



KING JAMES'S SCHOOL  
KNARESBOROUGH

# Candidate Information



# Note from the Headteacher

Thank you for your interest in the Year Manager (s) role at King James's School.

Our school is a fantastic community, and I am sure that taking on this role would be a hugely fulfilling step on your career journey.

We are most proud of our ethos. We place students at the heart of all we do, and King James's students are delightful! The school is the heart of the community, physically located at the centre of this historic and beautiful market town. It is the school of choice for local residents, with most students walking to school, and those from surrounding villages who are fortunate to gain a place here, travel in on short bus journeys.

We have a truly comprehensive intake which brings a great vibrancy to the school. Our ethos is supported by clear values of 'Ready, Respectful, Engaged' which is demonstrated by the good behaviour and positive relationships enjoyed by staff and students throughout the school. Students are eager to be involved in all aspects of school life, including the many extra-curricular opportunities and visits that take place; the House events; and the Student Council. Parents are committed to supporting the school and there is a genuine feel of common purpose, with staff, students and parents all working in partnership to ensure that school is a happy place, with lots of opportunities, ensuring that students achieve well and go on to have great prospects.

We have a thriving sixth form where most of our students continue their education. We provide a wide range of Level 3 courses. Students go on to a wide range of destinations, including Oxbridge, Russell Group Universities, and high-quality apprenticeships.

When joining King James's, you will be warmly welcomed by our dedicated team of colleagues. The Pastoral department itself is staffed by experienced team members. However, there is no complacency, and the whole school is committed to being the best they can be.

We are committed to developing all staff and offer a range of professional development opportunities both within school and through networking with other local schools, with whom we have close relationships.

We are part of a federation with Boroughbridge High School and there will be chance to work with colleagues in both schools; for your own professional development and with the aim of improving education across both schools, to benefit young people in the area, and not just in Knaresborough. This year we had a joint training day which looked at engaging teaching, with colleagues from both schools sharing resources and discussing ways to inspire students and fuel a love of learning.

Our commitment to staff includes the offer of a range of benefits, including access to discounts at major retailers, employee assistance programs, and wellbeing initiatives such as cycle-to-work schemes. We do all we can to ensure every member of our team feels supported, valued, and empowered in their roles.

We have high expectations of one another, believing that our community deserves nothing less than excellence, but that comes with all the support you need to be successful and grow. A member of our Leadership Team will be your line manager, with whom you can share ideas, discuss challenges, and who will support you personally and professionally.

We are committed to deeply safeguarding and are keen to ensure that all our staff embody our values and promote the welfare of children. We therefore seek candidates with the right character and disposition as well as with the understanding of their responsibility to support the ongoing culture of vigilance in our organisation. Every member of staff will be undertaking Positive Regard training in September so that we have a common understanding of our culture.

I do hope you are as excited to join our school as we are to appoint the right candidate. If you would like to discuss any aspects of the role, or visit the school, please do not hesitate to contact me. I look forward to receiving your application and hope to meet you in person in due course.

**Clare Martin**  
**Headteacher**



KING JAMES'S SCHOOL  
KNARESBOROUGH

# Year Manager (s)

**Term Time Only (plus 2 weeks and Training Days)  
37 hours per week, Monday to Friday. Permanent  
NYC Grade F - £22,931 – £24,533 (actual salary)**

**We are offering an exciting opportunity to work as an Year Manager (s) within our vibrant school. We are seeking applications from proactive, confident and personable candidates who are committed to the wellbeing of pupils and have strong communication skills.**

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. The Year Managers play an integral role within our successful student support team.

The main areas of responsibility are:

- Care, guidance and pastoral support of students.
- Ensuring excellent levels of behaviour and attendance.
- To lead on pastoral support to pupils, providing appropriate advice and guidance, to devise and implement plans to encourage learning and to overcome barriers to learning.
- To work with students and parents in school who are experiencing complex emotionally demanding situations with sensitivity.
- To be the first point of contact for students, parents, staff and external agencies in relation to the students in their care.

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 school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. This position is subject to an enhanced DBS check and approved references.



Completed applications must be submitted via email to:  
[recruitment@king-james.co.uk](mailto:recruitment@king-james.co.uk)  
by: **Friday 12<sup>th</sup> July 2024, 08.00am.**

*Please note that CVs will not be accepted.*

# How to Apply

Please complete the King James's School non-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.

