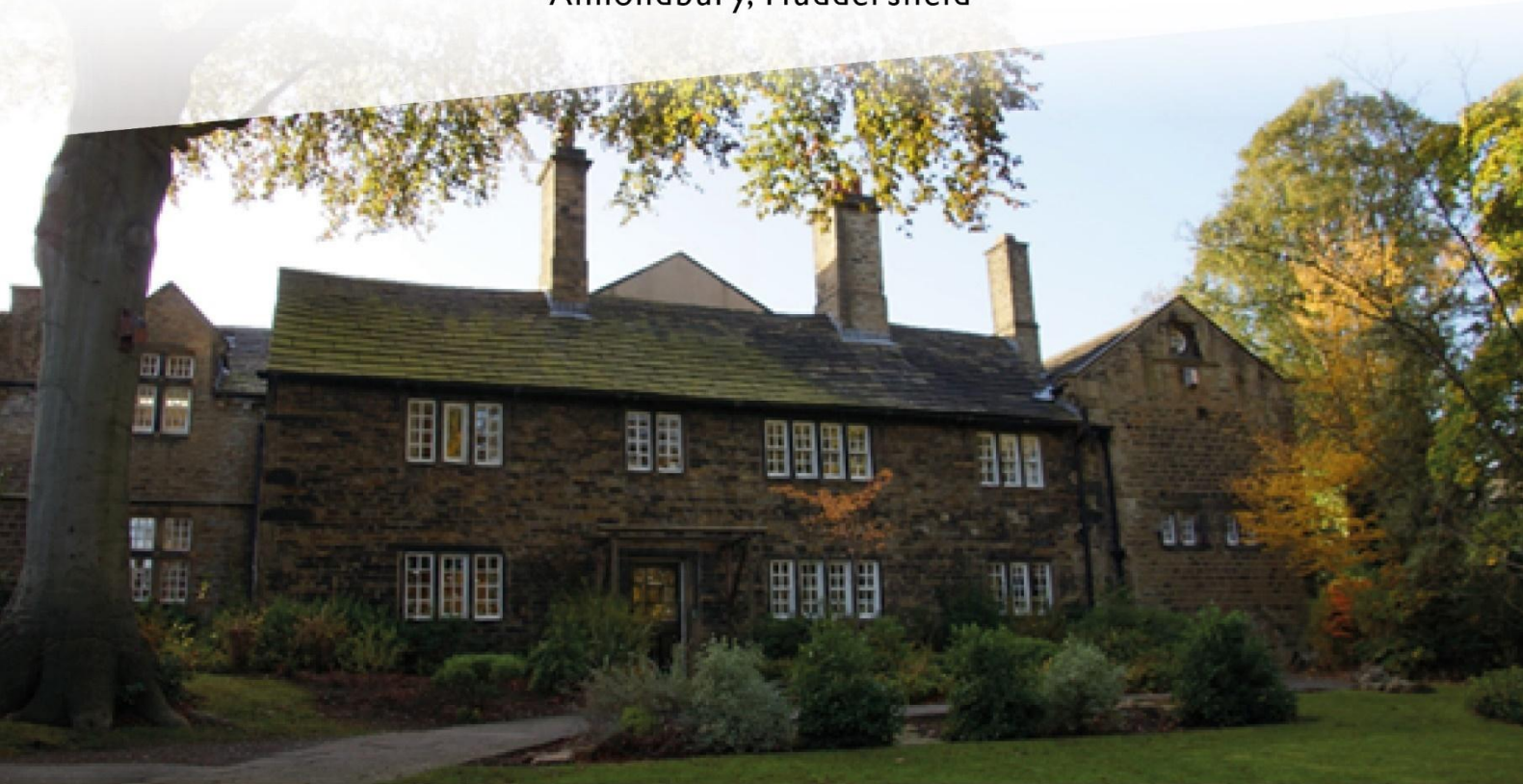


# King James's School

Almondbury, Huddersfield



**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 08:00 on Wednesday 4 March 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 current 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.



