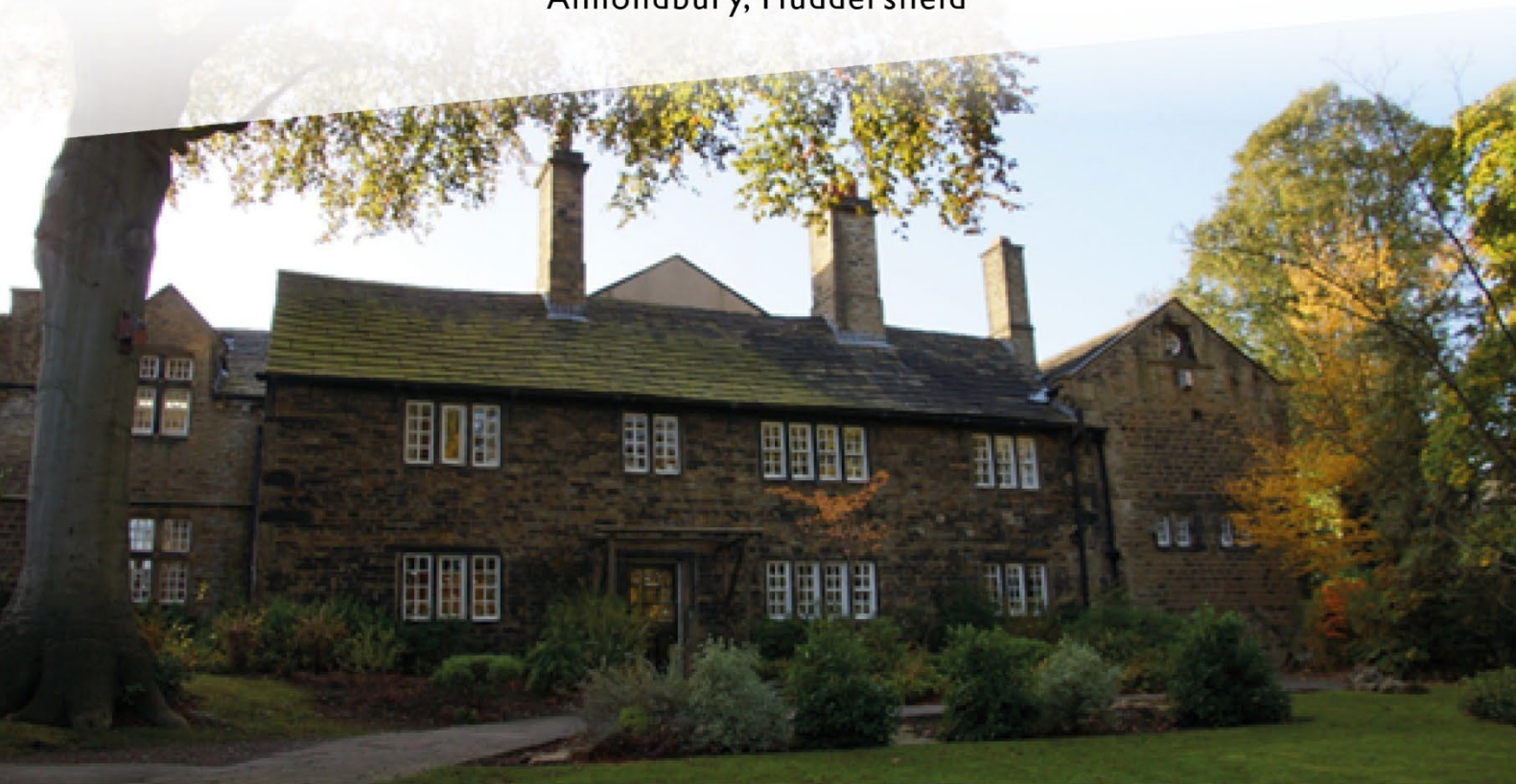


# King James's School

Almondbury, Huddersfield



## **Independent Learning Centre Manager** **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 Monday 14 September 2026. If you have any queries please contact my PA, Tracey Brook, via email [staff.tbroom@kingjames.school](mailto:staff.tbroom@kingjames.school).

## Comment from the Principal

I arrived at King James's School in 2023 as the Vice Principal in charge of Quality of Education. I have completed many years in school leadership in London.

