



KING JAMES'S SCHOOL  
KNARESBOROUGH

# Candidate Information



# Note from the Headteacher

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

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

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 great to work with. 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 SEND alongside an enviable output to top university courses from our high-performing A level students. Our A level results place us in the top 10% of providers nationally consistently, year on year.

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

We believe in close collaborative working with other schools. We are proud of the relationships that we have fostered, including within the Yorkshire Teaching School Alliance 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

# Teacher of Maths

September 2018 start  
NQT, MPS or UPS  
Full time. Permanent

**We are seeking applications for an enthusiastic, imaginative and energetic Teacher of Mathematics to join our highly successful and supportive team. You will be required to teach across KS3, KS4 and KS5.**

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.

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 Maths Department is high performing and teaches through to Key Stage 5. At both GCSE and A-Level we follow AQA specifications. You will be able to teach across the full age-range, including a considerable Sixth Form.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for this post.

An application form is available for download from our school website. Completed applications must be submitted via email to [recruitment@king-james.n-yorks.sch.uk](mailto:recruitment@king-james.n-yorks.sch.uk) and be received by **Monday 5<sup>th</sup> March 2018, 10.00am.**

Please note that CVs will not be accepted.



# Information on the Mathematics Department

The Mathematics Department team is led by a supportive subject leader and has 12 team members.

One of the primary aims of the Mathematics Department is to stimulate interest and enthusiasm for the subject. At all Key Stages, standards of attainment are consistently well in excess of national averages. We endeavour to develop, in all students, confidence and accuracy in handling everyday mathematical ideas and techniques. A variety of teaching and learning methods, incorporating both individual and group activities, develop each student's written, oral and practical skills.

KS3 Mathematics is delivered in line with the new National Curriculum and builds on work undertaken in Years 5 and 6. At Key Stage 4 as well as studying GCSE Mathematics, we also offer the Level 2 Certificate in Further Mathematics and Entry Level Certificates in Mathematics where appropriate. Interest in studying Mathematics at post-16 is very strong. The A Level Mathematics course provides a stimulating and interesting base for further study. In addition we also offer A Level Further Mathematics and also Mathematical Studies, a Level 3 Core Maths qualification to ensure post-16 Mathematics is available to as many students as possible.

Careful monitoring of all students' performance throughout their time at King James's School enables us to set high and clear targets for each student and give them effective feedback to maximise their potential in the subject.

# 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](mailto:recruitment@king-james.n-yorks.sch.uk) and be received by **Monday 5<sup>th</sup> March 2018, 10am.**

Thank you for your interest in this post. If you have not heard from us by the end of March 2018 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

## TEACHER OF MATHS

To be accountable for students' attainment and achievement. To ensure all students make progress by promoting, monitoring and supporting the overall learning and personal development of students. To uphold the aims, policies, procedures and ethos of the school.

<i>Line Manager:</i>	Head of Department
<i>Responsible to:</i>	<ul style="list-style-type: none"> <li>• Performance Manager</li> <li>• Head of Department</li> <li>• Head of Year</li> </ul>

<i>Salary Grade :</i>	Main Pay Scale Upper Pay Scale
<i>Full Time/FTE :</i>	Full time

## Professional Responsibilities

## ALL TEACHING STAFF

1.	Work within the School Teachers Pay and Conditions Document.
2.	Promote the school's stated ethos
3.	Contribute to and implement the annual School Improvement Plan and agreed policies
4.	Teach as directed throughout the school subject to appropriate training
5.	Monitor, expect and improve progress in pupil learning
6.	Participate in the pastoral management of the school as requested
7.	Take part in performance management procedures outlined in an agreed school policy
8.	Take responsibility for their own professional development

