



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Faculty Leader – Art, Design & IT Supporting Information

Our School

Our 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 school is very proud of the enhanced provision for languages learning it provides and the opportunities it affords students to develop as global citizens. Links and exchanges with schools in France, Germany, Spain, Italy, Uganda, Sri Lanka and China ensure our students learn a lot about the world beyond Harrogate.

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 and is one of the top performing comprehensive Sixth Forms in North Yorkshire. The school welcomes a large group of post-16 students from other schools and there are significant opportunities for students to develop their leadership skills and participate in a wide range of extra-curricular activities in preparation for their future.

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 Science laboratory block.

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!

Design Faculty (Art, Design & IT)

Overview

The Faculty consists of the Design Technology and Art & Design departments and since the beginning of September 2014 also includes ICT (Computer Science & Digital Media). The significance of this Faculty is a reflection of both the importance that the school attaches to Design and to the considerable numbers of students at Key Stage 4 and Post-16 who opt for an aesthetic and design specialism from the following choices: Art, Photography, Food Technology, Graphics, Textiles and Product Design. The creation of the Design Faculty has focused on the sharing of expertise, resources and staff across the different subjects to create new opportunities for learning.

Courses Provided

There are 50 and 55 minute lessons throughout the school curriculum with the timetable organised on a two week cycle, many of the lessons in Design are delivered as “doubles.”

KEY STAGE 3 DESIGN



At Key Stage 3 students are taught in mixed ability groups in classes of no more than 24. Our curriculum will consist of 6 lessons a cycle in each year offering a broad Design learning experience through design centred exciting schemes of work building on both the students' interests and ideas alongside the teachers' own skills and specialist areas. Working

collaboratively the Design Technology and Art and Design staff have developed a unique and forward thinking scheme which will provide a rich and varied experience of all aspects of design. Within the ICT subject area we offer students the opportunity to study a range of both academic and vocational courses, these have been chosen with progression in mind both throughout the school and beyond. Courses are all taught by subject specialists: Computer Science (8); ICT & Programming (7).

The Faculty is supported by excellent facilities providing opportunities to develop outcomes through many different approaches including CAD/CAM based projects, Electronics, Food and Product Design, as well as printmaking, sculpture, digital photography, ceramics, and painting and drawing. The teaching of design ICT skills is common to all areas and these include 2D Design and ProDesktop packages, Adobe Photoshop, Adobe Lightroom and Adobe Illustrator.

We also take full advantage of the whole school scheme for every student to have an iPad and have developed resource and approaches which utilise this through a wide range of Teaching and Learning opportunities.



KEY STAGE 4 DESIGN

In Key Stage 4 Students can follow the following courses:

AQA GCSE Art & Design, Fine Art, Graphics, Textiles, Photography and 3-Dimensional design
AQA GCSE Food & Nutrition and Design Technology.
OCR GCSE Computing
OCR BTEC iMedia

KEY STAGE 5 DESIGN

At Key Stage 5 the faculty offers a broad range of A Level courses. These include:

AQA A Level Art and Design, Textiles, Graphics and Photography
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AQA A Level Food and Nutrition and Product Design

AQA A Level Computer Science

OCR Digital Media



As a result of the faculty's progress and success over the last few years the growth at Key stage 5 has been considerable with over 100 students in Years 12/13. Many students go on to further education in Design and pursue both Product Design courses beyond A Level, Art Foundation courses here in Harrogate or Leeds. Over the past few years we have had students accepted at Chelsea, Edinburgh and the London School of Fashion, and locally in Leeds and Harrogate.

At all times the faculty emphasises the importance of the acquisition of a breadth of subject knowledge and understanding of design. Critical understanding and exploration and the use of ICT and the development of independent learning are a central part of our teaching, as is the importance placed on the acquisition of highly developed design and practical skills for the production of quality outcomes with an awareness of the world of creative and industrial practices.



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.

For more information regarding the range of course offered at Key Stage 5, please see our: [Sixth Form Prospectus](#)



Results

2017 GCSE:

In Art & Design 54% A*-A 95% A*-C.
In Design & Technology, Food Technology: 89% A* -C,
Product Design 83% A-C

2017 - A Level:

In Art & Design 47% A*-B, 69% A*-C
Photography 60% A*-B, 93% A*-C
Product Design 60% A*-B



Staffing Structure

The Design Faculty will have 9 full time teachers and 1 part-time teachers comprising 4 Art specialists and 4 Design & Technology specialists, and 2 ICT teachers. Operational (Support) staff comprise of a senior technician and 3 other technicians, (1 Art, 2 D&T) and one part time Food Technology Technician. The Faculty management team consists of the Faculty Leader, 2 Assistant faculty Leader (TLR 2c) and a subject Lead (TLR 2a).

