

Job Title	Teacher of Dance	Job Category	Teaching
Grade & Salary Range	MPS/UPS	Hours of Work	Full Time
Location	Graham School	Travel Required	No
Position Type	Temporary - Maternity Cover	Line Manager	Curriculum Leader
Date Posted	12th January 2021	Posting Expires	25th January 2021
Interviews to be held	To Be Confirmed	Start Date	March 2021

Application Process

Please complete an application form and submit a covering letter of no more than two sides of A4.

All candidates are advised to refer to the job description and person specification before making an application. Interviews will be held as soon as possible after the closing date.

Completed Applications are to be returned to

Name	James Annetts
Email Address	james.annetts@northyorks.gov.uk
Postal Address	Resourcing Solutions, North Yorkshire County Council, County Hall, North Allerton DL7 8AE

Hope Learning Trust York is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check, medical clearance, satisfactory references and eligibility to work in the UK checks.

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via recruitment@hlt.academy

Teacher of English - Full Time - Maternity Cover

Main Pay Scale / Upper Pay Scale Full Time Equivalent Per Annum

I am delighted you are interested in joining the team at Graham School. We have a highly ambitious, aspirational group of professionals who are raising standards and significantly improving the life chances of the young people of Scarborough and the Yorkshire Coast.

Our motto is 'Grow, Learn and Achieve together' and our aim is that all our students thrive and make good academic progress whilst developing into resilient, confident and respectful young people

In March 2019 we joined the Hope Learning Trust along with our coastal secondary partner, George Pindar School. Hope Learning Trust, York is a growing, successful Church of England multi-academy trust which was established to serve both church and community schools. Hope Learning Trust's vision is "serving others, growing together, living life to the full". We are committed to servant leadership in each of our schools and we are dedicated to the journey of growing together as a family of schools. We want all of our children to have a rich educational experience which will develop them as young people and allow them to flourish.

Graham School is a community in which our teaching and support staff are incredibly passionate about teamwork.

Staff morale is high and we have a commitment to recognise individual potential and to provide support, CPD and training for colleagues joining our organisation at all levels; you will never feel unsupported or alone in our Trust.

We all 'Grow at Graham' and all colleagues at all levels are working together to raise aspirations and support our students to make the progress they deserve. The school has a shared sense of purpose and a vision for success which inspires me on a daily basis. If you are appointed, you will join a truly committed body of professionals who really care about our young people.

We are really proud of our school and the progress we are making. Please take the time to come and visit us – we'd love to show you around.

Job Details

All posts at Graham School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Emma Robins
Principal



Our aims and values

As part of Hope Learning Trust we embrace the Trust vision of **‘serving others, growing together and living life to the full’**. These ten words are powerful as they create the environment for academic excellence and the development of the whole child, both of which have equal priority in our minds.

At Graham School our core values are:

- **Honesty**
- **Empathy**
- **Aspiration**
- **Resilience**
- **Team-work**

Our vision is:

- That every member of our community is supported in growing as an individual so that they can achieve their dreams and aspirations
- That we improve the life chances and social capital of all learners through an inclusive approach
- That our community understands the value of education and the importance of embracing opportunities to learn and grow
- That we develop resilient, confident and respectful young people who contribute positively to their communities and who understand their responsibilities as citizens
- That everyone can thrive in a safe, calm and positive learning environment

We will achieve this through:

- A rigorous, broad and varied curriculum which is responsive to the needs of all students and will prepare them in every way for their future
- High quality, inspirational and innovative teaching
- Creative, exciting and memorable opportunities both inside and outside the classroom
- *A culture where diversity is embraced, and tolerance and understanding are promoted*

At Graham School we aim every day to **‘Grow, Learn and Achieve together’**.



Our staff

Anjum James Francis is a PE Teacher at Graham School. He moved to the area in September 2019 from Birmingham

Where did you work before and why did you decide to move?

Before I worked in Scarborough, I worked in a leisure centre, coached children and worked as a cover teacher in Birmingham.

There were a number of reasons I decided to move. PE jobs are not easy to come by, especially as a NQT so I was always open to move away from home. I researched the area and surrounding areas and discovered how much cheaper rent was compared to the city.