# Meet the Senior Team

**Ian Rimmer –**  
Principal



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



**Ben Streets –**  
Vice Principal - Quality of Education



**Stephen McNamara –**  
Senior Assistant Principal - Achievement



**Kirsty Roden –**  
Director of Finance and Operations



**Palwinder Kang –**  
Assistant Principal - Curriculum



**Abbi Terry –**  
Assistant Principal - Personal Development



# 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

## KING JAMES'S SCHOOL VALUES

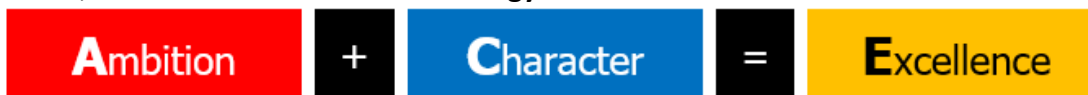


A SCHOOL FOR OUR COMMUNITY



# 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

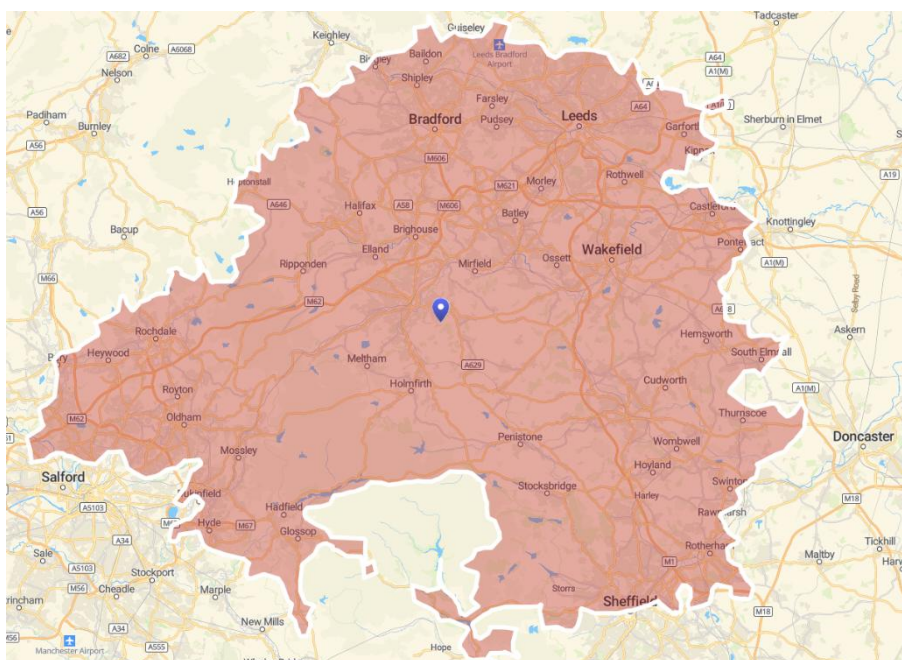
### **Character – establish clear standards/routines/behaviour norms expected of all (staff and students) around school during lessons/social times:**