Resources and Accommodation

Harrogate Grammar is an 'iPad school', therefore every student and member of academic staff has their own iPad. These are used to enhance teaching and learning as determined by the subject teacher.

The Art & Design specialist accommodation comprises of 5 multi-purpose rooms, 2 sixth form studios and a dedicated photography suite. There is also a small darkroom. Each Art room is equipped with access to ICT provision and the department resources include photographic equipment, both traditional and digital, etching and photographic silkscreen printmaking facilities, 3D and ceramics area, along with all other expected equipment and materials. ICT staff consist of 2 full-time teachers and 1 part-time teacher.

The Design & Technology specialist accommodation comprises of seven specialist rooms in total consisting of two food rooms, two multi-material workshops, two CAD/CAM/design rooms (with suites of networked PCs, vinyl cutters, a Boxford CNC router, 2 laser cutters and a small 3D printer) and one large A Level Graphics and Product Design studio with ICT facilities including Mac computers for specialist graphic modelling work. One of the Food rooms has very recently been refurbished to a high specification. The workshops are very well resourced and equipped allowing quality work to be produced. There are also store and machine rooms.

There are three ICT suites for use by the subject. Each suite has a minimum of 24 PCs running Microsoft Windows 10 with the Office 2016 suite to support word processing, spreadsheet and presentation activities.

Learning in Media is supported by the Adobe Creative Suite, with Photoshop, Flash, Fireworks and Dreamweaver all utilised by staff and students.

Python is the main programming language at HGS, with students learning this from Year 8. In their first year at school, the Year 7 students develop their programming understanding currently using Scratch.

Extra-curricular

Across the Faculty a wide variety of trips and visits take place each year: from overseas art trips to New York, Paris and Berlin; to more local visits to London's Design Museum, Vitra, the Royal College of Art and the major art galleries. Other trips support food and nutrition and design technology.

The Art & Design staff offer a range of extra-curricular activities including trips and residential opportunities, both in this country and abroad, lunch-time and after school clubs and master classes and most able workshops. Students in the sixth-form have access to links with the local schools and college for a range of courses including photography, life drawing and painting and drawing. There is always a desire to encourage links with other aspects of the wider community. Over the past 7 years we have held a summer design exhibition of 'A' level work at Harewood House and last year we visited Berlin.

The Design & Technology staff are always keen to develop an awareness of industrial practices through visits and business links. There are particularly strong links with food and catering local businesses, taking part in North Yorkshire Business Education Partnership's STEM programme as well as visits to Bettys and Taylors of Harrogate. There is an annual visit by 'A' level Product Design students to London to go to the Design Museum and the Vitra furniture exhibition. Students from all Key Stages take part in a local area inter-schools problem solving Technology Tournament.

The ICT staff team also support students with the provision of sessions during lunch and after school to further raise progress.

Further Faculty Information

For further information about the Faculty, please visit our website:
<https://www.harrogategrammar.co.uk/school/faculties/design-faculty/>

About the 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 is to work together to ensure Excellence for All. We are delighted to subsequently welcome Rossett Acre Primary School who joined the Trust in November 2016, Crawshaw Academy in March 2017 and more recently, Coppice Valley Primary School joined us on 1st August 2017.

We are seeing the benefits for young people by working more closely together and as a secondary school, 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 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 us as an existing 'Independent Academy Trust'.

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-eight primaries. The University of Leeds is also a strategic partner, supporting our initial teacher training provision.



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 working with the National College for Teaching and Learning (NCTL) and the DfE. 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.

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.

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 Programmes led to the decision to apply to be a SCITT (School Centred provider of Initial Teacher Training). Known as Red Kite Teacher Training, we were formally accredited in October 2015 and successfully trained our first cohorts of primary and secondary trainees last year.

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

A very high proportion of trainees have completed the course each year. We are also proud of our excellent attainment and employments rates. Year on year, the number of trainees on our programmes have increased significantly and we will also be engaging more schools from the region within our partnership as a result.

Further information

For further information about Harrogate Grammar School, the Red Kite Learning Trust, Teacher Training, the wider Red Kite Alliance, or each of our schools, please visit the following websites:

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

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

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



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: Faculty Leader – Art, Design & IT

**Salary Grade: National Pay Scales + TLR 1b
£10,614 per annum**

Contract Type: Permanent

Working Hours: Full Time

Responsible to: Deputy Headteacher

General Description:

To provide professional leadership and management for the Faculty, to secure high quality teaching and learning, effective use of resources and improved standards of achievement for all students.

