



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Assistant Programme Leader
Design and Technology
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.

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. 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.

Our students continue to obtain excellent results and are a reflection of the hard work and resilience of our pupils 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 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.

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.

HGS Design Faculty

Overview

The Design faculty consists of the Design Technology and Art & Design departments and since the beginning of September 2014 also includes ICT. 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 consists 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 schemes, which provide a rich and varied experience of all aspects of design.

This 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.

Within Art & Design students can follow the following courses:

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

AQA A Level 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 alongside 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 skills and the development of subject knowledge with a thorough understanding of design. Critical understanding, exploration of ideas alongside 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.

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

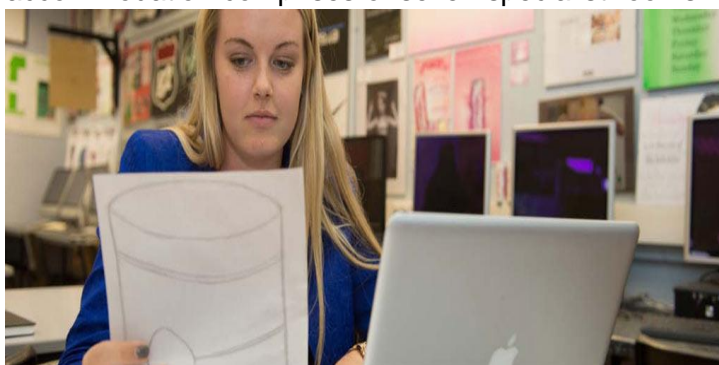
Staffing Structure

The Design Faculty will have 9 full time teachers and 1 part-time teacher 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 a Faculty Leader, 2 Assistant Programme Leaders and a Programme Leader.

Resources and Accommodation

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 Boffi 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.



Extra-curricular

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.



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 was an exciting time for RKLT with another seven schools joining us. We welcomed Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Templenewsam Halton Primary, Temple Learning Academy and Meadowfield Primary Schools.



We are seeing the benefits for young people by working more closely together and welcomed the insight and expertise that our primary colleagues have provided. We look forward to the Trust steadily developing further over the years and providing even better provision for our children.

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 Teaching School Alliance

Our Trust of thirteen schools also forms part of the Red Kite Teaching School Alliance which is administered by Red Kite Learning Trust. The Red Kite Teaching School Alliance is a partnership of Yorkshire schools and institutions, across all phases, primary, secondary and special, from inner city locations to rural contexts, that have come together to share our skills, experience, talent and capacity to help improve the learning and achievement of young people across Yorkshire and the Humber.

As one of the first one hundred Teaching Schools in the country, Harrogate Grammar is at the heart of system-wide change. 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 provision 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.

We firmly believe that we are ‘stronger together’ and that partnership and collaboration between practicing teachers in different schools is the only way to continually develop and improve teaching and learning for the benefit of students, parents and the communities in which we work.

Further information

For further information about 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/>

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



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

Post Title: Assistant Programme Leader – Design and Technology

Salary Grade: In line with National Pay Scales + TLR allowance

Contract Type: Permanent

Working Hours: Full Time

Responsible to: Faculty Leader – Design

Special Conditions of Service:

No smoking policy, including e-cigarettes

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| 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. |
| 2 | Additional Duties as Assistant Programme Leader |
| 2.1 | To be a role model to colleagues in terms of professionalism, hard work and highly effective teaching. |
| 2.2 | To assist in effectively managing the physical and human resources at the area's disposal, including teaching, non-teaching and support staff. |
| 2.3 | To maintain sufficient written documentation to support the area effectively in terms of teaching strategies and procedures. |
| 2.4 | To assist in monitoring and evaluating all aspects of the area's work, in accordance with the schools' monitoring and evaluation systems and ensure that the Faculty Leader incorporates the outcomes into the faculty development plans. |
| 2.5 | To support all members of the area in terms of student discipline, their personal classroom performance and individual professional development. |
| 2.6 | To ensure that the positive achievement system is used consistently and effectively within the areas. |
| 2.7 | To communicate effectively with members of the area & all other relevant members of school. |

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| 3 | Teaching & Learning |
| 3.1 | To manage student learning through effective teaching in accordance with the Faculty's schemes of work and policies. |
| 3.2 | 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. |
| 3.3 | To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject. |
| 3.4 | To ensure continuity, progression and cohesiveness in all teaching. |
| 3.5 | 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. |
| 3.6 | To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning. |
| 3.7 | 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. |
| 3.8 | To work effectively as a member of the Faculty team to improve the quality of teaching and learning. |
| 3.9 | To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement. |
| 3.10 | 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. |
| 3.11 | To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching. |
| 4 | Monitoring, Assessment, Recording, Reporting & Accountability |
| 4.1 | To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge. |
| 4.2 | 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. |
| 4.3 | To assess students' work systematically to use the results to inform future planning, teaching and curricular development. |
| 4.4 | 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. |

