



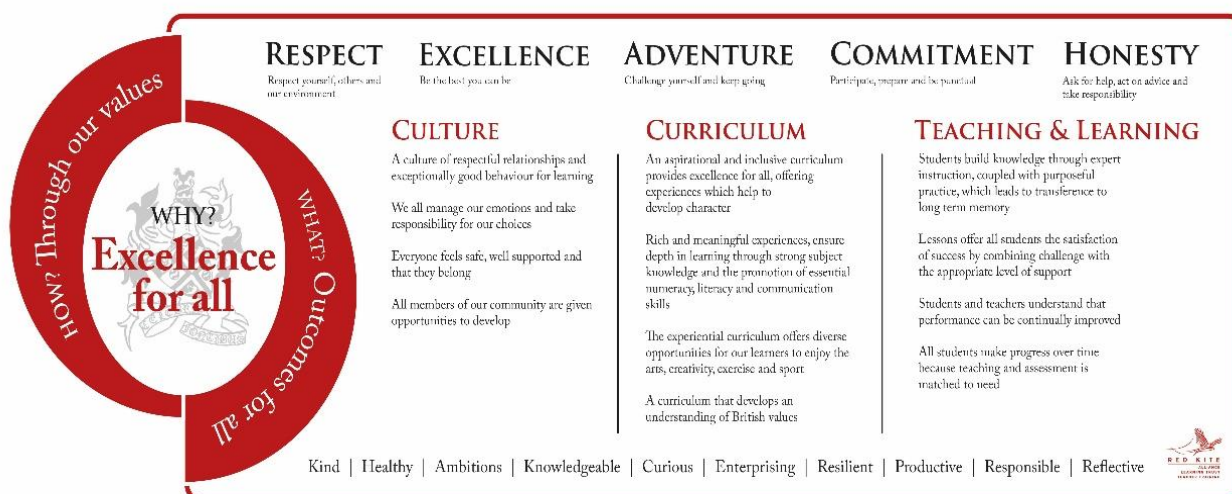
HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Teacher of English Supporting Information

Our School

Harrogate Grammar School is a renowned state 11-18 mixed comprehensive school rich in history, dating back to 1903. With over 2000 students and 290 staff at our school, our reputation for excellence is widely recognised and we have an absolute commitment to ensuring that all our young people benefit from what the school has to offer. Every child really does matter and we work hard to encourage students to be the best that they can be.



We have a clear set of values and through living these on a daily basis, it makes our school a special place in which to learn.

In addition to our strong culture, we are committed to providing excellence through a curriculum – inside and outside of the classroom – that is both broad, balanced and well sequenced. A strong and effective partnership with parents underpins the work we do in school. Our absolute commitment to 'excellence for all' and our track record of impressive examination results at GCSE and A Level, makes us one of the highest performing comprehensive schools in the country.

High performing does not mean exclusive and we are very proud of the achievements of all our



students, from those with complex needs on the SEND register to those that will be leaving us for top universities. We expect all staff to be committed to equality of opportunity and to be passionate about ensuring that at our school every child matters.

We want all our students to become kind, healthy, knowledgeable and productive individuals who go on and make a profound

contribution to society. We are very proud of the outstanding progress our young people make from whatever their starting point.

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. Facilities include: a state-of-the-art multi-use lecture theatre/performance space, extensive playing fields including Astro-turf pitch, newly refurbished Science laboratory blocks, a school extension and a calming newly landscaped outdoor seating space.

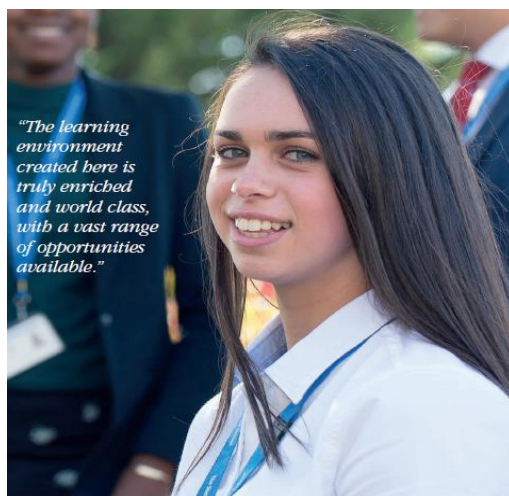
The English Faculty

Overview

This is an exciting opportunity to be a member of this very successful faculty. High standards are a feature of the faculty and the successful applicant will be expected to play a full role in sustaining and enhancing these. This will entail teaching a varied timetable encompassing all age ranges and across the subjects offered. A strong subject knowledge, proactive nature and commitment to add value for students is essential.

Courses Provided

The faculty offers a range of courses: KS3 English, GCSE English Language and English Literature (AQA), A Level Literature (AQA Spec A) and A Level Language (AQA). Everyone in the faculty is expected to teach across the 11-18 age and ability range and is offered opportunities to teach a number of courses. We also offer Functional Skills L1 and 2 qualifications for identified KS4 students. All year 7 and 8 students access our Harrogate Reading Challenge and we have a dedicated writing lesson per fortnight in each KS3 year group. For those needing further literacy support, Accelerated Reader is offered alongside our mentor reading programme and whole school reading support. To further enhance literacy, we offer targeted student support through a Core Plus lesson which is delivered twice a fortnight.



Staffing Structure

The faculty leadership team consists of a Faculty Leader of English, two Programme Leaders and an Assistant Programme Leader. The faculty also has nine full-time and three part-time teachers, an Intervention Facilitator and a Learning Manager who assists with admin support and covers lessons for absent staff. All members of the faculty are encouraged to play an active role in contributing to the management and development of the team in order to enhance student learning and experience.