## Specific Responsibilities

### ALL TEACHING STAFF

1.	Plan and deliver lessons using a range of strategies to meet pupils' individual learning needs.
2.	Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school
3.	Set and mark homework according to school and department policies
4.	Mark, assess, record and report on pupils' achievements, setting appropriate targets for improvement
5.	Meet deadlines for reporting, marking, submission of assessment data, coursework, marks and forecast grades.
6.	Prepare pupils for examinations, taking part in standardising and moderating activities required by departments and examination boards
7.	Contribute to the development of schemes of work, school and department policies as appropriate
8.	Attend and contribute to appropriate meetings and professional development activities
9.	Contribute to the process of department self-evaluation and improvement planning.
10.	Undertake whatever other duties might reasonably be requested by the Head or Head of Department.

## Specific Responsibilities

### FORM TUTORS

1.	Take responsibility for day to day discipline routines and attendance in the form group
2.	Review and discuss pupils' work and welfare, setting targets as necessary
3.	Promote good behaviour and positive attitudes at all times
4.	Support form, year and school activities as appropriate

# PERSON SPECIFICATION

## TEACHER OF MATHS

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
<b>Qualifications &amp; Training</b> <ul style="list-style-type: none"> <li>Qualified Teacher status</li> <li>Good Honours degree in related subject</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>		2 and 5 2 and 5
<b>Experience</b> <ul style="list-style-type: none"> <li>Teaching experience at key stage 3-4</li> <li>Teaching experience at Key stage 5</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	2, 4 and 5
<b>Skills &amp; Knowledge</b> <ul style="list-style-type: none"> <li>Able to communicate effectively, orally and in writing.</li> <li>Able to demonstrate effective planning and teaching skills</li> <li>Able to present confidently to a large group of students</li> <li>Able to work with others to achieve common goals</li> <li>Able to use / analyse assessment data systems to raise standards</li> <li>Able to provide clear direction and to inspire, motivate and enthuse others</li> <li>Confident in own ability to be effective and to take on challenges</li> <li>Good ICT skills (in Microsoft Word/Excel)</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	2 and 4 2 and 4

<p><b>Skills &amp; Knowledge</b> (continued)</p> <ul style="list-style-type: none"> <li>• Able to form good working relationships with all staff and students</li> <li>• Effective behaviour management</li> <li>• Able to support staff and students in maintaining high standards</li> <li>• Up to date awareness of the National Curriculum and specifically within their individual specialism</li> <li>• Efficient and effective administrative, organisational and personal management skills</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>2 and 4</p>
<p><b>Personal attributes</b></p> <ul style="list-style-type: none"> <li>• Able to motivate others and to adopt a positive approach to education</li> <li>• Energy , enthusiasm and perseverance</li> <li>• Reliability and integrity</li> <li>• Good interpersonal skills</li> <li>• Positive commitment to individual personal development</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>2 and 4</p>
<ul style="list-style-type: none"> <li>• Capacity to work hard, under pressure, to meet deadlines</li> </ul>	<p>✓</p>		<p>2 and 4</p>
<ul style="list-style-type: none"> <li>• Adaptable and amenable with respect to working practices</li> </ul>	<p>✓</p>		<p>2 and 4</p>
<ul style="list-style-type: none"> <li>• Ability to work independently and be a team player</li> </ul>	<p>✓</p>		<p>2 and 4</p>
<p><b>Equal Opportunities</b></p> <ul style="list-style-type: none"> <li>• Understanding of equal opportunities issues and an ability to demonstrate strategies to challenge discrimination and prejudice</li> <li>• A commitment to inclusive education</li> </ul> <p><b>Health &amp; Safety</b></p> <ul style="list-style-type: none"> <li>• An understanding of health &amp; safety issues</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>		<p>4 and 5</p>

**Assessment:**

<b>1. Test prior to shortlisting (i.e. all applicants)</b>	<b>2. From application form</b>
<b>3. Test after shortlisting</b>	<b>4. Probing at interview</b>
<b>5. Documentary Evidence</b>	<b>6. OTHER (please specify)</b>