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*

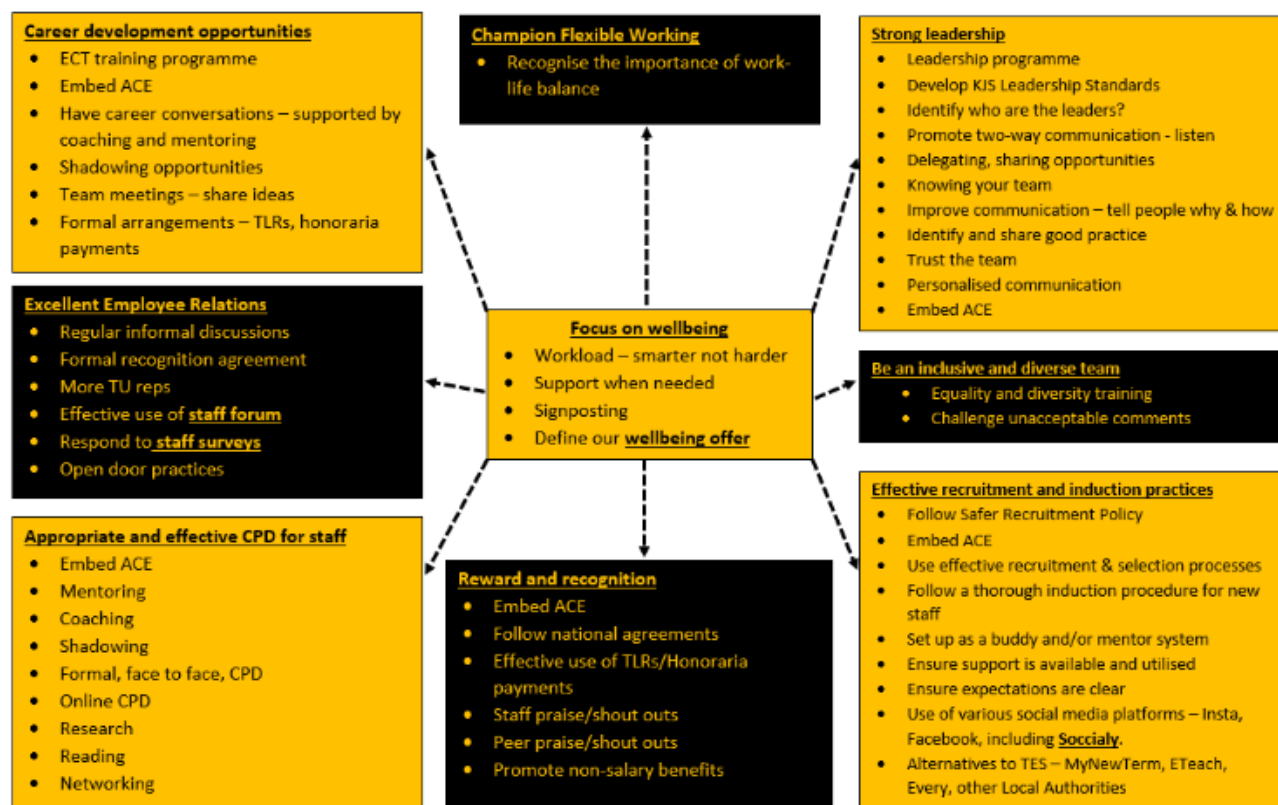
*A lovely environment to work in*



# 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

We are seeking to appoint an innovative and inspirational Principal to be the 29<sup>th</sup> leader of our school. This is a great opportunity for a highly successful senior leader to join an aspirational and successful school.

We are looking for someone who can demonstrate strong achievements at a senior level, who is able to lead our school to further success. The ideal candidate will have a strong understanding of all areas of school leadership including school improvement, finance, health & safety, safeguarding, staffing and teaching & learning.

We are justifiably proud to be one of the highest attaining 11-16 comprehensive schools in Kirklees and are regularly, heavily, oversubscribed. All our key performance measures are higher than the local and national averages. We were awarded 'Good' in all areas by Ofsted in November 2019 and, at our most recent inspection, in February 2025, Ofsted judged that "King James's School has taken effective action to maintain the standards identified at the previous inspection".

We serve a suburban area and several villages to the south and east of Huddersfield. We have been a Single Academy Trust since we converted in 2012, but can trace our origin back to 1608 when we were given the charter by King James I. We have a strong and committed staff who are proud to work here. There are 7 members of our Senior Leadership Group, 56 teachers (52.60.4fte) and 56 associate staff (42.54fte). Our current budget allocation is £7.2m with £336,000 to support Pupil Premium students.

'The King James's Way' sets out the values and commitments which lie at the centre of everything we do.

At King James's School, we are proud of our inclusive and supportive working environment. As an organisation that values and nurtures talent, we are committed to helping everyone reach their full potential. We offer a comprehensive training and development programme, which enables staff to perform to the very best of their 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. 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.

