



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL



# Teacher of Maths Supporting Information

## Our School

Harrogate Grammar School is a very large, high performing and happy school where young people can enjoy their learning and time spent within the school community. Incidents of serious misbehaviour are rare and teachers can get on and teach within a well ordered environment where excellent relationships between staff and students are the norm.

The school uniform is worn proudly by all students and staff are expected to match this by modelling high standards of appearance and professional behaviour.

This does not mean that working at HGS is not challenging. We strive as a school to be the very best at what we do, and to ensure our students are ambitious for success. Potential colleagues will need to be able to cope in a high performing environment where expectations are always high.



High performing does not mean exclusive however and we are very proud of the achievements of all our students, from those with complex needs on the SEN/D register to those that will be leaving us for top universities. One of the key challenges for us is being a high performing inclusive school in which all our learners feel valued and are able to achieve. We expect all staff to be committed to equality of opportunity and to be passionate about ensuring that at our school every child does matter.

The students continue to obtain excellent results and are a reflection of the hard work and resilience of our students and our dedicated team of teachers and support staff who together really do strive to achieve the school's ambition of excellence for all. We also fully appreciate and recognise the support that parents have provided during their children's time with us; it is this partnership between home and school that is the foundation for our success.

Harrogate Grammar School has a large Sixth Form with over 580 students. We have an impressive track record in providing all students with the highest quality of experience and in teaching for success in numerous Advanced Level subjects. The Sixth Form has achieved consistently excellent results with 60% of grades at A\*-B in 2018, making Harrogate Grammar School one of the highest achieving comprehensive schools in the country and top performing comprehensive Sixth Forms in North Yorkshire.

Continued investment in the school site over recent years has provided us with some superb facilities whilst retaining the distinctive character and charm of our original buildings. For example, we have a superb Sixth Form building with "The Forum". This, state of the art multi-use lecture theatre/performance space, provides a venue for many activities. Externally the school has extensive playing fields including a £500K Astro-turf pitch which complements our excellent sports facilities. We are also very proud of our newly refurbished block of 4 science laboratories and prep room which opened in Autumn 2016 and a further two laboratories in September 2017, providing outstanding facilities for our students.

With our impressive facilities, outstanding teaching and excellent results, we are confident that we offer a successful route to university or employment. We are not complacent however and we always strive to improve our progress measures!



## HGS Results 2018: KS4

We are incredibly pleased with how our students have performed this year in their GCSE examinations. With the introduction of new, more challenging, linear courses and a new grading system in the majority of subjects, there has been a lot to contend with for students, teachers and parents. Our students have yet again risen to the challenge and have performed very well indeed.

Progress in English and maths has either maintained at or improved on the high levels set last year, with 85% of our students having secured the grades 9 to 4 in both English and maths. Despite the harder examinations, our students have once again reached the highest standards. A third of all grades in the reformed subjects were at grades 7, 8 or 9, with students in triple sciences, English, maths, RS, PE Spanish and history achieving between 14% and 19% of grades at the top level 9. This exceptional performance at the top end, as well as overall, reflects our continued emphasis on providing a broad and balanced curriculum that meets the differing needs, aspirations and interests of our learners.

These fantastic results are a reflection of the hard work and resilience of our students and our dedicated team of teachers and support staff, who together, really do strive to achieve the school's ambition of excellence for all. We also fully appreciate and recognise the support that parents have provided during their children's time with us; it is this partnership between home and school, which continues to be the foundation for our success.



## HGS Results 2018: Post 16

Our largest ever cohort of Year 13 students at Harrogate Grammar school celebrated an excellent set of A Level & BTEC results this year. These results continue the impressive performance of HGS Sixth Formers in recent years and provides a springboard for an extremely wide range of higher education, apprenticeship and employment opportunities.

Despite significant national changes to the A level Examination system, with almost all subjects now fully linear, our largest ever cohort of Year 13 students at Harrogate Grammar School Sixth Form, have achieved exceptional results with 60% of all A Level grades being at A\*-B. This demonstrates an outstanding performance from a Sixth Form which prides itself on its inclusivity and comprehensive intake, with 93% of all exam entries achieved at A\*-D. In addition, an impressive 30% of grades were A\*-A and 9% at the top grade of A\*. The outcomes for our BTEC courses are equally notable with 88% of all results achieving the highest level of Distinction\* or Distinction. This shows Harrogate Grammar School's continued commitment to world class provision and to enhancing opportunities for all. Our students have yet again made progress beyond national expectations.

## The Maths Faculty – Harrogate Grammar School

### Overview

Mathematics is one of the strengths of the school and we aim to make sure that students are successful and well prepared for the future within a framework of enjoyment and endeavour. Harrogate Grammar School is the lead school for the Yorkshire Ridings maths hub, a Teaching School with Maths as a Lead Subject and the Executive Head of Faculty as an SLE supporting other schools in the teaching school alliance and beyond. There is a strong tradition of academic success coupled with a real desire to maximise the potential of students through using a range of innovative, varied and well planned learning strategies.