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| 4.5 | 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. |
| 5 | Subject Knowledge & Understanding |
| 5.1 | 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. |
| 5.2 | 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. |
| 6 | Professional Standards & Development |
| 6.1 | To be a role model to students through personal presentation and professional conduct. |
| 6.2 | To arrive in class, on or before the start of the lesson and to begin and end lessons on time. |
| 6.3 | To cover for absent colleagues according to the national workload agreement. |
| 6.4 | 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. |
| 6.5 | To be familiar with the School's Organisational Policy & Procedures document and the Department handbooks. |
| 6.6 | To support and implement all the School's policies, eg those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT. |
| 6.7 | To establish effective working relationships with professional colleagues and associate staff. |
| 6.8 | To strive for personal and professional development through active involvement in the School's performance management procedures. |
| 6.9 | Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs and visits. |
| 6.10 | 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. |
| 6.11 | To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare. |
| 6.12 | To undertake any reasonable task as directed by the Faculty Leader. |

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| 6.13 | To be aware of the role of the Governing Body of the School and to support it in performing its duties. |
| 6.14 | To be familiar with and implement the relevant requirements of the current SEND Code of Practice. |
| 6.15 | To consider the needs of all students within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> • Have SEND • Are gifted and talented • Are not yet fluent in English |
| 7 | Pastoral |
| 7.1 | Every subject teacher will be expected to have pastoral responsibilities. |
| 8 | General |
| 8.1 | To support, implement and adhere to all the RKLT policies, e.g. Safeguarding, Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT. |
| 8.2 | To contribute to the overall ethos/work/aims of the school. |
| 8.3 | To attend and participate in school training + other learning activities as required. |
| 8.4 | To take part in the appraisal process employed at the school. |

Person Specification : E Essential, D Desirable

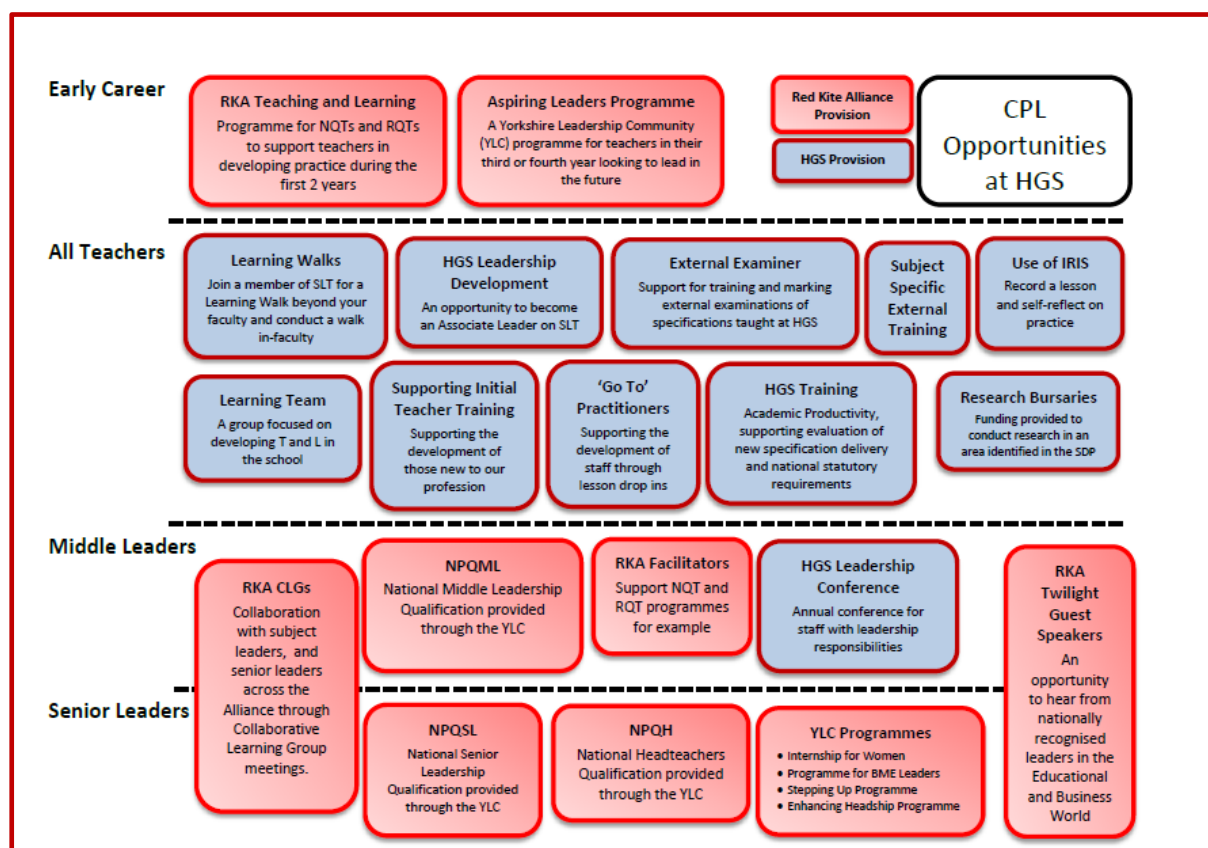
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| 9 | Experience | |
| 9.1 | Demonstrate excellent teaching skills. | E |
| 9.2 | Ability to teach GCSE Design & Technology, A Level Product design and KEY Stage 3 Design & Technology including Food and Nutrition. | E |
| 9.3 | An aptitude and ability to teach subject specific ICT - 3D and 2D design software (eg. SOLIDWORKS & FUSION 360, 2D design) | E |
| 9.4 | Ability to teach all age and ability levels. | D |
| 9.5 | Subject expertise in use of IPAD Apps. | D |
| 9.6 | Experience of more than one school. | D |
| 10 | Qualifications/Training | |
| 10.1 | Degree level qualification in related subject. | E |
| 10.2 | PGCE or relevant experience. | E |
| 11 | Knowledge | |
| 11.1 | Up-to-date knowledge of curriculum related issues 11-19. | D |