We would welcome you to visit our school. Hosted visits will take place on Tuesday 24 February 2026 at 16:00 and Wednesday 25 February at 9:00.

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**

- The Principal is the strategic and operational leader of the school, working to drive, deliver and evaluate continuous school improvement and excellent student outcomes, as well as ensuring all statutory and safeguarding responsibilities are carried out to the highest level. The post holder is expected to work within the Headteachers' Standards at all times.

## **Key Areas**

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

## **Duties and responsibilities**

### **Strategic Leadership**

- Provide a clear vision for the school that promotes high expectations and continuous improvement
- Develop, promote and embed the ethos and values of the school to secure excellent teaching and improved outcomes for students
- Provide regular strategic updates to relevant stakeholders including governors, staff, students, parents/carers and outside agencies
- Lead the school's self-evaluation process, using it to inform decision making and drive improvement
- Develop, share and deliver the school improvement plan
- Create and implement strategic plans underpinned by sound financial planning
- Use dedicated headship time to support the successful leadership of the school

### **Operational Leadership**

- Be a visible, approachable and consistent presence in school to support and to inspire staff and students
- Model strong leadership, promoting high expectations and wellbeing
- Ensure policies and processes are in place and updated in accordance with statutory guidance, legislation and internal timeframes

- Provide regular operational updates to relevant stakeholders including governors, staff, students, parents/carers and outside agencies

### **Staffing**

- Foster good working relationships with all staff
- Lead recruitment processes for staff, ensuring a high-quality workforce
- 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
- Establish and build relationships with staff representative bodies, ensuring positive two-way communication and collaboration
- Ensure staff are deployed appropriately, having due regard for budget constraints and workload impact
- Ensure the Senior Leadership Group are effective and impactful, including the ability to provide seamless cover for the Principal in the event of absence

### **Students**

- Actively promote the spiritual, moral, cultural, social, intellectual, and physical development of students
- Make decisions on suspensions and exclusions, taking the lead for school representation at meetings
- Ensure student outcomes are high, and improving, through monitoring and evaluation

### **Teaching and Learning**

- Ensure the development, implementation and monitoring of a broad, balanced, and ambitious curriculum that meets the needs of all students, within the financial constraints of the school
- Ensure high quality teaching and learning is evident across school through staff development, rigorous monitoring and evaluation
- Promote a culture of high standards, strong behaviour for learning and positive attitudes across the school
- Ensure effective assessment systems are in place and used to raise attainment and close achievement gaps

### **Administration**

- Co-ordinate and lead Senior Leadership Group meetings, ensuring these are impactful
- Co-ordinate and lead staff briefings
- Lead staff INSET on key areas
- Manage a varied and complex workload

### **The Site and Premises**

- Ensure the Health and Safety policy is implemented and any necessary actions in this area are completed in a timely manner
- Take necessary and appropriate action in relation to Health and Safety

- Ensure the school estate and facilities are secure, well maintained and provide a safe learning environment
- Ensure processes are in place for the security of the school site, buildings and assets

#### **Members, Governing Body and accountability**

- Understand and welcome the role of strong governance, including appropriate challenge in pursuit of achieving sustained school improvement
- Attend, and contribute to Members, Governing Body and Committee meetings
- Provide Members and Governors with relevant and timely reports and information
- Provide information, advice and support to Members and Governors to carry out their statutory responsibilities
- Ensure that all relevant statutory guidance is followed and work is within all regulatory frameworks

#### **Parents/Carers and the Community**

- Represent the school within the community
- Ensure promotion of positive 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
- Ensure parents/carers are kept informed about key areas of school including the curriculum, the progress of their child/children and other important issues in school

#### **Communication**

- Ensure that communication within school is effective, while being mindful of workload impact
- Establish and publish agendas for meetings, chairing such meetings and ensuring that proper minutes are kept and published, where necessary
- Communicate/consult with the parents/carers, staff representative bodies and other external agencies
- Liaise with partner schools, higher education, industry, examination boards and other relevant external bodies