In addition to contribute to the strategic development of the school as part of the extended leadership team.

1	Duties as Main Scale Teacher
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. 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. In addition to the specific duties below as Faculty Leader the post-holder will comply with the duties of a Main Scale Teacher (detailed in separate Job Description – available if required).
2	Additional Duties as Faculty Leader
2.1	To support the agreed aims, values and expectations for the school and its stakeholders.
2.2	To be a role model to Faculty colleagues in terms of professionalism, hard work and highly effective teaching.
2.3	To ensure a continuing focus on learning.
2.4	To set out, work towards and communicate effectively a vision of excellence for the Faculty, which involves continuously improving the quality of teaching and learning in the Faculty.
2.5	To ensure the effective management of the physical and human resources at the Faculty's disposal, including teaching, non-teaching and support staff. Also to involve

	all Faculty staff in developing excellent practice and procedures in support of excellent learning.
2.6	To maintain sufficient written documentation to support the Faculty effectively in terms of teaching strategies and procedures.
2.7	To monitor and evaluate all aspects of the Faculty's work in accordance with the schools' M & E systems. In particular, to use this monitoring and evaluation to plan the future development work of the Faculty in line with school procedures.
2.8	To support all members of the Faculty in terms of pupil discipline, their personal classroom performance and individual professional development.
2.9	To establish appropriately high levels of expectation and excellent standards of behaviours by ensuring consistency in the use of the positive achievement system across the Faculty.
2.10	To work with the nominated Link Governor to ensure the Governing Body is kept aware of developments in the Faculty.
2.11	To report to the Governing Body directly on matters related to the Faculty, particularly standards and effectiveness.
2.12	To play a wider role within the school as a leader in terms of shaping aspects of the school's policy and vision.
2.13	To ensure the Faculty is represented on consultative/development groups set up in the school.
2.14	To attend meetings in school as part of an extended leadership team with a whole-school perspective.
2.15	To communicate effectively with members of the Faculty & all other relevant members of school.
2.16	To use the Performance Management process to enhance the professional development aspirations of colleagues and achieve Faculty targets.
2.17	To promote reflection and collaboration as methods of improving learning across the Faculty.
2.18	To contribute to and have responsibility for the planning and development of whole school policies and any duties which may reasonably be given to him/her by the Executive/Associate Headteacher(s).
3	Leadership of the Art, Design & IT Faculty
3.1	To communicate effectively within the school and with parents, partners and the community, at all levels, promoting the Faculty and curriculum.
3.2	To ensure the Faculty engages positively and plays its part in the Red Kite Teaching School Alliance.
3.3	To be prepared to offer support to all schools that might need support from the Red Kite Teaching School Alliance.
3.4	To lead the use of new technologies in Art, Design and IT to support effective teaching and learning.
3.5	To coordinate and ensure wider enriching opportunities.
4	Curricular/Faculty Development
4.1	To contribute towards continuity and progression within the whole school curriculum.
4.2	To produce the Faculty development plan, ensure its implementation and align it with the School Development Plan.
4.3	To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.

4.4	To develop Faculty strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
4.5	To use the subject where appropriate to develop pupils' literacy, numeracy and competence in ICT.
4.6	To monitor and evaluate the teaching in the Faculty; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
4.7	To develop Faculty strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs including the most able.
4.8	To work with the SENCO to ensure IEPs are used effectively within the Faculty by setting subject-specific targets and matching the provision to individual pupil needs.
4.9	To be responsible for the management of all courses allocated to the Faculty.
4.10	To encourage staff to develop extra-curricular activities which may, or may not, be linked to the Faculty.
4.11	Ensure all statutory requirements related to curriculum provision in the Faculty are met.
5	Professional Development
5.1	To be fully involved in the provision and organisation of in-service training for the Faculty staff (teaching and non-teaching) as appropriate.
5.2	To have overall responsibility for the monitoring, support and assessment of any trainee (ITT) and newly qualified teachers (NQTs).
5.3	To identify development opportunities for staff within the Faculty and through external agencies or courses.
5.4	To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
5.5	To personally keep up to date with developments and new ideas related to the Faculty learning programmes and education in general.
6	Liaison/Communication
6.1	To meet regularly and work with the 'SLT link' for mutual professional support and to develop effective Faculty management.
6.2	To liaise with other post holders as appropriate to ensure efficient running of the school and prompt response to parents.
6.3	To forge appropriate and mutually beneficial links with local and national organisations associated with the Faculty area and with local and national businesses.
6.4	To ensure the Faculty engages positively in partnership work with local primary, secondary and special schools.
6.5	Communicate and work effectively with parents to support student achievement and success.
7	Stock/Resources/Budget
7.1	To manage the physical resources of the Faculty and ensure that best value is achieved in all purchasing decisions. This to include making all resources as accessible as possible for staff and students, including transferring educational resources to electronic form where appropriate.
7.2	To maintain records of physical resources where appropriate, particularly the inventory.
7.3	To manage the allocated budget without overspend and to review with the 'SLT link' the budget annually in accordance with the LA's and School procedures and regulations to ensure 'best value'.
8	Health & Safety