Completed applications must be submitted via email to: [recruitment@king-james.co.uk](mailto:recruitment@king-james.co.uk) by: **Friday 12<sup>th</sup> July 2024, 08.00am.**

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

## YEAR MANAGER

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term absence. Activities involve planning, preparing and delivering learning lessons as well as monitoring pupils, assessing, recording and reporting on pupils achievement, progress and development.

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|-----------------|--|
| Line Manager:   | Assistant Headteacher - Pastoral   |
| Responsible to: | <ul style="list-style-type: none"> <li>Assistant Headteacher - Pastoral</li> </ul> |

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|---------------------------|---|
| Salary NYCC Band:         | <b>NYC Grade F</b>  |
| Full Time/Part Time:      | <b>Full Time</b>  |
| Hours:                    | <b>37 Hours</b>   |
| Full Year/Term Time Only: | <b>Term Time Only (+2 weeks)<br/>Standard working hours between 8.00 and 5.00</b> |

## Professional Responsibilities

### ALL ASSOCIATE STAFF

|    |  |
|----|--|
| 1. | To work within the North Yorkshire County Council's Conditions of Service  |
| 2. | To support the aims, policies, procedures and ethos of the school  |
| 3. | To participate in the school's agreed Performance Management procedures  |
| 4. | Help safeguard the welfare of children in the school and ensure services are delivered with regard to equalities |
| 5. | Work safely and co-operate with health and safety procedures   |
| 6. | Attend school meetings as appropriate within designated working hours  |
| 7. | Undertake appropriate staff training and development activities  |
| 8. | Undertake whatever duties might be reasonably requested by the Head or Line Manager                              |

## Specific Responsibilities

### YEAR MANAGER

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|---|---|
| <b>Line Manager:</b>                            | Assistant Headteacher - Pastoral  |
| <b>Responsible to:</b>                          | Assistant Headteacher- Pastoral   |
| <b>Salary NYC Grade:</b>                        | Grade F   |
| <b>Full Year/Term Time Only:</b>                | Term time only plus 2 weeks   |
| <b>Full Time/Part Time:</b>                     | Full Time   |
| <b>Staff Managed:</b>                           | None  |
| <b>JOB PURPOSE:</b>                             | Responsible for the welfare and progress of students in their learning, behaviour and transitions   |
| <b>JOB CONTEXT:</b>                             | <p>To lead on pastoral support to pupils, providing appropriate advice and guidance, to devise and implement plans to encourage learning and to overcome barriers to learning.</p> <p>To work with students and parents in school who are experiencing complex emotionally demanding situations with sensitivity.</p> <p>To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes when the assigned teacher is not present.</p> <p>Enhanced DBS clearance required</p>  |
| <b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b> |   |
| <b>Operational Issues</b>                       | <ul style="list-style-type: none"> <li>• Ensure students are ready to learn by supporting uniform, equipment and promoting a positive attitude.</li> <li>• Support students' punctuality to lessons by being high-profile on corridors and supporting their transitions into classrooms, ensuring they are settled and ready to learn.</li> <li>• Supporting the behaviour management systems by being on-call, leading detentions, helping supervise referral spaces, supporting re-integration meetings.</li> <li>• Organise and lead restorative meetings between students and /or colleagues to restore relationships.</li> <li>• Attend 'hotspot' lessons and be 'on call' to deal with issues and remove challenging pupils from class.</li> <li>• Monitor students' behaviour, attendance and punctuality analysing the data, recognizing trends and working with pupils, parents/carers and colleagues to identify and implement interventions to bring about improvement.</li> <li>• Accountable for dealing with all correspondence and queries in relation to student welfare and behaviour.</li> <li>• Responsible for daily student attendance checks and implement first-day responses to parents/carers and thus ensuring safeguarding responsibilities are met.</li> <li>• Develop and implement appropriate intervention strategies to improve behaviour, attitude to learning and attendance. This will include playing a vital role in the de-escalation of conflict and dysregulated students.</li> <li>• Challenge and motivate pupils, tackle under performance, promote and reinforce self-esteem.</li> <li>• Respond to concerns about developmental or behavioural changes, anticipate and manage pupil behaviour constructively, promoting self-control and independence.</li> <li>• Develop and maintain professional relationships with students, providing mentoring support to targeted students including target setting conversations and 'on report' monitoring.</li> <li>• Represent the school in the admissions process by showing potential parents around the school, contacting current school and work with the Director of Learning to ensure an appropriate curriculum offer.</li> <li>• In the absence of the regular teacher be responsible for marking the register or being a form tutor and supervising the pupils</li> <li>• Supervise students sent out from lessons, escorting them to referral spaces, such as the Consequence Room and/or IER and ensuring they are settled and ready to learn.</li> <li>• Organise work missed for students suspended or removed from lessons for non-compliance of school rules and support the reintegration of those who have been absent.</li> <li>• Organise the collection of written statements from pupils following an incident.</li> <li>• Carry out home visits to identify any potential risks to pupils and make referrals when appropriate.</li> </ul> |