I also saw this as an opportunity as a new challenge for my career and me personally. Moving and living alone takes a lot of bravery and independence. Graham school was something I had never experienced and something I wanted to explore and make a difference in. Of course, living five minutes from the beach also played a huge part!

What are you most looking forward to about your new role?

I look forward to progressing in my career and becoming more comfortable. One of the main things I look forward to is seeing my form group every morning. This is my chance to make a real impact and I spend most my time with them each week.

I also look forward to travelling to and from school and seeing the views of the coast as I travel back home each day, something I have never thought about experiencing in the city.

What's the best thing about living and / or working on the Yorkshire Coast?

There are many things I enjoy. As somebody who enjoys photography, the views up here are amazing and something I have already captured endless photos of. As a PE teacher from the city, space to each is always an issue - small fields and cramped teaching areas. Here there is a luxury of outdoor space which has already improved my lessons.



Finally, being able to walk to the beach whenever you please has to be a huge positive about living on the coast.



Our Coastal Offer



There are no great schools without great teachers - the key to education is the person at the front of the classroom.

Teachers like you have the opportunity on the North Yorkshire Coast to be supported to have an enriched career that remains attractive to you as your career and life develops. We recognise and have developed a range of distinctive opportunities to give you the confidence to engage in additional professional and leadership development, as well as access to fully-funded national professional qualifications.

Our offer

For all permanent EBAC teaching subjects we can offer in addition to your pay point a £4000 recruitment and retention payment for teachers living outside of the Coastal area.

We also offer access to a £8000 reimbursement package for teachers relocating to our area which includes moving costs, stamp duty fees, estate agent fees and lodging allowances.

Please visit www.teachyc.co.uk for more information.

RECRUITMENT, RETENTION & RELOCATION INCENTIVES FOR TEACHING POSTS ON THE YORKSHIRE COAST

RECRUITMENT AND RETENTION PACKAGES (RRP)

As part of our commitment to tackling teacher recruitment and retention we can offer an R & R package of £4000 which is paid over two years. This is in addition to your existing pay benefits at your school.

RELOCATION PACKAGE

The coast is a wonderful place to live and work!

The North Yorkshire Coast is a destination of choice offering a good quality of life and a strong sense of community. Our area offers you access to good schools and quality of education, health, recreation and cultural opportunities which are right on your doorstep.

Our area enjoys a buoyant employment market, ongoing sustainable investment and regeneration projects all of which makes North Yorkshire an attractive county to live and work in.

We recognise that relocating to take up your new post can be costly, particularly if you are selling your house or finding a place to rent.

We can offer a range of pay and reward packages that may be available subject to your school.

A relocation package of up to £8000 reimburses moving fees, estate agency costs, legal fees, lodging allowances and housing costs.

Family flexible policies

- ★ Consideration for flexible working
- ★ Maternity and adoption leave available for up to 52 days
- ★ Access to Shared parental leave
- ★ Commitment to allow you to attend those special family activities and events
- ★ Childcare friendly policies

Health and Wellbeing

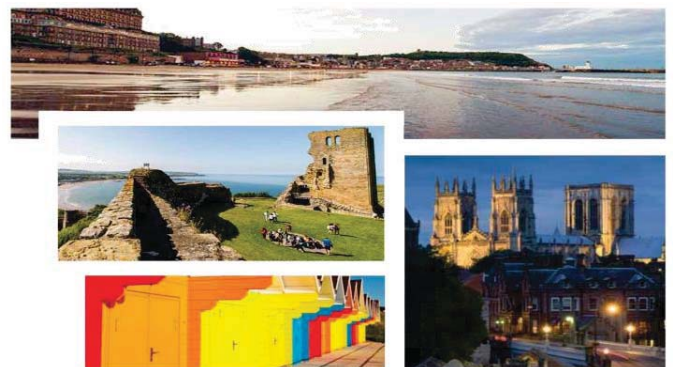
- ★ Access to local gym memberships at discounted rates
- ★ Discounts to local and national retailers such as: Shopping, Family, Automotive,
- ★ Online health assessments including advice with nutrition, exercise and fitness advice and resources
- ★ Confidential counselling services
- ★ Events and activities with a range of times and venues
- ★ Eye care appointments and discounts

Staff Benefit and Discount Schemes

- ★ Financial & Professional, Gifts, Home & Garden, Sport, Health & Beauty & Travel
- ★ Access to salary sacrifice schemes on green cars, cycles, travel, career development qualifications and home technology

Pension Options

- ★ For further information about a teachers pension there is the 'Teachers' Pension - see <https://www.teacherspensions.co.uk/>
- ★ For support professionals there can be the Local Government Pension Scheme (LGPS).
- ★ For further information about the scheme and its key benefits please visit: www.lgpsmember.org/thinking-joining.php



Job Description and Person Specification

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work. Teachers' Standards. This job description has the Standards at its core. See the appendix for the Person Specification.

