



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Teacher of Girls' PE Supporting Information

Our School

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

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

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

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

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

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

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

HGS Results 2018: KS4

We are incredibly pleased with how our students performed last 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 rose to the challenge and performed very well indeed.

High levels of progress set in 2017 in English and maths were improved in 2018 with 85% of our students having secured the grades 9 to 4 in both English and maths. Despite the demanding examinations, our students 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 reflect 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 in 2018. 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 reformed, our Year 13 students achieved exceptional results in 2018 with 61% 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 made progress beyond national expectations.

The Physical Education & Sports Faculty

Strengths of Faculty

- High quality delivery of PE & Sport enabling students to learn and achieve well
- Teachers have excellent subject knowledge and students are engaged in lessons
- Excellent relationship with students, creating a positive learning environment
- Diverse range of teaching and learning styles
- An ever increasing cohort of students for examination PE
- An extensive range of competitive and recreational extra-curricular opportunities
- Excellent opportunities for students to develop their leadership skills
- Opportunities for students to develop a holistic well-being
- Support and expertise readily available for professional development

Staffing Structure

There are 8 members of staff within the faculty. The staffing structure at present consists of a Faculty Leader, a Programme Leader, Sports Technician and five other PE specialists. The

faculty has the potential to enable students at HGS to achieve the best Physical Education results of any comprehensive school as well as developing sporting excellence through extensive clubs and teams. The PE team are all very committed, hardworking and enthusiastic; they set and demand high standards, both of themselves and the students.

We are looking to appoint an enthusiastic, dynamic and well qualified teacher of Girls' PE with expertise across the curriculum. You will be expected to teach across all key stages including examination PE. We have an extensive and diverse extra-curricular programme enjoying success at both regional and national level, to which you would be expected to fully contribute. You would be joining an ambitious faculty that is committed to a vision of participation and excellence for all.

Courses Provided

In both KS3/4 students have 4 x 55min lessons per 2 week cycle, these could be either singles or doubles. Activity groups are single gender and are mostly set by ability from Year 7. You would be expected to support the teaching of both girls and boys PE across the full range of ability and activities. Curriculum activities taught include: netball, rugby, hockey, football, gymnastics, dance, basketball, striking and fielding, athletics/fitness, tennis and volleyball. These are taught under the National Curriculum framework.

At KS4, students can elect to study AQA GCSE PE (5-6 lessons per cycle) as one of their options and at KS5 we currently offer BTEC L3 Extended Certificate (10 lessons per cycle).

Results

The results in the faculty are good, however, we are always striving to improve upon these. In 2018, at GCSE 79% of students gained 9-5 grades, 42% at grade 7 or above; while at A level 72% of students gained C or above. 100% of our BTEC Sport students achieved Distinction or above.

Resources and Accommodation

- 1 x Full sized astro turf for hockey, football and multi sports
- 1 x Sports Hall (4 badminton courts)
- 2 x Fully Equipped Gymnasias one for gymnastics and one for dance and fitness
- 1 x Fitness suite with a selection of bikes, rowers and weights.
- 2 x Outdoor Basketball Courts
- 5 x Tarmac Netball Courts/7 x Tennis Courts.
- 4 x full sized rugby pitches
- 3 x full sized football pitches

Extracurricular Activities – A flavour

The school has a long tradition of sporting success and an outstanding range of extracurricular activities. Girls and Boys teams consistently gain recognition, both locally and nationally, and many of our students represent the area, county and country. Saturday morning fixtures are still an important element of the provision. Competitive opportunities exist for girls in netball, hockey, football, rugby, badminton, tennis, rounders and athletics. There are also clubs for gymnastics, martial arts, dance and fitness.

Current Priorities

- T&L - looking at matching teaching to specific needs of students within PE.
- Continued improvement of extra-curricular opportunities and celebrating success.
- Technology to enhance learning in PE.
- To continue to build on our successes with the new specifications at both GCSE & BTEC.

- **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 fifteen leading secondary schools, a special school and twenty 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, 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 since then have gone on to successfully train growing numbers of primary and secondary trainees. 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.

