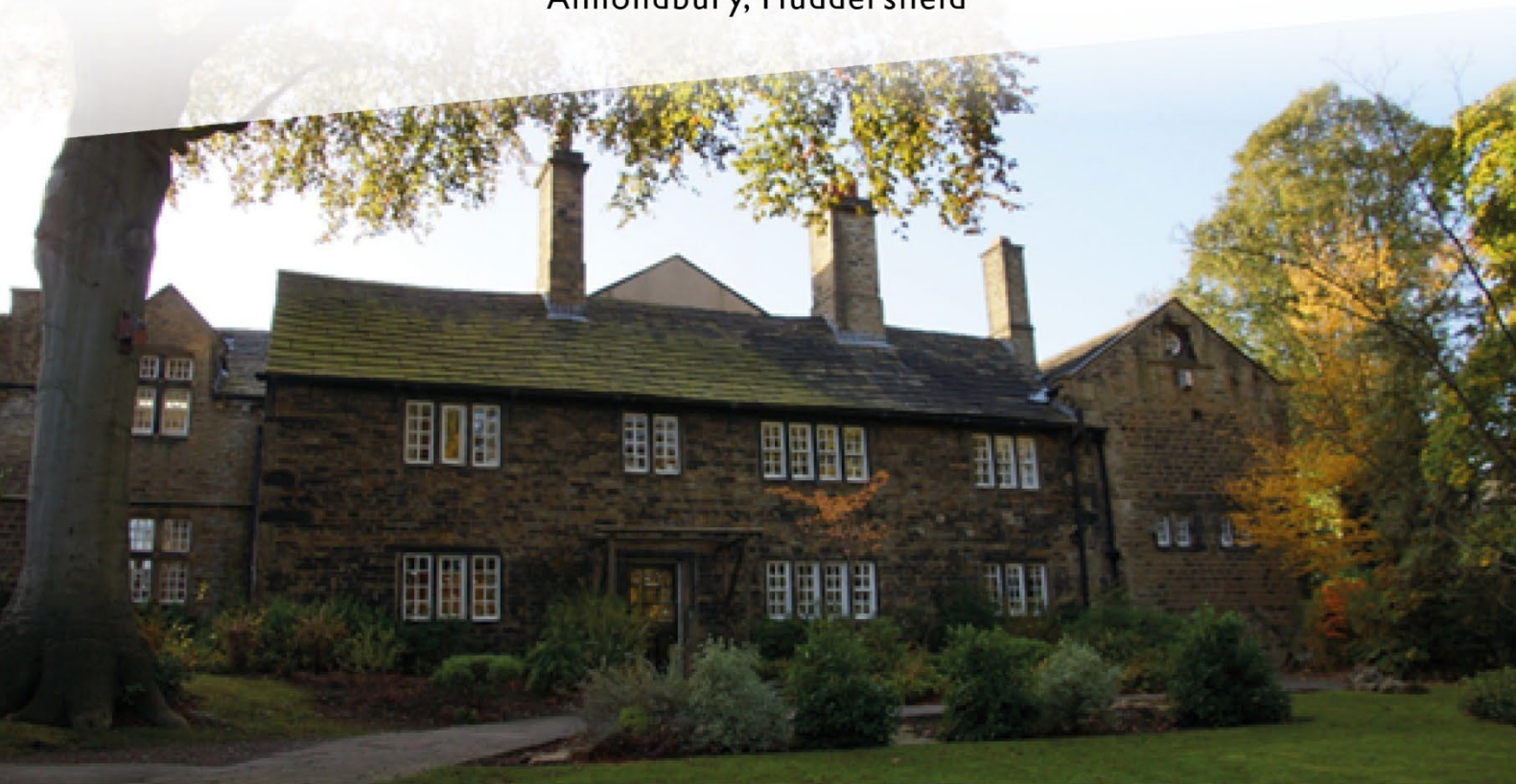


King James's School

Almondbury, Huddersfield



Educational Teaching Assistant

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 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:

- 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 join our team. Please note the deadline an application is 08:00 on Monday 21 September. If you have any queries please contact my PA, Tracey Brook, via email staff.tbroom@kingjames.school.