<http://www.harrogategrammar.co.uk/school/faculties/mathematics-faculty/mathematics/>

### Staffing Structure

The Faculty currently has 10 full-time teachers, 4 part-time teachers, an Intervention Coordinator, a Learning Support Coordinator and a Learning Manager who has a key role of maths teacher with organisation and admin and covers lessons for absent staff. The Faculty management team consists of a Faculty Leader, a Programme Leader and 2 Assistant Programme Leaders. The secondary mastery lead for the Yorkshire Ridings Maths Hub also works from the faculty.

It is expected, and promoted, that all members of the Faculty play a part in the development, management and running of the Maths team.

### Resources and Accommodation

Although large, the Faculty is friendly and very supportive of each other. The Faculty has 6 designated rooms, each with its own computer, data projector and either a large apple TV or interactive whiteboard. The Faculty is generally well resourced. All staff and students have and use iPads to enhance the teaching and learning of Maths.



### Courses Provided

The faculty offers a range of courses: GCSE Maths (AQA), Algebra Award (Level 3) (Edexcel), A Level Maths (Edexcel) and A Level Further Maths (Edexcel), AEA and STEP and Mathematical Studies (Core Maths) (AQA) is now fully established. Everyone in the faculty is expected to teach across the 11-16 age and ability range and there are extensive opportunities to teach post 16 Maths and Further Maths.

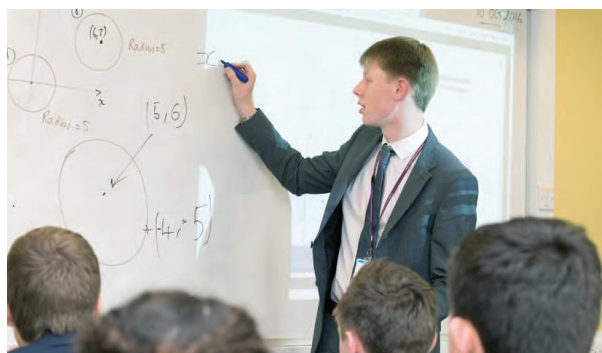
### Results

Exam results, within a high achieving school, are typically very good; last year at GCSE the 9 - 4 rate for Maths was 91%, and 9 – 7 rate was 34%. The progress 8 score for maths was 0.6 (in 2017). In sixth form, from a cohort of 95 students studying A Level 79% achieved a grade of A\* - B, 100% of Further Maths students achieved a grade of A\* - B. Additionally 96 students have completed the AQA Core Maths specification over the last three years. The A – B rate for Core Maths is 49%. We are not complacent, and we always strive to improve our progress measures.

## The Sixth Form

We are very proud of the Sixth Form at Harrogate Grammar School and the outstanding achievements of our students. Students and the school have achieved record-breaking results.

Mathematics is the most popular subject in the Sixth Form – reflecting the positive and confident attitude that our Key Stage 4 students have. Our courses range from Level 3 Core Maths to preparation for the STEP exams required by Cambridge to read mathematics and engineering.



We offer unrivalled additional opportunities to our Sixth Form students, with our impressive facilities, outstanding teaching and excellent results, we are confident that we offer a successful route to university or employment. There are many additional opportunities for students to develop leadership, to volunteer, and to enhance their employability, including mentoring within maths lessons and university placements through the Headstart programme.

We are committed to supporting the success of every student whether they join us from Harrogate Grammar School or from another school in the region or beyond.

The Sixth Form sets high expectations and is ambitious to achieve our 2020 vision of a world class school. Teaching and support for deep understanding at A Level will be the central focus where students are fully prepared for the next stage in their education or career. There is a strong emphasis in the Sixth Form on continually seeking ways to raise performance and develop systems within the team.

## Extra-curricular

Hundreds of students participate in the Maths Challenge each year and some students regularly get through to the Olympiad stage. Each year we enter a team for both the Junior and Senior UKMT Team Maths Challenge and in 2018 we got through to the finals in London. We organise and run our own maths challenge team event for local primary schools (Years 5 and 6) and teach transition materials to our main feeder primary schools.

A significant number of our maths sixth form students (40-50) develop their own talents and those of others by actively taking part in weekly 1-1 peer mentoring of younger students both during lessons and after school. This provides an excellent opportunity for targeted and timely intervention. We are also supporting our students enter into maths teaching via the Future Teaching Scholars (FTS) programme and we are the hub for our region.