#### **Marketing and Liaison**

- Actively promote the school's achievements, and those of students, to enhance its reputation, ensuring all key stakeholders are aware
- Actively promote the school at events
- Develop strong links with external agencies

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

- Responsible for the whole school budget
- Ensure the school budget is controlled, in line with the Academy Trust Handbook, to ensure long term sustainability
- Oversee staffing structures, timetabling and operational systems

#### **Pastoral System**

- Play a key role in safeguarding and protecting the welfare of all students



- Play a key part in ensuring the Behaviour Management system is implemented across the school so that effective learning can take place
- Monitor and support the overall progress and development of students across the school
- Be part of the rota for supervision of students at social times in addition to covering SLG detention on a rota as required

#### **Continued Professional Development (CPD)**

- Participate in regular CPD to contribute to professional growth
- Lead on staff development, where this is appropriate
- enable all staff to develop expertise in their respective roles through high quality CPD and appraisal processes
- Lead the appraisal process for direct reports and actively participate in own appraisal process
- Ensure processes are in place to support new members of staff, including Early Career Teachers

#### **Additional Duties**

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

#### **Safeguarding**

- Act as a Deputy Designated Safeguarding Lead and deal with safeguarding concerns from staff accordingly
- Ensure that the school safeguarding and child protection procedures are followed
- Promote a safe, inclusive, and supportive environment in which all young people thrive
- Ensure behaviour policies, attendance strategies, and pastoral systems to support student wellbeing and readiness to learn
- 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 to: Chair of Governors**

# Person Specification

Requirement	Essential	Desirable
<b>Qualifications</b>		
An honours degree	✓	
Qualified Teacher Status	✓	
National Professional Qualification for Headship		✓
National Professional Qualification for Senior Leadership		✓
Post graduate study		✓
<b>Experience</b>		
Substantial and successful experience as a classroom teacher in a secondary setting	✓	
Proven recent success in developing, implementing and evaluating strategies with an impact on whole school	✓	
Evidence of significant impact as a Senior Leader, at least at Deputy Head level, in secondary setting	✓	
Evidence of success in leading change through developing, implementing and evaluating strategies to support whole school improvement	✓	
Inspirational leadership and management of a team	✓	
Evidence of providing impactful support & challenge to staff	✓	
Responsible budget management, balancing whole school priorities	✓	
Experience of building strong relationships with key stakeholders including staff, students, governors, parents/carers and/or external agencies	✓	
A good understanding of the range of indicators and measurable outcomes for monitoring whole school progress to improve outcomes for all students	✓	
Success in developing, implementing and evaluating school policies	✓	
Experience of presenting clearly to governors and being accepting of their challenge	✓	
Experience of using a range of data to hold others to account and drive school improvement	✓	
Experience of working in more than one school at a senior level		✓
Experience of working collaboratively with other schools, agencies and the wider community		✓
Experience of strategic financial planning		✓
Experience of successfully leading the day to day running of a secondary school		✓
Experience of leading school self-evaluation		✓
Experience of writing, implementing and evaluating a school development plan		✓
Work in a diverse setting		✓
Work in a high performing school		✓

Requirement	Essential	Desirable
Skills and knowledge		
Excellent subject, curriculum, pedagogical and assessment knowledge	✓	
Excellent knowledge of safeguarding practices and procedures	✓	
Excellent classroom practitioner	✓	
Excellent behaviour management, inside and outside the classroom	✓	
Excellent communication skills, including ability to communicate difficult information to a variety of stakeholders	✓	
Understanding of school funding		✓
Ability to devise and implement creative solutions to complex problems		✓
Extensive understanding of the performance measures for schools and in OFSTED education inspection framework		✓
Personal attributes		
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	✓	
Ability to maintain and develop effective relationships and build a supportive culture of teamwork	✓	
An ability to positively embrace change and the opportunities which change brings	✓	
Excellent communication skills and the ability to work with the full range of people	✓	