Meet the Senior Team

Ben Streets – Principal			
Rebecca Walton – Vice Principal: Safeguarding, Behaviour & Attendance		David Sabbagh – Vice Principal: Inclusion and Curriculum	
Kirsty Roden – Director of Finance and Operations		Stephen McNamara – Senior Assistant Principal: Assessment, Outcomes and Communication	
Abbi Terry – Assistant Principal: Personal Development		Josh Higginson – Assistant Principal: Teaching & Learning and Literacy	
James Charlesworth – Senior Leader: Intervention and Feedback		Daniel Burnside – Associate Assistant Principal: Teaching & Learning	
Laura Kington – Associate Assistant Principal: Teaching & Learning		Mark Crossley – Associate Assistant Principal: Timetable and Pathways	

Our Ethos and Values—The King James's Way

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

Kindness and Compassion

Inclusion and Tolerance

Nurture and Innovation

Greatness and Aspiration

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

Joining together and helping each other

Academic challenge and opportunities

Mutual respect and shared responsibility

Engaging and enriching curriculum

Safe and secure learning environment

Strong belief in the wellbeing of everyone in
school

KING JAMES'S SCHOOL VALUES

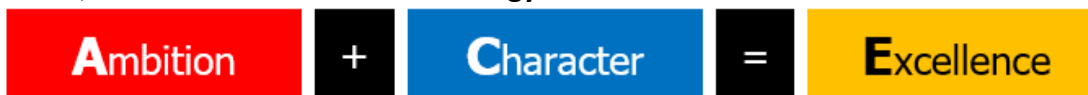


A SCHOOL FOR OUR COMMUNITY



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:

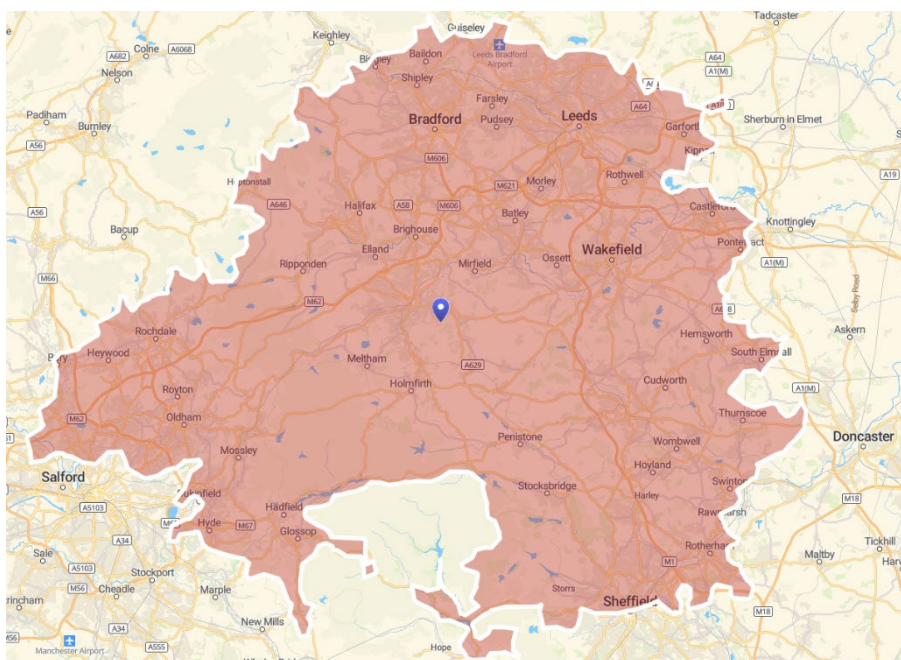
1. Create an environment in which all students are encouraged to **‘think big’**, establishing a schoolwide sense of **‘why not me’**
2. Expose students to **new experiences** in a variety of contexts
3. Provide students with opportunities which will enable them to become **future leaders**
4. Encourage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