At KS3 we have a thriving Board Games Club (including chess). At KS4 we run revision conferences and lunchtime and after school clubs. At A Level we participate in the “maths inspirational” lectures and make use of the excellent resources provided by the Further Maths Network.

The Faculty also provides a great deal of support to students requiring help with their work through lunchtime and after school clubs. For example, the Monday 6<sup>th</sup> form tutorial operates every Monday throughout the year.

## The Future Strategy

The Faculty is forward looking and innovative. We are fully committed developing investigational and problem solving approaches to teaching and learning, with the aim to fulfil the mathematical potential for every student. There is a strong emphasis in the Faculty continually seeking ways to improve Teaching and Learning. We are fully engaged with the school to school support model and all its benefits.

The main aim of the faculty is “Teaching for Understanding”. If you want to strive to enable students reach their full potential and you are forward looking, energetic and seeking to lead in an innovative and supportive environment, then this could be the post for you.



- yes this is a maths lesson!



## Yorkshire Ridings Maths Hub

The Maths Hubs programme is an exciting national initiative now in its fourth year that embodies school to school support and key national developments to a single subject area. An enterprising project, it gathers all maths education professionals in a national network of 35 hubs, each led by an outstanding school or college, working in partnership with neighbouring schools, colleges, universities, maths experts and employers.

The Yorkshire Ridings Maths Hub, covering North and West Yorkshire, Humberside and the East Riding (over 800 institutions) is led by Colin Prestwich the maths hub lead based at Harrogate Grammar School. We are working on a number of innovative national projects including development of Mastery at Primary and Secondary level, teacher exchanges with Chinese schools and the development of the new level three Core maths qualification. Other projects include a drive to increase the recruitment of maths teachers and pioneering problem solving and reasoning approaches to address the new curriculum.

Maths Hub status makes our school a regional leader in harnessing all maths teaching expertise within the area in order to spread excellent practice for the benefit of all pupils and students and those in particular attending HGS. It is a great privilege to be recognised in such a way; and the responsibility we have taken for this is already leading to significant developments taking place in a range of partner schools.



## Red Kite Learning Trust

The Red Kite Learning Trust was founded to provide a supportive structure for schools working in partnership to help ensure all their young people can achieve success. The Trust was formed in 2015 by three founding schools: Harrogate Grammar School; Oatlands Junior School; and Western Primary School; whose aim was (and still is) to work together to ensure Excellence for All.

The development of the Trust has steadily continued and Rossett Acre Primary School joined in November 2016, Crawshaw Academy joined in March 2017 with Coppice Valley Primary School joining in August 2017.

Autumn 2018 is an exciting time for RKLT with another seven schools joining us. We welcome Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton Primary, Temple Learning Academy and Meadowfield Primary Schools.



We are seeing the benefits for young people by working more closely together and as secondary schools, we have welcomed the insight and expertise that our primary colleagues have provided. We also relish the opportunities to share the specialist skills and knowledge of our own staff with colleagues in Key Stages 1 and 2 to add an extra dimension to primary provision in our Trust. We look forward to the Trust steadily developing further over the years and providing even better provision for our young people. Being part of this Multi-Academy Trust provides additional security and opportunities for our staff and was a natural step for Harrogate Grammar as an existing 'Independent Academy Trust'. Since 2011.

The success of our schools is dependent on the quality, talent and commitment of our staff, which is why we want to make sure we recruit the right people who can share our values and vision.

## Red Kite Alliance

As a Teaching school we work to provide outstanding professional learning for all our staff and partner institutions. We are the lead school in the Red Kite Teaching School Alliance which includes sixteen secondary schools, three all-through schools, a special school and twenty-two primaries. The University of Leeds is also a strategic partner, supporting our initial teacher training provision and leadership programmes.



Developing the work of the Red Kite Alliance (RKA) and its role in delivering on the Teaching School targets is a significant and exciting challenge. As one of the first one hundred Teaching Schools in the country, the school is at the heart of system-wide change. Our partnership provides a high quality education for over 28,000 students, with circa 1750 teachers employed in our schools. Our partner schools range from high achieving suburban academies through to inner city

LA schools in more challenging circumstances. The Red Kite Alliance (RKA) has a very high profile in regional school improvement, CPL and Leadership provision, in addition to its long established involvement in Initial Teacher Training. The Red Kite Alliance ran the Red Kite School Direct Programme from 2013 in partnership with 3 local universities. The success of our Primary and Secondary led to the decision to become a SCITT (School Centred provider of Initial Teacher Training). Known as Red Kite Teacher Training, we have gone from strength to strength and this year we have over 100 trainees (52 primary and 55 secondary), many of whom will find employment within our alliance schools.