8.1	To maintain an up-to-date knowledge of all Health and Safety matters affecting the Faculty, and to ensure all staff in the Faculty have up-to-date knowledge of Health and Safety matters.
8.2	To make sure that all staff in the Faculty follow procedures in line with Faculty and School policies.
8.3	To monitor the policy, procedures and practice with regard to Harrogate Grammar School in the Faculty, to evaluate and amend these where appropriate and to refer any issues requiring action by others to the line manager.
9	Pastoral
9.1	Every subject teacher will be expected to have pastoral responsibilities.

Person Specification: E Essential, D Desirable

10	Experience	
10.1	Experience of more than one school.	E
10.2	Successful experience of raising standards at leadership level.	E
10.3	Successful experience of managing whole school improvement in a secondary school.	D
10.4	Successful experience of monitoring teaching and learning.	E
10.5	Successful experience of leading, motivating and monitoring other members of staff.	E
10.6	Successful experience of curriculum development.	E
10.7	Experience of managing students with challenging behaviour.	E
10.8	Ability to teach GCSE Art, Design / Graphics to high ability students.	E
10.9	Ability to teach A-Level Art, Design / Graphics & Photography to high ability students.	E
10.10	Ability to teach GCSE & A-Level Art, Design or IT (or a combination of) to high ability students.	D
10.11	Ability to teach GCSE Design & Technology / Product Design to high ability students.	D
10.12	Ability to teach A-Level Product Design, Graphics & Computer Science to high ability students.	D
11	Qualifications/Training	
11.1	Degree level qualification plus PGCE and QTS.	E
11.2	Further post-graduate study of education.	D
11.3	Recent leadership training.	D
12	Knowledge	
12.1	Up-to-date knowledge of curriculum related issues 11-19	E

12.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	E
12.3	Thorough understanding of best practice in raising student attainment.	E
12.4	Knowledge of current guidance and regulations in relation to inclusion.	D
13	Aptitudes	
13.1	Skilled classroom practitioner.	E
13.2	Highly effective communication skills.	E
13.3	Ability to lead and inspire colleagues.	E
13.4	Ability to form good working relationships & influence others.	E
13.5	Capacity to evaluate and improve.	E
13.6	Competent in ICT (ideally with the ability to lead in this area) including knowledge & application of Management Information Systems.	E
13.7	High level of skill in dealing with issues relating to student behaviour.	E
13.8	Ability to be able to forge and maintain educational partnerships.	E
13.9	Ability to analyse performance data.	E
13.10	Ability to contribute to wider school life.	D
14	Characteristics	
14.1	Passionate belief in the ability of every student to achieve.	E
14.2	A clear educational vision and sense of direction.	E
14.3	Good organisational skills and high levels of self-motivation.	E
14.4	Energy, self-confidence and the ability to 'give more' when the occasion demands it.	E
14.5	Ability to work under pressure and to meet deadlines.	E
14.6	Good sense of humour & ability to maintain a sense of perspective in all working conditions.	E
14.7	Record of good health, attendance and punctuality.	E
14.8	A desire for further promotion.	D
15	Safeguarding and Promoting the Welfare of Students	
15.1	Has appropriate motivation to work with students.	E
15.2	Ability to maintain appropriate relationships and personal boundaries with students.	E
15.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E



Our School Values

Respect
For ourselves, our community and our environment, demonstrating kindness and promoting equality.

Excellence
Aiming high, being ambitious and striving for excellence for all.

Adventure
Being enterprising, creative and thinking independently.

Commitment
Demonstrating resilience and not giving up however challenging the endeavour.

Honesty
Having the courage and integrity to be honest both with others and ourselves.