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 chargeable 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

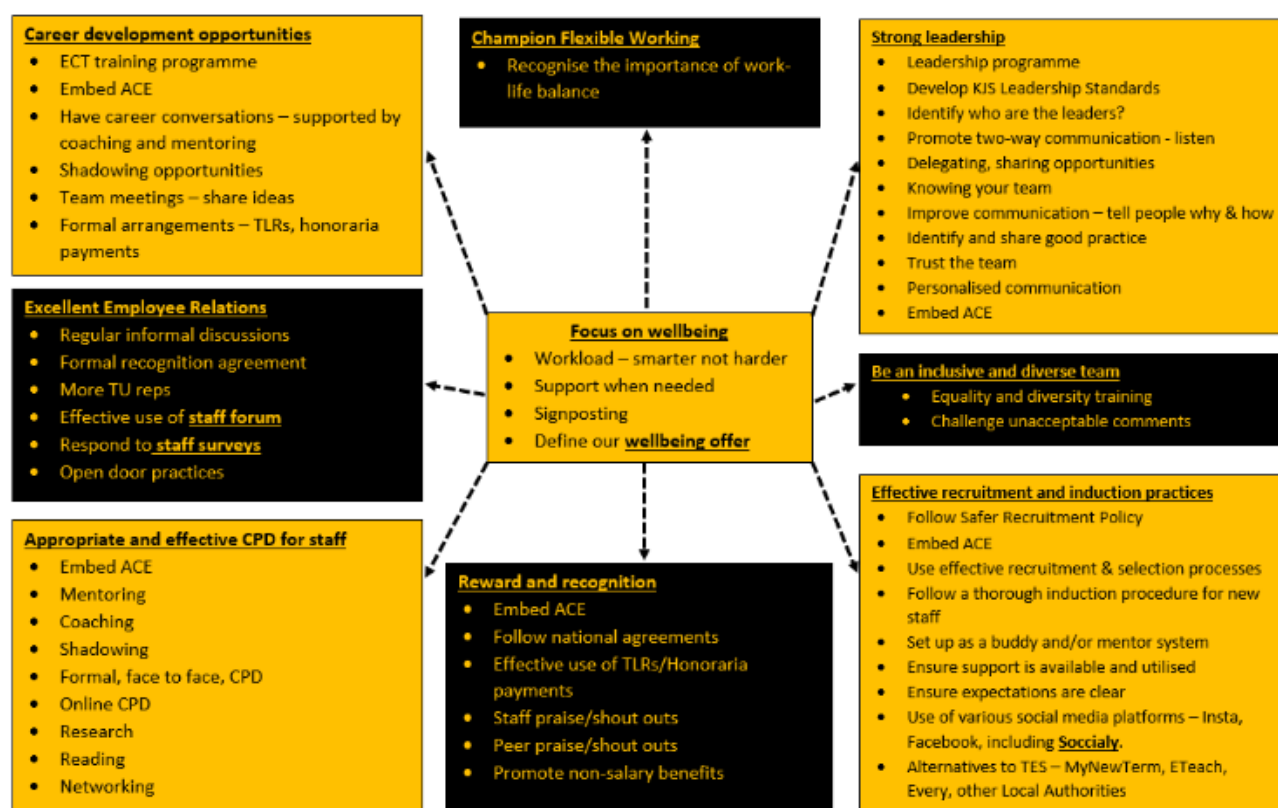
CPD is available on a wide range of topics to undertake as and when needed

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.



Floreat Schola – May the School Flourish

Job Advert

Grade 6 – £20,870 increasing to £22,244 with service
32.5 hours per week, term time plus INSET days

The role

We are seeking to appoint an experienced and enthusiastic Educational Teaching Assistant to join our Special Educational Needs and Disabilities (SEND) team. This is a rewarding role, supporting students in the classroom and in small group settings. You will play a key part in helping to remove barriers to learning, enabling every student to achieve their full potential.