Academic Year	Total Trainees	Primary Trainees	Secondary Trainees
2013-14	27	12	15
2014-15	44	14	30
2015-16	69	19	50
2016-17	77	28	49
2017-18	96	49	47
2018-19	107	52	55

Working in partnership with the Yorkshire Leadership Community, RKA provides a full suite of leadership courses from Aspiring Leaders through to Headship and beyond. We are accredited providers of the newly reformed National Professional Qualifications enabling us to offer the NPQML (Middle Leaders), NPQSL (Senior Leaders), NPQH (Headship) and NPQEL (Executive Leaders) courses as part of our provision. The work of the Teaching School has been further enhanced and extended with the addition of our Maths Hub status, one of only 35 designated nationally.

Being part of the Red Kite Alliance provides excellent opportunities for staff to work beyond their own school, to collaborate between different partner schools, continually developing and improving their skills. Whatever the aspiration, being part of the RKA provides staff with exciting opportunities to find a rewarding and fulfilling career.

### Further information

For further information about Harrogate Grammar School, the Red Kite Learning Trust, Teacher Training, Maths Hub, or the wider Red Kite Alliance, please visit the following websites:

<http://www.harrogategrammar.co.uk/>

<http://www.rklt.co.uk/>

<http://www.redkitealliance.co.uk/>

[www.yorkshireridingsmathshub.org](http://www.yorkshireridingsmathshub.org)

[http://www.redkitealliance.co.uk/teacher\\_training/](http://www.redkitealliance.co.uk/teacher_training/)

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The Post Specification on the following pages describes the expectations for the role:





**Harrogate Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Post Title:** Teacher of Maths

**Salary Grade:** In line with National Pay Scales

**Contract Type:** Permanent / Established

**Working Hours:** Full Time

**Responsible to:** Faculty Leader - Maths

**Special Conditions of Service:**

No smoking policy, including e-cigarettes.

<b>1</b>	<b>Duties as Main Scale Teacher</b>
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
<b>2</b>	<b>Teaching &amp; Learning</b>
2.1	To manage student learning through effective teaching in accordance with the Faculty's schemes of work and policies.
2.2	To develop students' literacy, numeracy, ICT capability and other key skills such as those of working with others, planning their own learning and problem solving. In particular, to help students become confident and independent learners.
2.3	To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject.
2.4	To ensure continuity, progression and cohesiveness in all teaching.
2.5	To use a variety of methods and approaches to match curricular objectives and the range of individual student needs, and ensure equal opportunity for all students.
2.6	To set home learning work regularly, (in accordance with the School home learning policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
2.7	To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
2.8	To work effectively as a member of the Faculty team to improve the quality of teaching and learning.
2.9	To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
2.10	To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

2.11	To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.
<b>3</b>	<b>Monitoring, Assessment, Recording, Reporting &amp; Accountability</b>
3.1	To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
3.2	To contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3.3	To assess students' work systematically to use the results to inform future planning, teaching and curricular development.
3.4	To be familiar and comply with school and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend parental consultation evenings.
3.5	Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
<b>4</b>	<b>Subject Knowledge &amp; Understanding</b>
4.1	To have a thorough and up to date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
4.2	To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.
<b>5</b>	<b>Professional Standards &amp; Development</b>
5.1	To be a role model to students through personal presentation and professional conduct.
5.2	To arrive in class, on or before the start of the lesson and to begin and end lessons on time.
5.3	To cover for absent colleagues according to the national workload agreement.
5.4	To cooperate with the employer in all matters concerning Health & Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
5.5	To be familiar with the School's Organisational Policy & Procedures document and the Department handbooks.
5.6	To support and implement all the School's policies, eg those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
5.7	To establish effective working relationships with professional colleagues and associate staff.
5.8	To strive for personal and professional development through active involvement in the School's performance management procedures.
5.9	Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
5.10	To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
5.11	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
5.12	To undertake any reasonable task as directed by the Faculty Leader.
5.13	To be aware of the role of the Governing Body of the School and to support it in performing its duties.
5.14	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.

5.15	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> <li>- Have SEN</li> <li>- Are gifted and talented</li> </ul> Are not yet fluent in English.
<b>6</b>	<b>Pastoral</b>
6.1	Every subject teacher will be expected to have pastoral responsibilities.