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



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

# Meet the Senior Team

**Ben Streets –**  
Principal



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



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



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



**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

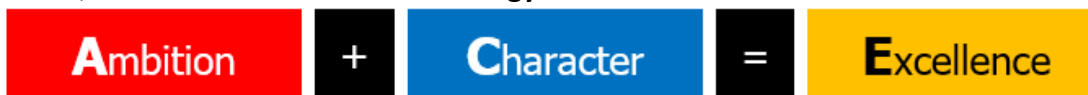


A SCHOOL FOR OUR COMMUNITY



# 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:**

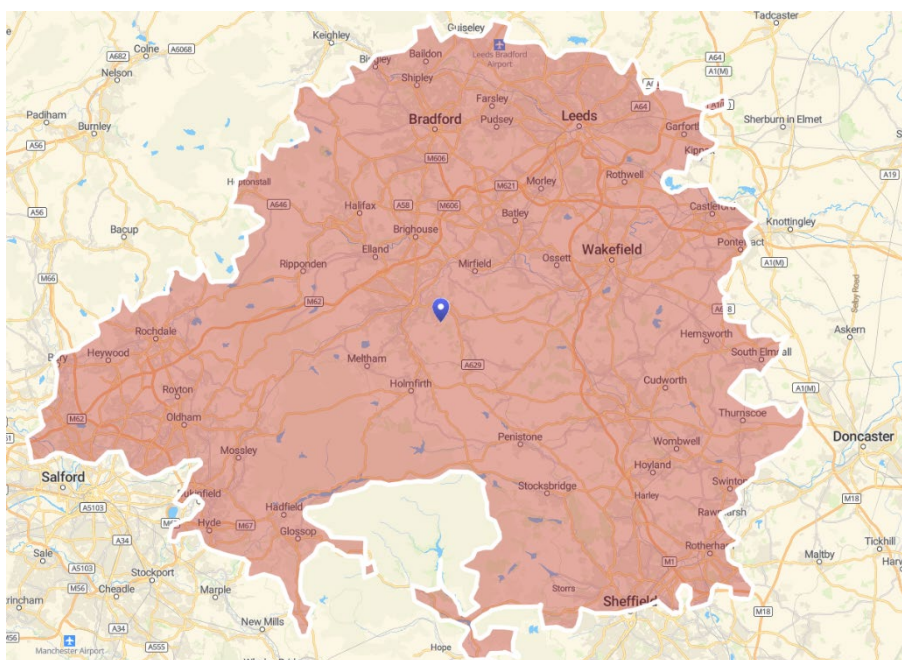
1. Create an environment in which all students are encouraged to **‘think big’**, establishing a schoolwide sense of **‘why not me’**
2. Expose students to **new experiences** in a variety of contexts
3. Provide students with opportunities which will enable them to become **future leaders**
4. Encourage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



*Floreat Schola – May the School Flourish*

# Our School in Numbers

|                                                               |                      |
|---------------------------------------------------------------|----------------------|
| Type of School                                                | Converter Academy    |
| Age Range                                                     | 11 - 16              |
| Number of Students                                            | 1065                 |
| Number of Staff                                               | 113                  |
| Percentage of students eligible for Pupil Premium             | 30%                  |
| Percentage of students who are children looked after          | 1%                   |
| Percentage of students who require SEND Support               | 15%                  |
| Percentage of students who have an EHCP                       | 2%                   |
| Percentage of students with English as an Additional Language | 7%                   |
| Last Ofsted report                                            | February 2025 'Good' |



*Floreat Schola – May the School Flourish*

# Why Choose King James's School?

There are many benefits to working at our school including:

## Pay

- Terms and conditions of employment and salaries at least match national pay and conditions within the education sector.
- Our approach to sick pay and maternity/paternity leave meet or exceed national standards.
- Auto-enrolment into a generous pension scheme – helping you plan for the future

## Flexible working

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

## PPA

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

## Refreshments

- Complementary refreshments for those attending evening events
- Breaktime refreshments on INSET days
- Access to a canteen

## Wellbeing

- Up to 3 days paid compassionate leave

## Health

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

## Finance

- Access to discount sites through *vivup* – making your money go further
- Parking
- Free onsite parking, with some car charging ports