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

To be successful in this role you must have excellent communication skills as you will need to liaise with staff and students, on a daily basis. You will need to be able to demonstrate initiative, enthusiasm and flexibility to meet the changing needs of students. In addition, you will also need to present a professional image at all times.

Safeguarding

All applicants will be required to provide two references, which will be obtained prior to interview. As part of our safer recruitment processes, online searches will also be carried out on shortlisted candidates.

The successful applicant will be subject to an enhanced Disclosure and Barring Service (DBS) check. This role involves direct contact with children and is therefore classified as regulated activity. In line with this, the post is exempt from the Rehabilitation of Offenders Act 1974, and candidates are required to disclose any relevant criminal convictions.

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 6, spinal column points 7-11. You will be paid for 45.3 week per year, which is the equivalent of term time plus one week. The starting salary is £20,840, increasing to £22,244.

Applications

Completed applications must be submitted by **8:00 on Monday 21 September 2026.**

Job Description

Purpose of post

To work with the Special Educational Needs and Disability Co-ordinator (SENDCo) to support students who require help to overcome barriers to learning in order to achieve their full potential. This support may be in the classroom or working in small groups or on a one to one basis.

Areas of responsibility

1. School Support
2. Student Support
3. Continuous Professional Development
4. Safeguarding
5. General

Duties and responsibilities

School support

- Work under the guidance of the class teacher and/or SENDCo to support students' learning
- Record student progress in the relevant systems
- Provide one to one support to students or work with groups of students on pre-planned activities, to reinforce the teachers' approach
- Assist, where required, in the planning of learning activities
- Participate and assist in supervision of educational visits
- Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Having specialist knowledge of equipment in the school and provide instruction on the proper use of that equipment
- Being aware of, and follow, the school's policies and procedures
- Being aware of confidential issues linked to home/student/teacher/school work and to keep confidences as appropriate
- Attend staff meetings and school inset days as required

Student support

- Undertake activities with either individuals or small groups of students in order to facilitate their physical, emotional and educational developments within a safe environment, usually in the presence of a teacher
- Work to establish supportive relationships with the students and parents concerned in order to facilitate effective communication and partnership between school and home where appropriate
- Carry out pre-determined educational activities and work programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the students' understanding
- Encourage acceptance and inclusion of the student with SEND to support

achievement and development

- Promote and reinforce the student's self-esteem and encourage them to maximise their achievement and development
- Contribute to plans, reviews and evaluations of students by writing reports on their progress and attendance at meetings, when required

Continuous Personal Development (CPD)

- Ensure all relevant training is current
- Attend training to enhance knowledge of issues which may be relevant to the role

Safeguarding

- 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

- 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.

RESPONSIBLE TO: SENDCo

Person Specification

Requirement	Essential	Desirable
Qualifications and Experience		
Experience of working with children in a school environment	✓	
Experience of supporting children in a classroom or on a one to one basis	✓	
Experience of working under own initiative and as part of a team	✓	
Experience of working with children who exhibit challenging and behavioural difficulties	✓	
General and specialist knowledge		
Knowledge of how children learn	✓	
Knowledge of a variety of behaviour management strategies	✓	
Good ICT skills in order to write reports and analyse data	✓	
Communication skills		
Ability to communicate effectively with children, parents/carers and other school staff	✓	
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 and students	✓	
Ability to relate to children and young people from diverse social backgrounds	✓	

Requirement	Essential	Desirable
Time management		
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	✓	
Personal Attributes		
Responsive to change	✓	
Committed to continued professional development and self-evaluation	✓	
Wider school		
Committed to safeguarding the welfare of students	✓	
Committed to equality	✓	
Willingness to be involved in the wider life of the school	✓	