**Person Specification: E Essential, D Desirable**

<b>7</b>	<b>Experience</b>	
7.1	Demonstrate excellent teaching skills.	E
7.2	Ability to teach all age and ability levels	D
7.3	Ability to teach A level Maths	D
7.4	Subject expertise in ICT	D
7.5	Experience of more than one school.	D
<b>8</b>	<b>Qualifications/Training</b>	
8.1	Degree level qualification in related subject.	E
8.2	PGCE or relevant experience.	E
<b>9</b>	<b>Knowledge</b>	
9.1	Up-to-date knowledge of curriculum related issues 11-19.	E
9.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	D
9.3	Thorough understanding of best practice in raising student attainment.	D
9.4	Knowledge of current guidance and regulations in relation to inclusion.	D
<b>10</b>	<b>Aptitudes</b>	
10.1	Skilled classroom practitioner.	E
10.2	Highly effective communication skills.	E
10.3	Ability to form good working relationships & influence others.	E
10.4	Ability to work within and contribute to an effective team.	E
10.5	Capacity to evaluate and improve.	E
10.6	Willingness to try out new ideas and to contribute to the development of department strategies.	E
10.7	Keenness to continue and improve upon professional development.	E
10.8	Competent in ICT including knowledge & application of Management Information Systems.	E
10.9	High level of skill in dealing with issues relating to student behaviour.	E



10.10	Ability to contribute to wider school life.	E
<b>11</b>	<b>Characteristics</b>	
11.1	Passionate belief in the ability of every student to achieve.	E
11.2	A clear educational vision and sense of direction.	E
11.3	Good organisational skills and high levels of self-motivation.	E
11.4	Energy, self-confidence and the ability to 'give more' when the occasion demands it.	E
11.5	Ability to work under pressure and to meet deadlines.	E
11.6	Good sense of humour & ability to maintain a sense of perspective in all working conditions.	E
11.7	Record of good attendance and punctuality.	E
<b>12</b>	<b>Safeguarding and Promoting the Welfare of Students</b>	
12.1	Has appropriate motivation to work with Students	E
12.2	Ability to maintain appropriate relationships and personal boundaries with Students	E
12.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

This really is a great place to work and learn and the post would be ideal for you if you are forward looking, energetic and looking to develop your teaching experience in our outstanding school.

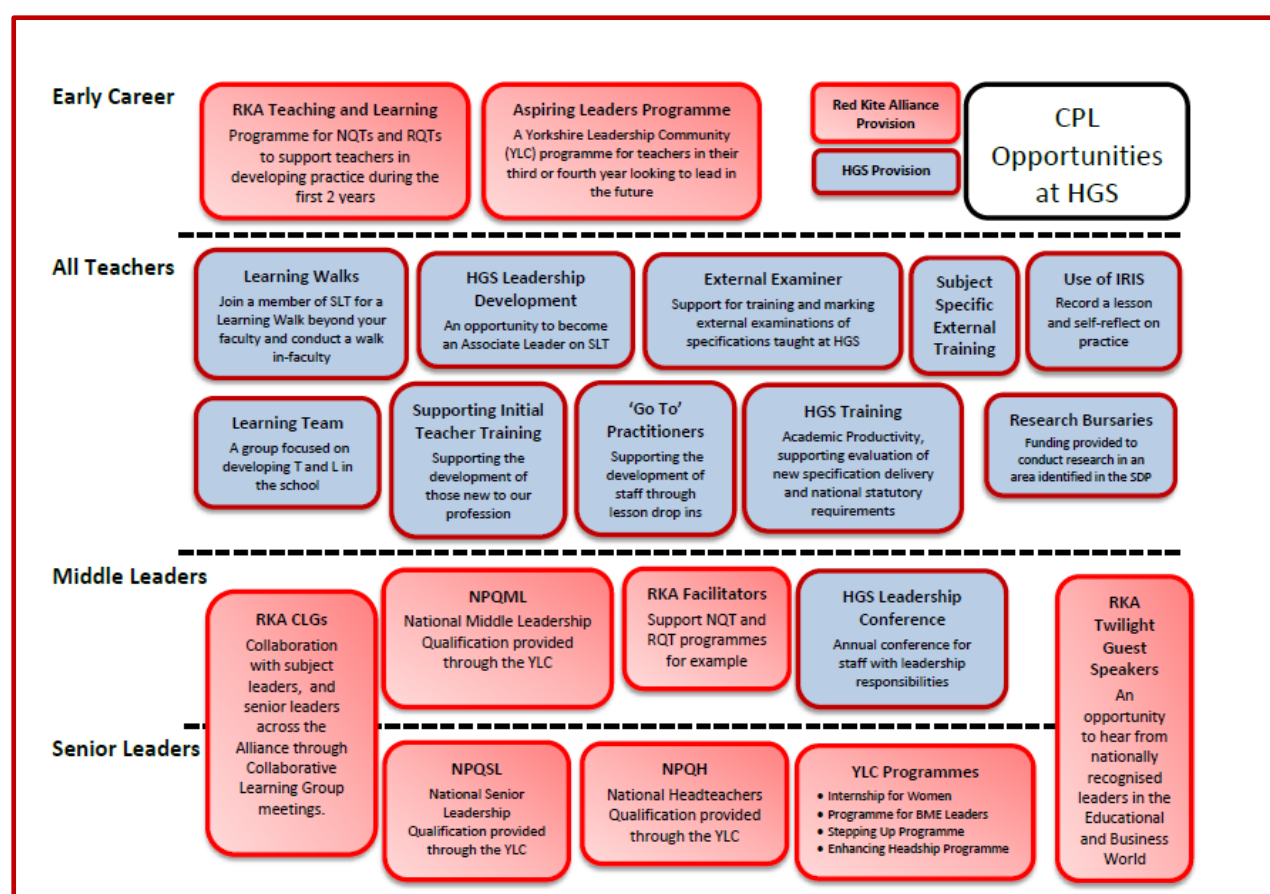
We understand the importance of **securing the right role** and we truly believe that our school will not disappoint you. **Come and visit our school**, informally **meet the Faculty team** and find out more!



