



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.

At King James's School, our core values—*Ready, Respectful, and Engaged*—are at the heart of everything we do, shaping the attitudes and behaviours of our students and staff alike. Guided by our vision "*To set no limits on what we can achieve*," we foster a culture of high aspiration and continuous growth. As a school grounded in unconditional positive regard, we believe that strong, respectful relationships form the foundation of effective learning and personal development. Our relationship-based approach ensures every student feels valued, supported, and empowered to thrive, while our staff are committed to nurturing an inclusive and inspiring environment where everyone can succeed.

We have plenty of skills and qualities that we consider important, 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 the vast majority are well-motivated students willing to learn and to contribute to their school community. The local community is very 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 fill up each year with pressure for places from beyond our catchment area. Knaresborough and North Yorkshire is not just a great place to teach, it is a great place to live.

The extra-curricular life of the school is rich. Most staff who work here involve themselves in 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 forward-facing school with an open and friendly ethos. 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 20% 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 collaborative working with other schools. We are proud of the relationships that we have fostered, including taking the lead role within the White Rose Alliance for School Direct. We are also federated with another local school, Boroughbridge High, for whom we provide 6<sup>th</sup> form provision and some non-teaching support.

Thank you for considering King James's School and we look forward to receiving your application.

**Paul McIntosh**  
**Acting Headteacher**

# Teacher of SEND/Intervention

(through all age groups)  
Part time 0.8ft  
Permanent - September 2025 Start  
MPS/UPS

King James's School is offering an exciting and rewarding opportunity to work as a specialist teacher, providing targeted intervention for students working significantly below age-related expectations in key curriculum areas. This role is suitable for a Qualified Teacher with experience of working with students with SEND to develop their literacy, numeracy and communication skills, whilst also promoting independence and self-esteem. It may be of particular interest to a teacher with experience of the requirements for both the primary and secondary curriculum.

The role will involve the planning and delivery of high-quality small-group classroom teaching as well as intervention sessions with an overall aim of enhancing wider educational experiences.

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 are seeking an outstanding candidate to support our educational aims who has the vision, drive and interpersonal skills to motivate and engage our students. We would welcome applicants with experience from primary, secondary or specialist education sectors. You will work closely with our highly supportive SEN team, pastoral team and the extended Senior Leadership team and be part of an ethos that achieve the best possible outcomes for our students. The role is a part-time position but may be suitable for persons looking at a job share opportunity.

We promote curriculum and social inclusion for all our students. This enables them to embrace the broader developmental experiences gained in a mainstream school environment. This post is key to achieving these aims.

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 and satisfactory references are required for this post.

Full post details and an application form are available via our website.

Completed applications must be submitted via email to:

[recruitment@king-james.co.uk](mailto:recruitment@king-james.co.uk) and be received by: **Wednesday 21st May 9am**

*Please note that CV's will not be accepted.*



# Employee Benefits



## Financial Benefits

We are delighted that we are able to provide you with access to a large range of employee benefits at King James's School.

Access to contributory pension schemes:  
Teacher Pension Scheme (28.6% employer contribution).  
Salary sacrifice schemes (e.g. cycle to work, technology and car schemes).  
Discount vouchers for the high street, entertainment and supermarket shopping through Vivup.  
Subsidised onsite catering facilities.



## Well-being support

Health Assured Employee Assistance Programme:  
Free, confidential 24/7 support and counselling.  
Flexible working options and well-being initiatives.



## Leave and Perks

Free ample onsite parking.  
Membership discounts at leisure centres.



## Community and Additional Opportunities

Collaborative and supportive staff culture.  
Lunch duty opportunities:  
Hourly pay of up to £12.65 plus a free meal.

Some of these offers are subject to conditions and may change. See provider for full details.

# 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.co.uk](mailto:recruitment@king-james.co.uk) and be received by **Wednesday 21<sup>st</sup> May 9am**, with interview being held on **Friday 23<sup>rd</sup> May**.

Thank you for your interest in this post. If you have not heard from us within 21 days of the closing date, 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 SEND INTERVENTION

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>	Assistant Headteacher – Senior SENCo and DSL
<i>Responsible to:</i>	<ul style="list-style-type: none"> <li>Assistant Headteacher – Senior SENCo and DSL</li> </ul>

<i>Salary Grade :</i>	Main Pay Scale Upper Pay Scale
<i>Full Time/FTE :</i>	0.8 FTE

## 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 the subject(s) and their place in the curriculum.
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.
11.	This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff to share this commitment.
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 INTERVENTION AND SUPPORT

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>	✓ ✓		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 of KS2</li> <li>Teaching experience of small group intervention</li> <li>Teaching a wide range of students with SEND</li> <li>Delivering curriculum that promotes preparation for adulthood and social skills</li> <li>Prior experience of working in enhanced mainstream provisions</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>	✓  ✓ ✓ ✓ ✓ ✓	     ✓	2 and 4  2 and 4  2 and 4  2 and 4  2 and 4  2 and 4



<b>Skills &amp; Knowledge</b> (continued) <ul style="list-style-type: none"> <li>• Able to form good working relationships with all staff, students and parents/carers</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> <li>• Experience of working with multi agencies and key stakeholders for those with additional needs</li> <li>• Experience and knowledge of a wide range of SEND needs.</li> </ul>	✓  ✓  ✓  ✓  ✓	✓	2 and 4  2 and 4  2 and 4  2 and 4  2 and 4
<b>Personal attributes</b> <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> <li>• Capacity to work hard, under pressure, to meet deadlines</li> <li>• Adaptable and amenable with respect to working practices</li> <li>• Ability to work independently and be a team player</li> <li>• Resilience in working with some potentially challenging students</li> <li>• An ability to deliver forest school or other recognized programs outside of the tradition classroom environment</li> </ul>	✓  ✓  ✓  ✓  ✓  ✓  ✓	✓	2 and 4  2 and 4  2 and 4  2 and 4  2 and 4  2 and 4  2 and 4  2 and 5
<b>Equal Opportunities</b> <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> <b>Health &amp; Safety</b> <ul style="list-style-type: none"> <li>• An understanding of health &amp; safety issues</li> </ul>	✓  ✓  ✓		4 and 5

**Assessment:** 1. Test prior to shortlisting (i.e. all applicants)  
3. Test after shortlisting  
5. Documentary Evidence

2. From application form  
4. Probing at interview  
6. OTHER (please specify)