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|                                | <ul style="list-style-type: none"> <li>• Supervise pupils during break, lunch and after school duties and during detentions.</li> <li>• Support Directors of Learning with tutor teams and events, assemblies, information and Parents' evenings, prizegiving, trips and extra-curricular activities</li> <li>• To be responsible to the Director of Learning for regular guidance and direction yet work independently when required.</li> <li>• Work within the North Yorkshire County Council's Conditions of Service</li> </ul>  |
| <b>Communications</b>          | <ul style="list-style-type: none"> <li>• Provide support and encouragement to children and young people</li> <li>• Provide feedback to pupils and parents/carers in relation to behaviour and attendance</li> <li>• Provide advice relating to pupils' social, health, hygiene and emotional development needs</li> <li>• Provide information and advice to pupils, helping them to understand their mistakes and learn from them to enable them to make appropriate choices of their own</li> <li>• Act as the first point of contact for parents/carers and students when personal matters affect learning, exchange information and establish constructive relationships</li> <li>• Attend meetings as appropriate within designated working hours and at additional times when necessary commensurate to extra hours of Full Year contract. Includes meetings with pupils, parents, external agencies, staff and management and appropriate parents' information evenings</li> <li>• Prepare reports and updates for meetings ensuring effective information sharing and communication</li> <li>• Attend weekly Pastoral meetings and fortnightly Cause for Concern meetings to provide updates and share concerns</li> <li>• Develop and use effective communication systems appropriate to the audience</li> <li>• Provide updates, reminders and messages to pupils, tutors and teachers and report if messages are not passed on by tutors</li> <li>• Assist with administrative support e.g. filing, dealing with correspondence (e-mails and letters), taking/making phone calls and compiling reports in a timely and appropriate way</li> <li>• Liaise with the Pastoral team to ensure information is shared with staff, pupils, parents/carers and external agencies effectively</li> <li>• Lead on making the appropriate referrals and complete the necessary paperwork to access external support</li> <li>• Provide regular updates on own schedule and planned meetings to the rest of the team when appropriate</li> <li>• Consult with student voice to gather feedback and support Student Council activities</li> </ul> |
| <b>Partnership Working</b>     | <ul style="list-style-type: none"> <li>• Establish constructive relationships and work with external agencies/professionals to support students and their families in seeking the help that they require</li> <li>• Establish constructive relationships with parent/carers to facilitate their support and ensuring positive home to school and community links</li> </ul>  |
| <b>Skills Development</b>      | <ul style="list-style-type: none"> <li>• Practice Continuous Professional Development and participate in appropriate staff training/development and learning activities as required</li> <li>• Participate in the school's agreed Performance Management procedures</li> <li>• Attend and contribute to team meetings</li> </ul>   |
| <b>Safeguarding</b>            | <ul style="list-style-type: none"> <li>• Show an awareness of and comply with policies and procedures relating to child protection and safeguarding</li> <li>• Show a commitment to safeguarding and promoting the welfare of children, young people and adults, recognise signs of change, danger or risk of harm and raise concerns as appropriate</li> <li>• Provide relevant information, attend and contribute to strategy meetings, CIN/CP meetings as required</li> </ul>   |
| <b>Systems and Information</b> | <ul style="list-style-type: none"> <li>• Record information on pupil punctuality, attendance and truancy from school</li> <li>• Contribute to the effective implementation of school attendance management processes</li> <li>• Record information on pupil behavior, events, sanctions and exclusions</li> <li>• Use the school's systems to accurately log information, respond to patterns and implement relevant interventions and measure their impact</li> <li>• Provide objective and accurate feedback and reports as required on pupils ensuring the availability of appropriate evidence</li> </ul>  |
| <b>Planning and Organising</b> | <ul style="list-style-type: none"> <li>• Respond to changing needs and legislation to contribute to the development, implementation and monitoring of appropriate school policies and procedures such as the behaviour and attendance, safeguarding and tutoring policies</li> </ul>   |
| <b>Data Protection</b>         | <ul style="list-style-type: none"> <li>• To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> <li>• To support school procedures by presenting genuine choices to young people and their parents/carers and obtain consent to share information</li> </ul>  |