### **CPL: Continued Professional Learning at Harrogate Grammar School**

If you relish being at the cutting edge of Teaching & Learning, we offer unique opportunities across the School to extend your Professional Learning and Development.

We are an outstanding Teaching School with an extensive variety of opportunities for staff development through the Red Kite Learning Trust, detailed within the following diagram:



## Our School Values

Harrogate Grammar School is about more than just academic success, it is about giving young

**R**espect  
For ourselves, our community and our environment,  
demonstrating kindness and promoting equality.

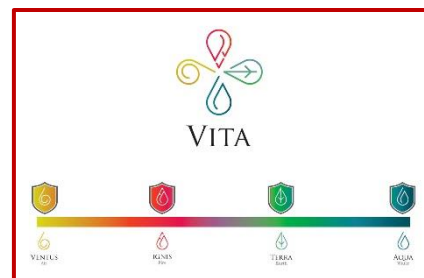
**E**xcellence  
Aiming high, being ambitious  
and striving for excellence for all.

**A**dventure  
Being enterprising, creative  
and thinking independently.

**C**ommitment  
Demonstrating resilience and not giving  
up however challenging the endeavour.

**H**onesty  
Having the courage and integrity to be  
honest both with others and ourselves.

people opportunities to develop as well rounded citizens able to take on and contribute to the world. We hope that new colleagues will be able to help achieve this for all our young people.



In return we can truly offer a range of opportunities to extend your Professional Learning and Development. We understand the importance of securing the right role and we truly believe that our school will not disappoint you!

Harrogate Grammar is within a beautiful spa town, regularly voted one of the happiest places to live and work in Britain! To find out more about our school and the Red Kite Learning Trust, please visit our websites at: [www.harrogategrammar.co.uk](http://www.harrogategrammar.co.uk) and [www.rklt.co.uk](http://www.rklt.co.uk)



## Staff Benefits: Pay & Reward

### Teachers Pay Scales & Portability of Pay

The Trust, at September 2017, applied the highest level of increase available to our Teaching Staff under the national pay recommendation.

One of the flexibilities of being a Multi Academy Trust, means that we have been able to consider and adopt these preferential terms for our staff, but still working within the framework of the School Teachers' Pay & Conditions Document. The Trust applied: to Main Scale Pay Points (M1 through to M6) a **2% increase**; and to the Upper Pay Scale, TLRs, and Leadership points a **1% increase**.

We offer a comprehensive range of reward package options to our new staff to facilitate your transfer to our school. Whether you are an NQT just starting your teaching career, or an experienced teacher seeking to further develop within a highly skilled team offering leadership potential, our school as part of the Trust can offer you a range of superb opportunities.

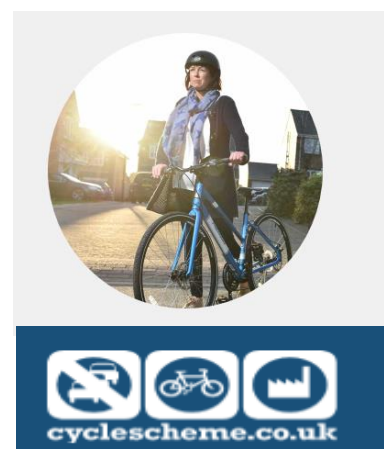
Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

In accordance with the national terms, it is not possible to guarantee portability of pay level or post threshold status on appointment. However, salary levels may still be matched if the Headteacher believes it is appropriate. Although there will be greater freedom to determine starting salaries, all decisions will be fair to existing and new staff and are likely to be modelled on progression as if worked at a Trust School and against the Trust's current salary scales.