Red Kite Learning Trust



The Red Kite Learning Trust was founded to provide a supportive structure for schools working in partnership to help ensure that 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. The Trust was delighted to subsequently welcome Rossett Acre Primary School who joined in November 2016, Crawshaw Academy who joined March 2017 and Coppice Valley

Primary School who joined us in August 2017. Autumn 2018 proved a busy yet exciting time for RKLt with another seven schools joining the Trust. We welcomed Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton Primary, Temple Learning Academy and Meadowfield Primary Schools.

We continue to see the benefits for young people by working 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 next few 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.

Further information

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

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

<http://www.rkl.t.co.uk/>

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

http://www.redkitealliance.co.uk/teacher_training/

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

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: Teacher of Girls' PE

Salary Grade: National Pay Scale

Contract Type: Established

Working Hours: Full Time

Responsible to: Faculty Leader – PE & Sport

1	Duties as a 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	Teaching & Learning
2.1	To manage student learning through effective teaching in accordance with the Faculty's schemes of work and policies.
2.2	To develop students' literacy, numeracy, ICT capability and other key skills such as those of working with others, planning their own learning and problem solving. In particular, to help students become confident and independent learners.
2.3	To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject.
2.4	To ensure continuity, progression and cohesiveness in all teaching.
2.5	To use a variety of methods and approaches to match curricular objectives and the range of individual student needs, and ensure equal opportunity for all students.
2.6	To set homework regularly, (in accordance with the Faculty homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
2.7	To work with SEN/D staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
2.8	To work effectively as a member of the Faculty team to improve the quality of teaching and learning.
2.9	To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
2.10	To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
2.11	To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.
3	Monitoring, Assessment, Recording, Reporting & Accountability
3.1	To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
3.2	To contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.

3.3	To assess students' work systematically to use the results to inform future planning, teaching and curricular development.
3.4	To be familiar and comply with school and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend parental consultation evenings.
3.5	Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
4	Subject Knowledge & Understanding
4.1	To have a thorough and up to date knowledge and understanding of the National Curriculum programmes of study, assessment procedures and specifications for examination courses.
4.2	To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.
5	Professional Standards & Development
5.1	To be a role model to students through personal presentation and professional conduct.
5.2	To arrive in class, on or before the start of the lesson and to begin and end lessons on time.
5.3	To cover for absent colleagues according to the national workload agreement.
5.4	To cooperate with the employer in all matters concerning Health & Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
5.5	To be familiar with the School's Organisational Policy & Procedures document and the Department handbooks.
5.6	To support and implement all the School's policies, e.g. those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
5.7	To establish effective working relationships with professional colleagues and associate staff.
5.8	To strive for personal and professional development through active involvement in the School's performance management procedures.
5.9	Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
5.10	To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
5.11	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
5.12	To undertake any reasonable task as directed by the Faculty Leader.
5.13	To be aware of the role of the Governing Body of the School and to support it in performing its duties.
5.14	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.15	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> - Have SEN/D - Are gifted and talented - Are not yet fluent in English.
6	Pastoral
6.1	Every subject teacher will be expected to have pastoral responsibilities.

Person Specification : E Essential, D Desirable

7	Experience	
7.1	Demonstrate excellent teaching skills.	E
7.2	Ability to teach all age and ability level across the full range of the curriculum	E
7.3	Subject expertise in ICT	D
7.4	Experience of more than one school.	D
8	Qualifications/Training	
8.1	Degree level qualification in related subject.	E
8.2	PGCE or relevant experience.	E
9	Knowledge	
9.1	Up-to-date knowledge of curriculum related issues 11-19.	E
9.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	D
9.3	Thorough understanding of best practice in raising student attainment.	D
9.4	Knowledge of current guidance and regulations in relation to inclusion.	D
10	Aptitudes	
10.1	Skilled classroom practitioner.	E
10.2	Highly effective communication skills.	E
10.3	Ability to form good working relationships & influence others.	E
10.4	Ability to work within and contribute to an effective team.	E
10.5	Capacity to evaluate and improve.	E
10.6	Willingness to try out new ideas and to contribute to the development of department strategies.	E
10.7	Keenness to continue and improve upon professional development.	E
10.8	Competent in ICT including knowledge & application of Management Information Systems.	E
10.9	High level of skill in dealing with issues relating to student behaviour.	E
10.10	Ability to contribute to wider school life.	D
11	Characteristics	
11.1	Passionate belief in the ability of every student to achieve.	E
11.2	A clear educational vision and sense of direction.	E
11.3	Good organisational skills and high levels of self-motivation.	E
11.4	Positivity, self-confidence and the ability to 'give more' when the occasion demands it.	E
11.5	Ability to work under pressure and to meet deadlines.	E
11.6	Good sense of humour & ability to maintain a sense of perspective in all working conditions.	E
11.7	Record of good health, attendance and punctuality.	E
12	Safeguarding and Promoting the Welfare of Students	
12.1	Appropriate motivation to work with Students.	E
12.2	Ability to maintain appropriate relationships and personal boundaries with Students.	E
12.3	Emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