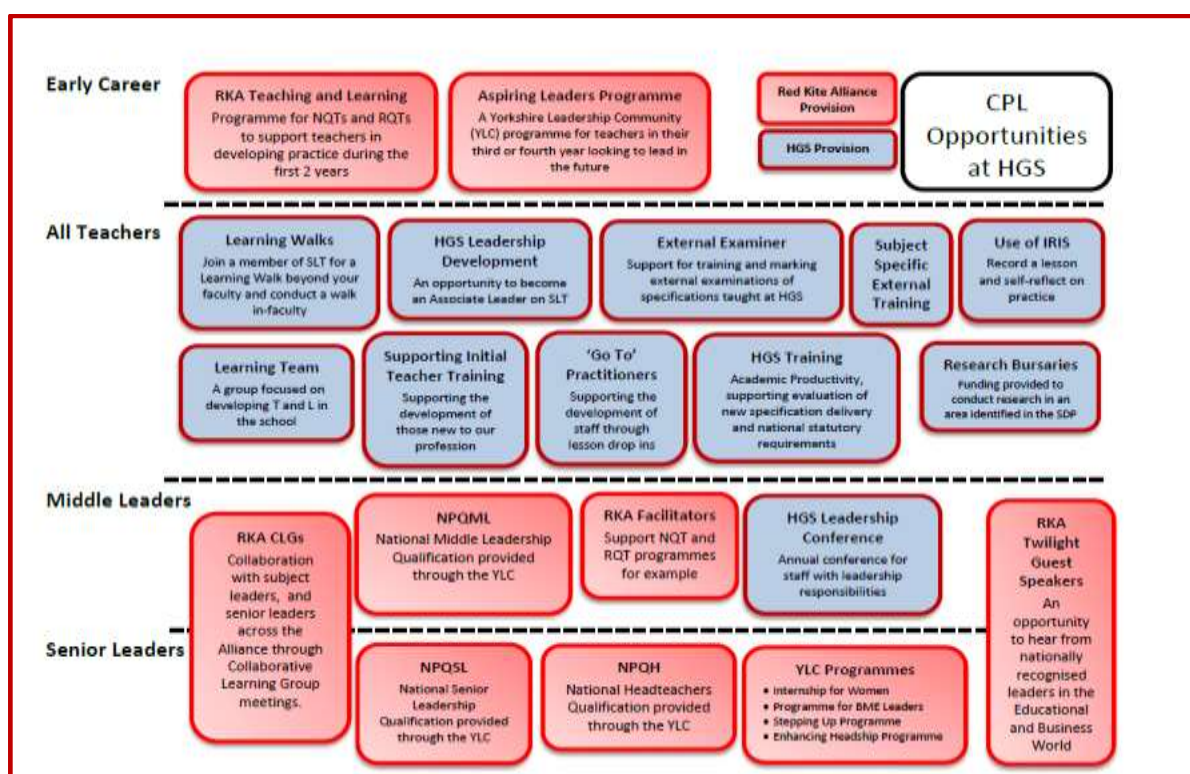
Harrogate Grammar School is about more than just academic success, it is about giving young people opportunities to develop as well rounded citizens able to take on and contribute to the world. We hope that new colleagues will be able to help achieve this for all our young people.



In return we offer a range of opportunities to extend your Professional Learning and Development.

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



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](#).

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 (up to UPS3) 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.

How to Apply

This is a superb leadership opportunity to join our Faculty, where you will lead a highly skilled and dedicated staff team. You will teach and inspire high achieving fantastic young people at KS3, 4 and 5 who are committed to their learning and proud to be part of Harrogate Grammar School.

We are confident that our Trust, and Harrogate Grammar School, offers **an outstanding environment** to both work and learn. We are situated in a beautiful spa town, regularly voted one of the happiest places to live and work in Britain!

If this sounds like a place that you would enjoy working in, we hope you will apply and come and see for yourself what is on offer. We understand the importance of securing the right role and believe our School and Faculty will not disappoint you!

We actively encourage informal school visits, if you would like to find out more about any aspect of the role, our reward package, or book a school visit, please contact our MAT HR Team in the first instance: email recruitment@harrogategrammar.co.uk or telephone: 01423 535641

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

A reminder the closing date is **09:00am Tuesday 17th April 2018**.

We hope that after considering all the information provided you will decide to make an application.

*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.

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.

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



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
 - o A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
 - o A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
 - o A certificate of registration or naturalisation stating that the holder is a British citizen; OR
 - o 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
 - o 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
 - o 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
 - o 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
 - o A work permit or other approval to take employment that has been issued by Work Permits UK
 Plus one of the following documents
 - o 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
 - o 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



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, e.g. 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.

(Source www.disclosures.gov.uk)