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

*It is a superb school with so many positive things going for it*

*The staff are amazing*

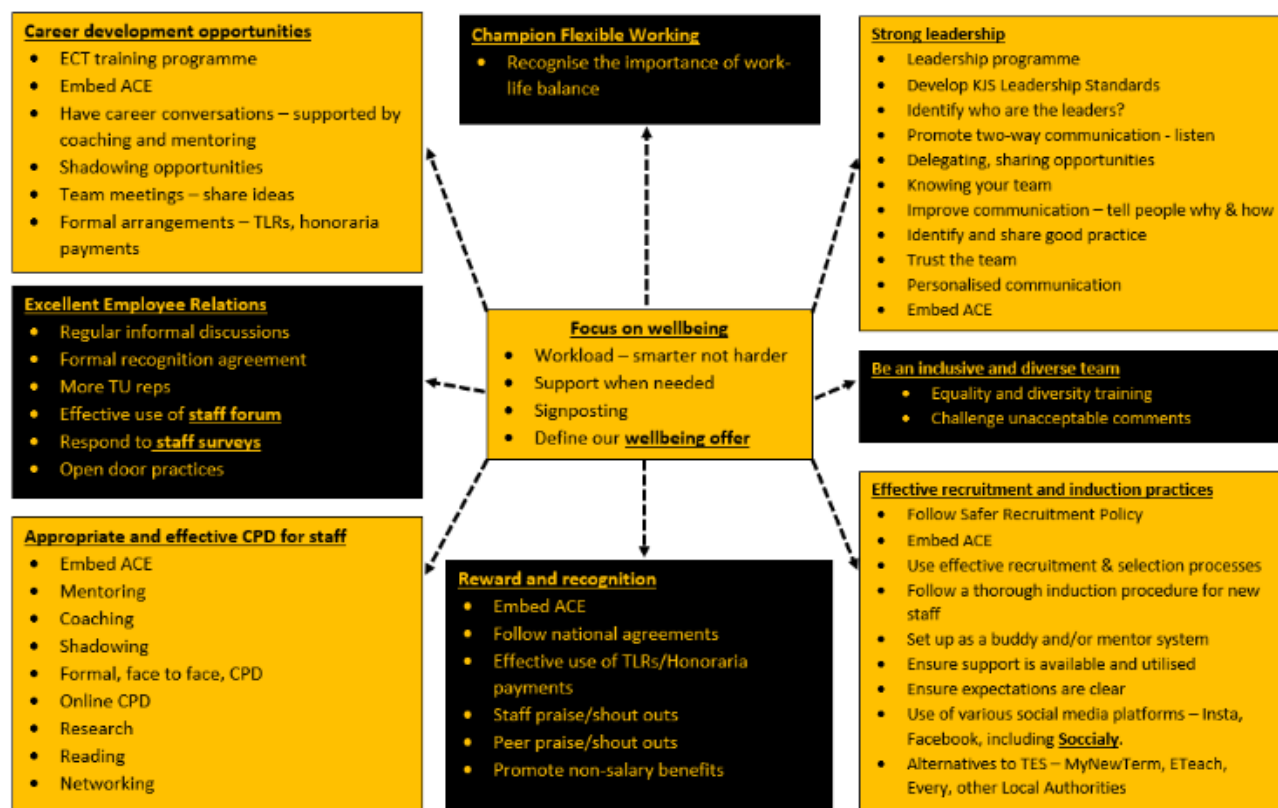
*CPD is available on a wide range of topics to undertake as and when needed*

*A lovely environment to work in*

# King James's School – A Great Place to Work



# What You Can Expect from KJS



## Our Team

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

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



We are split into 8 faculties; Business and Computing, Design and Technology, English, Humanities, Maths, Modern Foreign Languages, Performance and Science. We work hard to share best practice within our teams and to provide opportunities for staff to grow and develop whatever their role or career aspirations.

# Our Curriculum and Pastoral System

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

Students at KS4 will typically be entered for up to 9 GCSEs depending on their 'pathway'.

All students follow GCSE courses in English Language, English Literature, Mathematics and Science. The Science course is worth 2 GCSEs.

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

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

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

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

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

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

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



# Job Advert

## The role

We are looking for an enthusiastic and organised individual to join our team as Independent Learning Centre Manager (ILC) Manager. The successful candidate will manage the ILC, providing an environment that fosters independent study, supports GCSE results improving and promotes reading engagement among young people. The working hours for the role will be 8:30 to 4:00 Monday to Friday

## Us

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

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

## You

We are looking for someone who is highly organised and has excellent communication skills, who wants to be part of a friendly and fast paced team. The role will involve regular contact with other staff and students.

To be successful you will be able to demonstrate initiative, enthusiasm and flexibility. This is an excellent opportunity for a dedicated colleague to join a successful school.

## Safeguarding

We are committed to safeguarding and promoting the welfare and safety of children and young people and expect all staff to share this commitment. We ask all applicants to provide us with two references, which will be obtained prior to any interview. We will also carry out online searches for all candidates who are shortlisted for interview as part of our due diligence. Any successful candidate will be required to undertake an enhanced Disclosure and Barring Service (DBS) check. This post involves direct contact with children and is considered to be a regulated activity. This role is exempt for the Rehabilitation of Offenders Act 1974, so most criminal convictions must be disclosed to us.

## Salary

This post is paid at Grade 8, spinal column points 19-22. You will be paid for 45.3 week per year, which is the equivalent of term time plus one week. The starting salary is £27,929 increasing to £28,686

## Applications

Completed applications must be submitted by **8:00 on Monday 14 September 2026**.