This really is a great place to work and learn and the post would be ideal for you if you are forward looking, energetic and looking to develop your teaching experience in our outstanding school. We understand the importance of **securing the right role** and we truly believe that

our school will not disappoint you. **Come and visit our school**, informally **meet the Faculty team** and find out more.



Grammar is situated within a beautiful spa town, officially the happiest place to live and work in Britain.

Our School Values

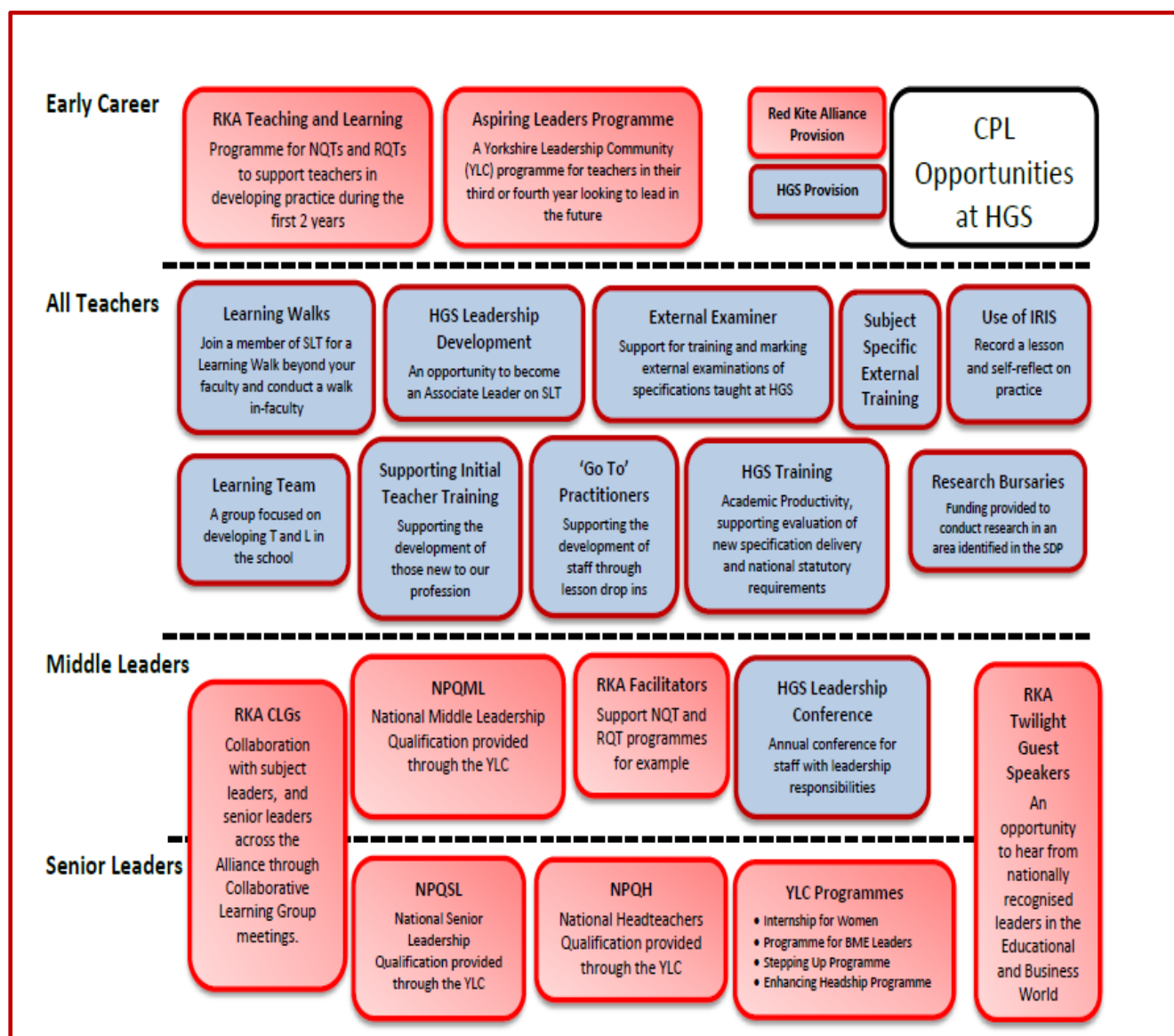
Harrogate Grammar School is about more than just academic success, it is about giving young people opportunities to develop as well-rounded citizens able to take on and contribute to the world. We hope that new colleagues will be able to help achieve this for all our young people.