Resources and Accommodation

The faculty embraces the use of iPads to enhance learning and each classroom has Apple TV. Each room also benefits from its own multi-media projector, whiteboard and networked computer in main school, and we have several rooms in the sixth form block. The faculty carries a broad literature stock and is well resourced.

Extra-curricular and Enrichment

The Faculty contributes generously to the wider life of the school. The annual Readathon raises over £2000 every year for various charities; indeed the faculty has received a "Reading Champion" award for its work in this area. We celebrate Reading Week every year where we embrace reading across the curriculum and students work with nationally renowned authors. We are proud that Alan Gibbons is our Reading Patron. Members of the faculty assist with school productions and deliver enrichment activities in reading and writing. Students undertake theatre and media trips and there are various author and literary events throughout the year. We work closely with our Alliance schools and have forged strong links with our feeder primary schools, which sees us deliver annual transition events.



The Future Strategy

The faculty is forward looking and innovative. We are committed to developments for both the most able in the school and those seeking further support. There is a strong emphasis in the faculty on continuous improvement. CPL is research-based and focuses on practical approaches which result in every student achieving their potential. We continually review and remodel the content of our engaging and diverse curriculum and are currently working on ensuring this is thoroughly challenging. English teachers are also focusing their professional development on 'checking for understanding' and linking learning for success. This is delivered via our 7 principles for teaching and learning which are a framework for delivering excellence for every learner. We have close links with our feeder primary schools and are keenly expanding this alongside embedding student mastery of core literacy skills. The faculty continues to embrace opportunities to collaborate with our partner faculties in the Trust schools.

Red Kite Learning Trust



As founding members of the Red Kite Learning Trust, the Trust provides a supportive structure for individual schools to work in partnership to share administrative functions, to gain economics of scale in purchasing and operational functions, and most importantly to help ensure all young people can achieve success.

The Trust was formed in 2015 with Harrogate Grammar School being one of the three founding schools; the others being Oatlands Junior School and Western Primary School in Harrogate. The aim is to work together to ensure Excellence for All. From 2016 - 2018, the Trust has welcomed more schools: in Harrogate, Rossett Acre Primary School and Coppice Valley Primary, and in Leeds: Crawshaw Academy, Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton, Temple Learning Academy and Meadowfield Primary.

Red Kite Alliance

The Red Kite Alliance is a partnership of secondary, special and primary schools, collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps Harrogate Grammar School continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

As a Teaching School, we have a lead role in the Alliance and work with other schools to train and develop new teachers. Our Teaching School helps us to keep pace with national developments and places us at the very forefront of teaching practice. We deliver outstanding

training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.

Click here to read about our Teaching Hub status: [Teaching Hub](#).

Regional Maths and Computing Hubs

The work of our Teaching School has been further enhanced and extended with the addition of our Maths Hub, covering the Yorkshire Ridings region. The Hub is one of only 37 designated nationally. Harrogate Grammar School has also successfully been awarded official Computing Hub status, covering North Yorkshire, Leeds and Wakefield. Both Hubs have the aim of developing and spreading excellent practice for the benefit of all students in primary and secondary schools.

Red Kite Teacher Training

Red Kite Teacher training offers school-based routes into teaching through a large partnership of primary, secondary and special schools based in and around Harrogate, Leeds and Skipton. We work with the University of Leeds also as a strategic partner, supporting our initial teacher training provision. Based at Harrogate Grammar School is School Centred Initial Teacher Training (SCITT) who annually have c. 120 primary and secondary trainees. SCITT is only one of the several different routes into teaching that we offer. We offer also an Assessment Only route for professionals already employed in a school and are a Regional Training Centre for the Future Teaching Scholars programme, a new and exciting route in to teaching for those entering their first year at University.

Further Information

For further information, please visit the following websites:

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

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

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

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

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



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 English

Salary Grade: In line with National Pay Scales

An appropriate Assistant Programme Leader TLR will be considered for the right applicant

Contract Type: Permanent

Working Hours: Full Time

Responsible to: Faculty Leader – English

Special Conditions of Service: No smoking policy, including e-cigarettes.

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	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 home learning work regularly, (in accordance with the School home learning policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
2.7	To work with SEN/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 IPs 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, level descriptors and specifications for examination courses.
4.2	To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.
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, eg those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
5.7	To establish effective working relationships with professional colleagues and associate staff.
5.8	To strive for personal and professional development through active involvement in the School's performance management procedures.
5.9	Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.

5.10	To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
5.11	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
5.12	To undertake any reasonable task as directed by the Faculty Leader.
5.13	To be aware of the role of the Governing Body of the School and to support it in performing its duties.
5.14	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.15	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> - 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 A Level English	E
7.3	Ability to teach all age and ability levels	E
7.4	Subject expertise in English	E
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	Thorough understanding of the second-order concepts	E
9.3	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	D
9.4	Thorough understanding of best practice in raising student attainment.	D
9.5	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	Energy, self-confidence and the ability to 'give more' when the occasion demands it.	E
11.5	Ability to work under pressure and to meet deadlines.	E
11.6	Good sense of humour & ability to maintain a sense of perspective in all working conditions.	E
11.7	Record of good attendance and punctuality.	E
12	Safeguarding and Promoting the Welfare of Students	
12.1	Has appropriate motivation to work with Students	E
12.2	Ability to maintain appropriate relationships and personal boundaries with Students	E
12.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E