If you have any questions about the role, 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

To manage the Independent Learning Centre (ILC), providing an environment that fosters independent study, supports GCSE results improving and promotes reading engagement among young people.

## KEY AREAS

1. ILC Management
2. Supporting Teaching and Learning
3. Working with students
4. Continuous professional development
5. Safeguarding
6. General

## Duties & Responsibilities

### ILC management

- Research, select, order, catalogue, and maintain books, digital resources, and other materials
- Effectively manage stock, including loans, returns, and overdue items
- Monitor and manage usage of the ILC
- Ensure all resources reflect diversity, inclusion, and the needs of all learners
- Ensure all resources reflect the whole student cohort in terms of ability and diversity, interest and can evidence this
- Ensure all resources reflect seasonal themes and support curriculum and literacy strategies
- Maintain a disciplined yet welcoming atmosphere suitable for silent study, homework clubs, and classroom-led research sessions.
- Lead Homework club, take attendance register, promote the club and set targets for greater use, implementing strategies to reach these targets.
- Be a member of the School Digital Strategy group and implement approaches within the ILC.

### Supporting Teaching and Learning

- Work with teaching staff to support curriculum needs and research projects
- Assist students with research, information literacy, and independent study skills
- Support whole-school literacy strategies and reading programmes
- Support the running of the Accelerated Reader programme, including testing of students
- Source academic journals, non-fiction texts, and digital databases that directly support specific exam board specifications
- Play an active role collaborating with teaching staff in the delivery of literacy based lessons or intervention programmes held within the ILC.

**Working with students**

- Promote a love of reading through events, clubs, and activities (e.g. book clubs, author visits)
- Support students in developing reading habits and interests
- Provide a safe, calm, and purposeful space for learning
- Design and implement regular initiatives to prevent the common drop-off in reading during teenage years. Keep records to demonstrate the impact of this.

**Administration**

- Carry out a variety of administrative duties to support the running of the school
- Ensure electronic records are updated

**Continuous Personal Development**

- Share best practice with the team
- Ensure all relevant training is current
- Attend training to enhance knowledge of issues which may be affecting students
- Ensure skills are kept fully up to date a

**Safeguarding**

- Act as a First aider
- Ensure that the school safeguarding and child protection procedures are followed
- 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: Assistant Principal - Teaching and Learning and Literacy.**

# Person Specification

| Requirement                                                                                                                           | Essential | Desirable |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications and Experience</b>                                                                                                  |           |           |
| 5 A*-C or 9-4 grades at GCSE or equivalent                                                                                            | ✓         |           |
| Ability to work under own initiative and as part of a team                                                                            | ✓         |           |
| Administrative experience                                                                                                             | ✓         |           |
| Collaborating with colleagues in the planning, development, delivery and evaluation of relevant learning resources.                   |           | ✓         |
| Working with young people aged 11-16 in a school environment                                                                          |           | ✓         |
| Experience of management information systems                                                                                          |           | ✓         |
| Experience of working in a library                                                                                                    |           | ✓         |
| <b>General and specialist knowledge</b>                                                                                               |           |           |
| Ability to prioritise and to work quickly and accurately                                                                              | ✓         |           |
| Good ICT skills in order to write reports and analyse data                                                                            | ✓         |           |
| Knowledge of indexing, cataloguing and classifying learning resources                                                                 |           | ✓         |
| <b>Communication skills</b>                                                                                                           |           |           |
| Ability to communicate effectively with children, parents/carers, school staff and outside agencies.                                  | ✓         |           |
| Strong verbal and written communication skills.                                                                                       | ✓         |           |
| Understanding of, and commitment to, Equal Opportunities and how this relates to the duties of the post                               | ✓         |           |
| Ability to build respectful and appropriate relationships with a variety of stakeholders including staff, students and parents/carers | ✓         |           |
| Ability to relate to children and young people from diverse social backgrounds                                                        | ✓         |           |

| Requirement                                                             | Essential | Desirable |
|-------------------------------------------------------------------------|-----------|-----------|
| <b>Time management</b>                                                  |           |           |
| Resilience – the ability to manage a varied workload and meet deadlines | ✓         |           |
| Ability to work under time pressure                                     | ✓         |           |
| Ability to demonstrate flexibility to meet the needs of the school      | ✓         |           |
| <b>Personal Attributes</b>                                              |           |           |
| High levels of professional and personal integrity                      | ✓         |           |
| Responsive to change                                                    | ✓         |           |
| Highly organised                                                        | ✓         |           |
| Passionate about building a culture of reading within the school        | ✓         |           |
| Committed to continued professional development and self-evaluation     | ✓         |           |
| <b>Wider school</b>                                                     |           |           |
| Committed to safeguarding the welfare of students                       | ✓         |           |
| Willingness to be involved in the wider life of the school              | ✓         |           |