speaking and Listening activities, which build towards the teacher's assessment of their performance at the end of the year.

### Key Stage 4

In Year 10 and 11, students are taught for nine periods over a two-week period. All students follow the AQA GCSE syllabus in both English Language and English Literature. Currently we have an X band and a Y band split with Y band students studying the Literature element of the course in Year 10 and sitting their Literature exams that summer.

Recent KS4 results are:

		Language	Literature
2015	A* - C	85%	89%
2016	A* - C	75%	71%
2017	9 - 4	78%	71%
2018	9 - 4	67%	71%
2019	9 - 4	71%	72%
2020	9 - 4	86.11%	78.77%
2021	9 - 4	78.89%	80.61%
2022	9 - 4	82.09%	77.16%
2023	9 - 4	72.92%	72.49%

Please note that, with the exception of Literature in 2014 and 2015, the percentages are for the entire year group. (The 2014 Language results include GCSE English Language and English).

### Extra-Curricular Activities

The team aims to complement the students' curriculum experience by offering opportunities to take part in extra-curricular activities. These include a debating club, theatre visits, visits to the school by outside groups and workshops. We have also run successful KS3 residential trips to London which have incorporated a theatre experience in the West End and a visit to the Harry Potter Studios Tour. A similar 'Woman in Black' theatre experience has also been run successfully for KS4 students.



### **Intervention**

The department also undertakes an intensive support programme for children who arrive behind expected national levels in Year 7 and for those are falling behind target.



# Job Description

## **PURPOSE OF THE POST**

- Monitor and support student progress in order to raise standards of attainment and achievement
- Accountable for student progress and development within the faculty
- Develop and enhance the teaching practice of others
- Ensure that the English curriculum is broad, balanced, relevant and differentiated in accordance with the aims of the school and the curricular policies determined by the Governing Body and Principal of the school
- Be accountable for leading, managing and developing the faculty
- Effectively manage and deploy teaching/associate staff, financial and physical resources within the faculty

## **KEY AREAS**

1. Operational and Strategic Planning
2. Curriculum Provision
3. Curriculum Development
4. Staffing
5. Continued Professional Development
6. Quality Assurance
7. Management Information
8. Communication
9. Marketing/Liaison
10. Management of Resources
11. Pastoral System
12. Teaching
13. Additional Duties
14. Safeguarding
15. General

## **DUTIES AND RESPONSIBILITIES**

### **Operational and Strategic Planning**

- Lead the development of resources, schemes of work, assessment and teaching and learning strategies in the faculty
- The day-to-day management of the faculty including the effective deployment of staff and resources
- Actively monitor and follow up student progress
- Implement all school policies and procedures
- Work with colleagues to formulate aims, objectives and strategic plans for the curriculum area which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school
- Ensure that the work in the faculty reflects the school's ethos



### **Curriculum Planning**

- Ensure the curriculum is appropriate, comprehensive, of high quality and complements the School Improvement Plan
- Accountable for the development and delivery of English
- Organise and participate in activities that will enhance the educational and curriculum provision e.g. Booster classes, trips/visits, competitions etc.

### **Curriculum Development**

- Lead curriculum development for the curriculum area
- Keep up to date with national developments and teaching practice and methodology in English
- Actively monitor and respond to curriculum development and initiatives at national, regional and local levels

### **Staffing**

- Ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- Responsible for the efficient and effective deployment of support staff time
- Undertake Performance Management review(s) and to act as reviewer for a group of staff
- Make appropriate arrangements for classes when staff are absent, ensuring that Cover staff are supported and provided with sufficient work at the appropriate level
- Participate in the interview process for teaching posts and to ensure effective induction of new staff in line with school procedures
- Promote teamwork and to motivate staff to ensure effective working relations
- Participate in the school's ITT programme
- Responsible for the day-to-day management of staff within the faculty and act as a positive role model

### **Continued Professional Development**

- Take part in the staff development programme by participating in further training and professional development
- Lead on staff development, where this is appropriate
- Lead the Performance Management process for the faculty