PART ONE: TEACHING

1. Set high expectations which inspire, motivate and challenge learners and students
2. Promote good progress and outcomes by learners and students
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all learners and students
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. treating learners and students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
3. showing tolerance of and respect for the rights of others
4. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The role of the Subject Teacher

The central focus of the Subject Teacher's role is fostering the learning and progress of the pupils in his or her care. This involves being an effective teacher of pupils as well as of the subject. Quality of preparation, resourcing, planning, subject expertise, teaching skill, pace, challenge, proactive classroom management, effective marking and assessment, high expectations, and positive personal relationships are all central to providing the conditions within which pupils' personal skills, abilities, understanding, learning and progress can be developed. Key within all of these factors is the ability to personalise learning so that pupils are captured, engaged and motivated by a series of activities designed to nurture whilst challenge all learners regardless of ability. Regular informative feedback that either corrects misconceptions, clarifies current comprehension or sets a higher level of challenge

is crucial. A teacher must employ a wide range of methods to provide feedback and differentiated development targets.

Subject teachers are responsible on a day-to-day basis to the appropriate Curriculum Leader with and under whom they are expected to work closely; thence to the relevant Vice Principal; thence to the Principal; ultimately to the Governing Body.

Specific responsibilities of Subject Teachers include:

- Planning, preparing and teaching courses and lessons, in accordance with department/subject schemes of work and specifications of examination boards, and where appropriate, subject specific recommended guidance
- Setting classwork assignments regularly, setting homework in accordance with policy and ensuring that all pupils for which he or she is responsible work at an appropriate pace and level
- Monitoring the progress, development and attainment of pupils, including assessing progress, marking pupils' work in accordance with the academy and department policy and providing feedback so as to encourage success and pride and support progression
- Promoting and maintaining good order and discipline among pupils, supervising them as required and safeguarding their health and safety when they are authorised to be on the academy premises and when they are engaged in authorised activities elsewhere including acting in loco parentis and taking charge as necessary
- Ensuring as a priority a calm, ordered and focused working environment in lessons, with pupils engaged and on task and following up incidents of poor behavior in line with the academy policy and guidelines
- Working with colleagues from within the academy and outside it to review schemes of work, and develop courses, activities, assessment and teaching materials and their delivery; recording progress and attainment, writing reports at the appropriate time and providing oral and written assessments, profiles and references on time as required for all pupils taught
- Working to ensure that individual pupil progress and residuals for each group is in line with, or better than, academy targets and expectations; subjects with coursework or controlled assessment elements submit work that is as a minimum at least in line with the overall target grade (extenuating circumstances apart);
- Preparing and entering pupils as required for examinations, including assessing pupils, recording and reporting assessments, ensuring coursework is set and followed through, discussing levels of entry to the Curriculum Leader, and undertaking revision sessions as appropriate in line with academy practice;
- Registering and checking the attendance of pupils, offering personal support and guidance, and furthering their progress, well-being and development;
- Providing guidance and advice on educational and social matters and progression post-16, and meeting and communicating with parents and with those outside the academy to review the progress of pupils and to further their needs;
- Completing Department and Pastoral Support Plans, and consulting the Curriculum Leader, pastoral staff and Learning Support staff over pupils whose learning, conduct or development give cause for concern;
- Working to engender a positive atmosphere based on courtesy and respect, and enhancing the corporate life of the academy
- Participating in arrangements for training and appraisal to further the continuing professional review, refreshment and development of self and colleagues

- Sharing with colleagues in undertaking the administrative and organisational tasks necessary for the effective running of the subject and department
- Participating in meetings in designated time as required relating to the curriculum, pastoral care, organisation or administration of the academy
- Ensuring that areas for which the subject teacher is responsible are cared for, feature displays that include pupils' work and offer an ordered and welcoming environment