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

CPL: Continued Professional Learning at Harrogate Grammar School

If you relish being at the cutting edge of Teaching & Learning, we offer unique opportunities across the School to extend your Professional Learning and Development. We are an outstanding Teaching School with an extensive variety of opportunities for staff development through the Red Kite Learning Trust, detailed within the following diagram:



Staff Benefits: Pay & Reward

Teachers Pay Scales & Portability of Pay

The Trust, at September 2018, 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 **3.5% increase**; to the Upper Pay Scale (UPS1 to UPS3) and allowances (TLRs or equivalent) a **2% increase**; and Leadership Pay ranges a **1.5% increase**.

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

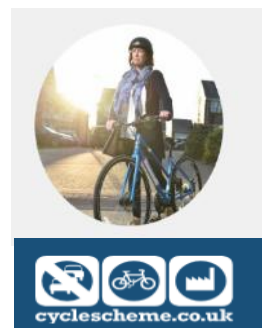
Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

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

Reward Package & Additional Benefits

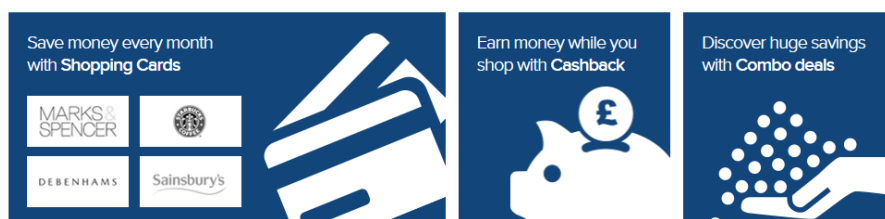
We offer a comprehensive package of reward including our 'Employee Benefits Programme' which provides a range of options including Salary Sacrifice for Childcare Vouchers and our Cycle to Work scheme, allowing staff to:

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



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

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



The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2019 aligned to the suggestions from our whole staff team.

How to Apply

This is a superb opportunity to join our Faculty, where you will teach and inspire high achieving fantastic young people across key stages who are committed to their learning and proud to be part of Harrogate Grammar School.

We understand the importance of securing the right role and believe our School and Faculty will not disappoint you. We are confident that our Trust, and Harrogate Grammar School, offers an outstanding environment to both work and learn.

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

We hope that after considering all the information provided you will decide to make an application. If we can help in providing any other information you might need, please do contact the HR team (recruitment@harrogategrammar.co.uk) or telephone: 01423 535222.

A reminder the closing date is for submitted applications is **9am Wednesday 22nd May 2019**. Candidates invited for interview will be required to attend the school for one full day.

Shortlisted candidates will be contacted soon after the closing date. Unfortunately, due to the high number of applicants we receive, if you have not heard from the HR department within two weeks of the closing date please assume that on this occasion that you have not been successful.

Interviews will be held on Friday 24th May 2019.

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

APPLICATION FORM (On-Line process)

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

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

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

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

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

DISABLED APPLICANTS

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

EQUAL OPPORTUNITY EMPLOYER

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

REHABILITATION OF OFFENDERS

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

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

the Trust. Any information given will be completely confidential and will be considered only in relation to this application.

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

CANVASSING

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

REQUIREMENTS FOR REFERENCES

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

SHORT-LISTING & INTERVIEWS

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

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

SALARY SCALES & INCREMENTS

Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational

Staff – Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months service in the grade and a satisfactory performance review and levels of attendance by that date.

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

PRE-APPOINTMENT CHECKS

Permission to Work in the UK

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

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

List 1

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

List 2

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



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

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)