### Reward Package & Additional Benefits

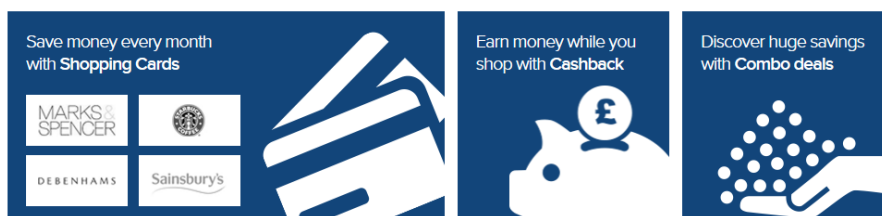
We offer a comprehensive package of reward including our 'Employee Benefits Programme' which provides a range of options including Salary Sacrifice for Childcare Vouchers and our Cycle to Work scheme, allowing staff to:

- Benefit from huge savings on the cost of a new bike and/or safety equipment
- Spread the cost over a year and save on Income Tax and National Insurance contributions
- Choose from over 500 brands from over 2000 partner stores across the UK



Many more benefits are available, from an online rewards portal, in areas such as:

- Shopping
- Family
- Automotive
- Financial & Professional
- Gifts
- Home & Garden
- Sport, Health & Beauty
- Travel



The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2018 aligned to the suggestions from our whole staff team.

### **Teachers' student loan reimbursement programme**

We are delighted as both a School and Trust to be part of the initial pilot programme for schools residing within the North Yorkshire area.

The Teachers' student loan reimbursement scheme is a pilot programme aimed at increasing recruitment and retention in areas of greatest need. If you are eligible, you will be able to apply for a reimbursement on your student loan payments made in the first 10 years of your career, where QTS was awarded from the academic year 2013/2014 onwards.

Applications will open from September 2019 for the eligible subjects of: languages, physics, chemistry, biology, computer science.

Full details of the scheme and additional information can be found at the following [weblink](#).



We hope that after considering all the information provided you will decide to make an application. Full details of **how to apply** are contained on the following page.

## How to Apply

We hope that after considering all the information provided you will decide to make an application. If we can help in providing any other information you might need, please do contact the Trust HR team:

email: [recruitment@harrogategrammar.co.uk](mailto:recruitment@harrogategrammar.co.uk)

Telephone: 01423 535641

To access our **online application form** please visit: <http://www.rklt.co.uk/vacancies/>

Simply select the role from the website and press the 'Apply Now' button at the bottom of the advert to launch the online form. The form can be completed in stages and our recruitment system will email you a personalised link to access and edit your form prior to final submission. Applications will be reviewed, as received, so please apply early!

**School visits are actively encouraged:** If you would like to informally discuss the role with our Faculty Leader of Maths ahead of applying, or arrange an appointment to visit the school at a mutually convenient time, contact the HR team in the first instance using the above contact details.

The **closing date** for this position is **Monday 15<sup>th</sup> October 2018 at 9.00 am.**

Shortlisted candidates will be contacted soon after the closing date.

Interviews are expected to be held during week commencing 22<sup>nd</sup> October 2018, the exact date and final information will be confirmed to successful candidates.

Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

### \*Technical guidance:

*Our online application form supports all major browsers on both PC and tablet based devices. The following browsers and versions are officially supported: Internet Explorer 11, Mozilla Firefox 45.2.0esr and above, Safari 9.1 and above, Chrome 51.0.2704 and above.*

*Please note that other browsers, whilst not officially supported, may work with little or no issue, however if you encounter any technical problem whilst completing the online form, please either use the "Live Chat" feature within the application form, or call the helpline on telephone: 0844 800 9376.*

For further supporting information please see the following documents below;

- HGS Recruitment Process Guidelines
- HGS Ex-offenders Policy
- For our [Aims & Expectations please follow this link](#)



# Recruitment Process Guidelines



**Harrogate Grammar School, as part of the Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

## **APPLICATION FORM (On-Line process)**

Your application form plays an important part in your selection - it is the only basis for considering your initial suitability for the post. Please read the instructions on the online application form carefully before completing it. You must complete all parts of the form.

Look carefully at the post specification. This outlines the duties of the post and the minimum knowledge, skills and experience we require. You should show clearly in your application how your knowledge, skills and experience are relevant to the requirements of the post.

Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them, preferably by giving specific examples.

Relevant skills may have been gained other than through paid employment, so consider also any private, social, leisure, voluntary and domestic responsibilities you have where relevant skills have been developed.

Please check the closing date and allow time to submit your application through the school website. If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete

## **DISABLED APPLICANTS**

If you are a disabled person and may not be able to meet some of the job requirements because of your disability, please specify this in your application. If you meet all other criteria, you will be short-listed and we will discuss with you if there are ways in which the post can be modified to meet your needs.

## **EQUAL OPPORTUNITY EMPLOYER**

Red Kite Learning Trust is an equal opportunity employer committed to the elimination of discrimination throughout its employment practices. Selection criteria procedures will be reviewed frequently to ensure that individuals are selected and treated on the basis of their merits and abilities. All information is treated in confidence and personal information submitted as part of the Equal Opportunities questions will not form part of your application; the shortlisting panel do not have access to this information.