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| <b>Health and Safety</b> | <ul style="list-style-type: none"> <li>• To be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>   |
| <b>Equalities</b>        | <ul style="list-style-type: none"> <li>• To work with colleagues to make sure that services and support are provided fairly (with equal opportunities) to all sections of our community</li> <li>• To work in accordance with the aims of the Equality Policy Statement</li> </ul>  |
| <b>Flexibility</b>       | <ul style="list-style-type: none"> <li>• To undertake whatever duties might be reasonably requested by the Head or Line Manager</li> <li>• North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures.</li> </ul> |
| <b>Customer Service</b>  | <ul style="list-style-type: none"> <li>• The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>  |



# KING JAMES'S SCHOOL

KNARESBOROUGH

## PERSON SPECIFICATION

ED10434

### YEAR MANAGER

| PERSON SPECIFICATION   | ED10434  |
|--|--|
| YEAR MANAGER   |  |
| Essential upon appointment   | Desirable on appointment (if not attained, development may be provided for successful candidate)   |
| Essential upon appointment   | Desirable on appointment (if not attained, development may be provided for successful candidate)   |
| Occupational Skills/Personal Qualities (continued)   | Desirable on appointment (if not attained, development may be provided for successful candidate)   |
| <b>Knowledge</b> <ul style="list-style-type: none"> <li>Flexibility</li> <li>Good understanding of child development and learning processes and that children have differing needs and a knowledge of inclusive practice</li> <li>Ability to prioritise, use initiative and manage own workload</li> <li>An understanding of the potential barriers to learning and attending school faced by children and young people and how they can be overcome</li> <li>Ability to work successfully in a team context</li> <li>Ability to exercise discretion, judgement and confidentiality</li> <li>Knowledge of the different transition periods of a student and how to offer support</li> <li>Demonstrable ICT skills and the ability to develop ICT skills in a reasonable timeframe</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of Health &amp; Safety regulations and procedures</li> <li>Knowledge of the schools policies and procedures including how to obtain support and report concerns</li> <li>Knowledge of behaviour management techniques</li> <li>Knowledge of Safeguarding legislation and procedures including how to use the Common Assessment Framework</li> </ul> |
| <b>Experience/Qualifications</b> <ul style="list-style-type: none"> <li>Level 2 numeracy and literacy qualifications or equivalent</li> <li>Experience of working with children</li> <li>Level 3 qualification or equivalent or demonstrable experience and willingness to work towards in a reasonable timeframe</li> </ul>   | <ul style="list-style-type: none"> <li>First Aid trained</li> <li>Experience of working with children in an education setting</li> <li>Relevant level 4 qualification or Foundation Degree</li> <li>Experience of counselling or mentoring young people</li> <li>Experience of delivering evidence based interventions that support learning</li> </ul>  |
| <b>Other Requirements</b>  |  |
| <b>Occupational Skills/Personal Qualities</b> <ul style="list-style-type: none"> <li>Enhanced DBS clearance</li> <li>To be committed to the school's aims, policies and ethos</li> <li>Excellent interpersonal communication skills and the ability to influence, engage and motivate children and young people</li> <li>To be committed to Continuing Professional Development</li> <li>Motivation to work with children and young people</li> <li>Excellent listening and questioning skills to ensure effective two way communication</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>Analytical skills to assess the challenges faced by students</li> <li>Ability to relate well to young people and their parents/carers making them feel valued and involved</li> <li>Emotional resilience in working with challenging behaviours and attitudes</li> <li>Sensitivity and caring skills</li> <li>Ability to use authority and maintain discipline</li> </ul> | <ul style="list-style-type: none"> <li>Creativity and problem solving skills</li> </ul>  |
| <ul style="list-style-type: none"> <li>Good written and verbal communication skills and able to build good relationships with staff, pupils, families and carers</li> <li>Acts calmly during difficult circumstances and recovers quickly from setbacks</li> </ul>   |  |