In all posts at Graham School, we are looking for:

- An excellent classroom practitioner, with good subject expertise
- First class student management, with high expectations of students in terms of both work and behaviour
- Commitment to the continuous improvement of teaching and learning
- Excellent IT skills
- Positive relationships based on firmness and fairness
- The ability to deal effectively with the paperwork and administration that supports teaching and learning, including lesson preparation and organisation, marking and assessment

Subject Teacher Person Specification I: Interview, R: Reference, A: Application Form

Characteristics	Essential	Desirable	Evidence
Qualifications	Qualified Teacher or NQT Graduate with relevant degree.	Evidence of continuous professional development Willingness to undertake further professional development	A I
Experience and Knowledge	High level of specialist subject knowledge Successful teaching experience	Ability to teach more than one subject Knowledge of core standards for teachers and how they apply in practice Willingness to contribute to the wider life of the school	A, I I, R A, I
Vision and Values	Commitment to comprehensive, inclusive, community education in a coastal area Commitment to safeguarding and protecting children and young people Passion for own subject specialism/excellence		A, I I R, I

Skills	Ability to motivate learners of all abilities to learn and to make good progress	Ability to use e-technologies effectively	R, I
	Good oral & written communication skills	Ability to lead activities which support the development of a colleague or team	A, I
	Ability to listen & respond to young people establishing excellent relationships with them		A, I
	Ability to analyse data effectively and use data to set clear, challenging targets		I, R
	Ability to use ICT for planning, teaching, organisation and assessment purposes		R
	Ability to plan consistently, creatively and effectively to support excellent progress		R, A
	Very good classroom management		I
	Ability to reflect upon own practice & respect the contribution of others		I, R
Other	Ability to work effectively as part of a team		R, A
	Excellent role model to learners & students		
	Ability to organise learning resources and accommodation efficiently	Understanding of Health & Safety	R, I
			R

The school is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check, medical check, satisfactory references and right to work in the UK checks.

Thrive

We are committed to empowering our workforce to flourish and thrive, enabling us to transform both the schools and the lives of the young people we serve.

Growing together is at the heart of our development. We are committed to continual personal development – for ourselves and on behalf of others. All of us are learners.

Partnership working within and outside our Trust enables the sharing of best practice and supports the wider education community. At Hope we are committed to working collaboratively with high quality local, regional and national providers. We are proud to be an outward facing educational trust.

As Learners

We work with trust schools in aiming to create a culture of excellence, by being relentless in providing the very best for our children and students. We believe that given the right support, in the right environment, all young people can thrive and make excellent progress. For us, what matters most is the distance travelled, not where the children end up.

As Creative Individuals

First and foremost, our schools are places of learning, but we strongly believe that we succeed together by treating each young person as a creative individual, nurturing their interests and rejoicing in their passion. We understand that no two young people are the same, so we provide opportunities to allow our students to explore all aspects of being unique.

By encouraging creativity and expression in all its forms, our young people develop not just academically, but as a whole.

As Caring and Engaged Citizens

As Church of England and community schools we are particularly committed to motivating our young people from an early age, to become active, caring and engaged members of the community.

The Trust works with the Archbishop of York's Youth Trust to deliver the Young Leaders Award programme at Key Stages 2, 3 & 4. We are advocates for this scheme which empowers young people to make a difference in their local community whilst growing in key leadership skills.

As Spiritual Beings

Our history dates back to 1812 when church schools were founded across England. Being a Church of England multi-academy trust today embodies this 200-year legacy of the first church schools. This distinctiveness is central to everything we do and the values of those early church schools, based around inclusion, community and service are visible across the Trust today.

As Professionals

We want every young person to experience great teaching and get the support they need throughout their time at school. We value our staff immensely and are committed to initial teacher training, professional development and leadership development. As a Trust we are there to challenge but most importantly support each other. No one should feel isolated and on their own.

Benefits of working at HOPE

Continuing Professional Development (CPD)

Hope Learning Trust, York is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From NQT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the Hope team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of HOPE MAT you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) HOPE MAT also pays into the scheme on your behalf.

For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit www.cyclescheme.co.uk



The Hope Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.