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| 11.2 | Detailed knowledge of pedagogical practice in relation to Teaching and Learning. | D |
| 11.3 | Thorough understanding of best practice in raising student attainment. | D |
| 11.4 | Knowledge of current guidance and regulations in relation to inclusion. | D |
| 12 | Aptitudes | |
| 12.1 | Skilled classroom practitioner. | E |
| 12.2 | Highly effective communication skills. | E |
| 12.3 | Ability to form good working relationships & influence others. | E |
| 12.4 | Ability to work within and contribute to an effective team. | E |
| 12.5 | Capacity to evaluate and improve. | E |
| 12.6 | Willingness to try out new ideas and to contribute to the development of department strategies. | E |
| 12.7 | Keenness to continue and improve upon professional development. | E |
| 12.8 | Competent in ICT including knowledge & application of Management Information Systems. | E |
| 12.9 | High level of skill in dealing with issues relating to student behaviour. | E |
| 12.10 | Ability to contribute to wider school life. | D |
| 13 | Characteristics | |
| 13.1 | Passionate belief in the ability of every student to achieve. | E |
| 13.2 | A clear educational vision and sense of direction. | E |
| 13.3 | Good organisational skills and high levels of self-motivation. | E |
| 13.4 | Energy, self-confidence and the ability to 'give more' when the occasion demands it. | E |
| 13.5 | Ability to work under pressure and to meet deadlines. | E |
| 13.6 | Good sense of humour & ability to maintain a sense of perspective in all working conditions. | E |
| 13.7 | Record of good health, attendance and punctuality. | E |
| 14 | Safeguarding and Promoting the Welfare of Students | |
| 14.1 | Has appropriate motivation to work with Students. | E |
| 14.2 | Ability to maintain appropriate relationships and personal boundaries with Students. | E |

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| 14.3 | Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline. | E |
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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:



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.

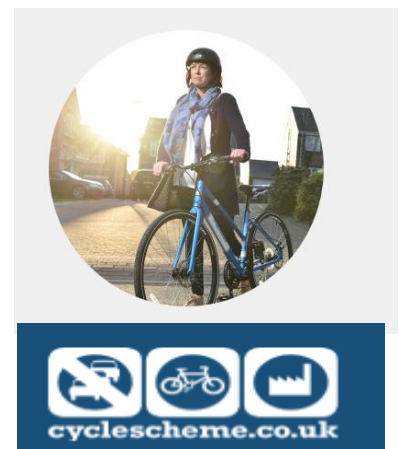
Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

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

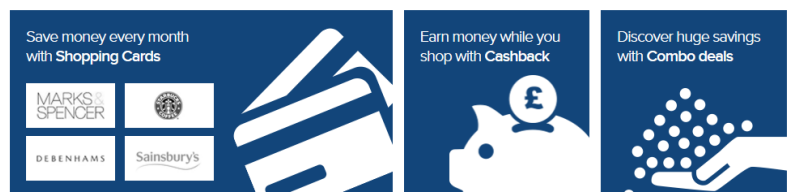
We offer a comprehensive package of reward including our 'Employee Benefits Programme' which provides a range of options including Salary Sacrifice and our Cycle to Work scheme, allowing staff to:

- 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

We understand the importance of securing the right role and believe our School and Faculty will not disappoint you! We hope that after considering all the information provided you will decide to make an application. We are confident that our Trust and Harrogate Grammar School offer **an outstanding environment** to both work and learn.

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

If we can help in providing any other information you might need, please do contact the HR team on recruitment@harrogategrammar.co.uk or 01423 535222

Alternatively please contact our Faculty Leader, Mrs Jo Oates for further details:
jko@harrogategrammar.co.uk

A reminder the closing date is Friday 3rd May 2019 at noon

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



Harrogate Grammar School, 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, 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)