## **REHABILITATION OF OFFENDERS**

The post you are applying for requires you to have a Disclosure & Barring Service check and you will be required to disclose full details of your criminal history prior to your interview. Having a criminal record is not necessarily a bar to obtaining a post. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants – this check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the Trust. Any information given will be completely confidential and will be considered only in relation to this application.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

### **CANVASSING**

You must not try to influence any current employee or member of the school governing body or Trust, to act in your favour as this will disqualify you. If you are related to a current employee, governor or Trust member, you must indicate this in the relevant section of the application form.

### **REQUIREMENTS FOR REFERENCES**

At least one of the references should be your current employer. If you are not currently working with children, but have previously done so, then you must include a referee from the last post where you worked with children. If you have not been in recent paid employment, referees should be appropriately qualified to provide confirmation of your suitability for employment. Referees will normally be contacted before interview where possible. You should be aware that your referees will be asked if, in relation to you, they are aware of any Child Protection allegations or issues of a similar nature.

### **SHORT-LISTING & INTERVIEWS**

Applicants who meet the requirements will normally be short-listed for interview, however, places for interview will need to be limited to a manageable number. In addition, the School may conduct tests and/or written exercises in appropriate circumstances and you may be asked to undertake such exercises as part of the selection process.

At the interview, the panel will ask questions which are intended to allow you to expand on your application and to demonstrate how you meet the requirements of the post. This is also your opportunity to ask questions relating to the job. You will also be asked for your views on the importance of safeguarding children and provide evidence of your suitability to work with young people through your responses to interview questions.

### **SALARY SCALES & INCREMENTS**

**Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational Staff –** Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months service in the grade and a satisfactory performance review and levels of attendance by that date.

**Teachers –** The terms of the relevant year's Pay and Conditions Document will apply.

### **PRE-APPOINTMENT CHECKS**

#### **Permission to Work in the UK**

Please note that we can only consider applications from EU citizens and those holding valid UK visas.

**At Interview** - Under the Asylum and Immigration Act 1996 the School must ensure that you have permission to work in the United Kingdom. No offer of employment can be made without verification of proof of identity. You will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below:

#### **List 1**

- A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom
- A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or identity card.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A passport or other travel document endorsed to show that the holder can stay indefinitely in the United Kingdom or has no time limit on their stay.
- A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
- An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.

#### **List 2**

- First Combination of two documents
    - o A document giving the person's permanent National Insurance Number and name. This could be a P45, P60, National Insurance card, or a letter from a Government agency.
- Plus one of the following documents

- A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
- A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
- A certificate of registration or naturalisation stating that the holder is a British citizen; OR
- A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
- An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
- A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering; OR
- An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, **and** this allows them to do the type of work that you are offering.
- Second Combination of two documents
  - A work permit or other approval to take employment that has been issued by Work Permits UK
  - Plus one of the following documents
  - A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the work permit employment in question; OR
  - A letter issued by the Home Office confirming that the person named in it is able to stay in the United Kingdom and can take the work permit employment in question.

### **Qualifications**

**At Interview** - Evidence of qualifications relevant to the post and proof of Qualified Teacher Status (if applicable) will also be required. We can only accept original certificates. If you cannot produce original documents or certified copies, written confirmation of your relevant qualifications must be obtained from the awarding body.

### **Proof of Identity**

**At Interview** - In accordance with *Keeping Children Safe in Education*, we must see proof of your identity and evidence your name, date of birth, address and see some form of photographic identity.

**At Appointment** - In accordance with Safer Recruitment guidelines designed to protect young people, we will check your suitability to work with children. You will need to undertake an Enhanced Disclosure via the Disclosing and Barring Service (DBS), involving completing an electronic application for this purpose and provide original supporting documents. A copy of the DBS Code of Practice can be made available on request.

### **Medical Clearance**

**At Appointment** - Verification of your medical fitness is required and again you will be asked to complete a form. You will not be able to start work, for insurance purposes, until medical clearance has been received.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.

## Policy Statement on the Recruitment of Ex-Offenders

**Harrogate Grammar School as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

- As an organisation using the Disclosure & Barring Service (DBS) to assess applicants' suitability for positions of trust, Red Kite Learning Trust complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. They undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- Red Kite Learning Trust is committed to the fair treatment of their staff, potential staff or users of their services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
- We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is provided through our E-Application Form, which is viewed by a designated person within the Red Kite Learning Trust; we guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows Red Kite Learning Trust to ask questions about your entire criminal record we only ask about the "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Red Kite Learning Trust who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, eg the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to the withdrawal of an offer of employment.
- We make every subject of a Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Having a criminal record will not necessarily bar you from working with us; this will depend on the nature of the position, the circumstances and background of your offence/s.