### **Quality Assurance**

- Ensure that the faculty's quality procedures meet the requirements of Self Evaluation and the Strategic Plan
- Set interim and end of Key Stage targets within the faculty and to work towards their achievement
- Establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles
- Monitor and evaluate the curriculum area in line with agreed School procedures



### **Management Information**

- Manage the collection of Data for the faculty
- Analyse and evaluate performance data from individual students and groups of students
- Identify and take appropriate action on issues arising from data and reports; setting deadlines where necessary and reviewing progress on the action taken
- Ensure that students are entered for the appropriate level in external examinations
- Produce reports for students
- Provide the Governing Body with relevant information relating to the performance and development of the faculty

### **Communication**

- Ensure that all members of the faculty are familiar with its aims and objectives
- Establish and publish agendas for team meetings, chairing such meetings and ensuring that proper minutes are kept and published
- Communicate/consult with the parents of students
- Liaise with partner schools, higher education, Industry, Examination Boards and other relevant external bodies
- Represent the views and interests of the faculty

### **Marketing and Liaison**

- Contribute to the collection of material for Newsletters
- Maintain the effective promotion of the faculty at Open Evenings/Pathway Evenings and other events
- Actively promote the development of effective subject links with external agencies

### **Management of Resources**

- Manage the capitation and keep appropriate records
- Work with the SLG to ensure that the faculty's teaching commitments are effectively and efficiently time-tabled and roomed
- Ensure that the faculty area, corridors and rooms all have stimulating displays that motivate, inform and celebrate the achievements of students

### **Pastoral System**

- Responsible for safeguarding and protecting the welfare of children
- Monitor and support the overall progress and development of students within the faculty
- Ensure the behaviour management system is implemented in the department so that effective learning can take place

### **Teaching**

- Teach an appropriate number of lessons in accordance with the duties of a Head of Faculty



### **Additional Duties**

- 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**

- Take an appropriate role in the life of the school supporting its distinctive ethos and values, and actively promoting our policies and practices
- Carry out any reasonable task as requested
- Carry out your duties with due regard to current and future School's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, on-going performance development and through School communications

### **Reports to: Vice Principal – Quality of Education**



# Person Specification

Requirement	Essential	Desirable
<b>Qualifications and Experience</b>		
A degree, or equivalent, in English	✓	
Qualified Teacher Status	✓	
Experience of teaching English in a secondary school	✓	
Experience of being a form tutor		✓
Experience of leading people	✓	
<b>General and specialist knowledge</b>		
Knowledge of the National Curriculum and GCSE requirements in English	✓	
A thorough knowledge of different approaches to teaching	✓	
A thorough knowledge of how children learn	✓	
Ability to monitor the progress of students	✓	
Excellent ICT skills	✓	
Ability to motivate and enthuse students	✓	
Ability to motivate and enthuse colleagues	✓	
<b>Communication skills</b>		
Ability to communicate with a wide variety of stakeholders including staff, students and parents/carers	✓	
Ability to build respectful and appropriate relationships with a variety of stakeholders including staff, students and parents/carers	✓	
<b>Time management</b>		
Ability to work under time pressure; organising and prioritising work accordingly	✓	



Requirement	Essential	Desirable
<b>Personal Attributes</b>		
Excellent classroom practitioner	✓	
Ability to monitor the progress of students	✓	
Ability to work effectively as part of a team as well as independently	✓	
Responsive to change	✓	
Excellent interpersonal skills	✓	
Evidence of continued professional development and self-evaluation	✓	
Excellent people skills in order to lead and manage a team effectively	✓	
<b>Wider school</b>		
Committed to safeguarding the welfare of students	✓	
Committed to equality	✓	
A commitment to promoting and safeguarding the welfare of students	✓	
Willingness to be contribute to the wider life of the school	✓	
Committed to the principles of comprehensive education	✓	
Committed to the role of form tutor	✓	