



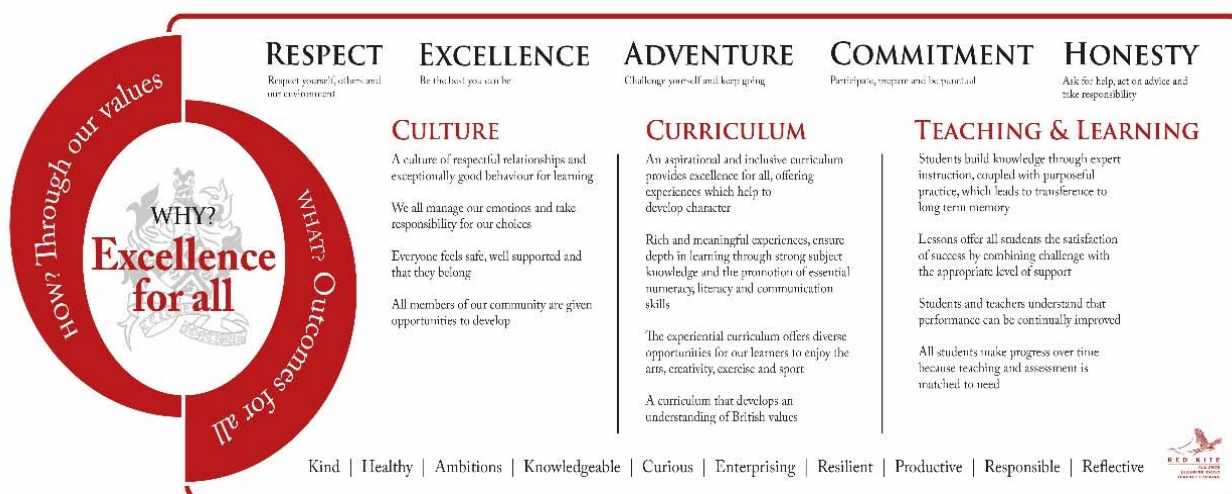
HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Faculty Leader Performing Arts 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 260 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 SEN/D 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 and this year the start a school extension costing £1.6 million.



GCSE Centre Assessed Grades 2020

The completion of Centre Assessed Grades was a process that has never been attempted before and was forced by circumstances which nobody could possibly have foreseen. Our staff worked diligently and ethically to provide grades for students and to place them in rank order as fairly and accurately as possible.

We are very pleased with the outcomes our students have achieved this year. The outcomes reflect the high standards that we typically achieve along with our continued emphasis on providing a broad and balanced curriculum, meeting the differing needs, aspirations and interests of our learners. We are very proud of our Year 11 students who embraced all the opportunities that the school offered them, only in a broad curriculum in areas such as science, maths, languages, humanities and the arts, but also the wide range of extra curricula activities such as sport, music and charities. We admire them for their commitment, sustained effort and for achieving their own excellence.

We would like to stress that we recognise the exceptional hard work of all our students, the support of their families and the dedication of all of our teachers and support staff over the duration of their schooling. This is a cohort of young people who have had an experience in their final year of school like no other. It is important that we celebrate the success of our students and take great pride in their achievements over many years. The vast majority of Year 11 have chosen to progress to the Sixth Form at Harrogate Grammar and we wish all students every success in their future endeavours.

Key Stage 4 – GCSE Centre Assessed Grades 2020

- Attainment 8 = 56.26
- 65% of students achieved grades 9-5 in both English and Maths
- 87% of students achieved grades 9-4 in both English and Maths
- 86% of students achieved level 9-4 in English Language
- 94% of students achieved grades 9-4 in English literature
- 90% of students achieved grades 9-4 in maths
- 74% of the cohort were entered for the EBacc
- Average Points Score per EBacc slot for the cohort = 5.27
- 64% of students achieved the EBacc measure at grade 9-4
- 39% of grades were at grades 9-7

Sixth Form

30 different A-Level or equivalent level 3 qualifications were taken in Sixth Form

- 63% of A-Level grades were at grades A*, A or B
- 31% of A-Level grades were at grades A* or A

- 97% of A-Level grades were at grades A* to D

HGS Results 2019: KS4

We are incredibly pleased with how our students performed last year in their GCSE examinations.

In 2019, 81% of our students secured the grades 9 to 4 in both English and maths. Despite the demanding examinations, our students reached the highest standards. More than a third of all grades in the reformed subjects were at grades 7, 8 or 9, with students in Computer science, German, Music, Physical Education and Spanish achieving between more than 10% of grades at the top level 9. In the triple sciences and history, more than 20% of the grades were at grade 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

Our Sixth Form

We are very proud of the Sixth Form at Harrogate Grammar School and the outstanding achievements of our students. Students and the school have achieved record-breaking results with an average of 60% of grades being A*-B over six consecutive years, strong value added and impressive rates of progress. With our bespoke Sixth Form facilities, outstanding teaching and excellent results we offer young people a successful route to university or employment. Young people who join our Sixth Form benefit from all the opportunities that come from being part of a very large and successful Sixth Form. We offer numerous opportunities for students to develop their leadership skills, provide opportunities to volunteer and to enhance employability within one of the highest performing comprehensive schools in the country.

HGS Results 2019: Post 16

Our largest ever cohort of Year 13 students at Harrogate Grammar school celebrated an excellent set of A Level & BTEC results in 2019. 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 all subjects now reformed, our Year 13 students achieved exceptional results in 2019 with 57% 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 95% 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. The value-added score was +0.24, demonstrating above average progress nationally.

The Performing Arts Faculty

Overview

The Faculty of Performing Arts is comprised of Music and Drama with 7 teaching staff as well as a host of peripatetic staff offering instrumental, singing and LAMDA lessons. A vibrant team in which huge pride is taken in curricular and extracurricular provision being inclusive, the Performing Arts Faculty is extremely well supported by the Senior Leadership Team.



Extra-Curricular

The Faculty have produced a number of musicals including the most recent, The Sound of Music, which was performed at Harrogate Theatre, We Will Rock You and Les Misérables (the schools' edition) which was also performed at Harrogate Theatre to great acclaim. Drama Clubs for each Key Stage, Stage Crew, small scale and whole school productions as well as residential trips are just some of the extracurricular provision offered within this exuberant and thriving drama department. The music department offer a range of extra-curricular opportunities including choirs, orchestras, jazz bands and many more.

Courses Provided

KS3 Music – 3 lessons per fortnight in Year 7, 8 and 9. GCSE Music, A Level Music, Level 3 BTEC Subsidiary Diploma in Music and Level 3 Extended Certificate in Music.

KS3 Drama – 1 lesson per fortnight in Years 7 & 8, 2 lessons per fortnight in Year 9, GCSE Drama, A Level Drama, Level 3 Extended Certificate in Performing Arts.

Staffing Structure

Faculty Leader – Performing Arts (also Subject Leader of Drama), Programme Leader i/c Music, Teachers of Music, Teachers of Drama, Performing Arts Technician.

Resources and Accommodation

There are 4 fully equipped music teaching rooms, as well as three fully equipped performing spaces. All staff and students have a personal iPad to use for learning in and out of the classroom.





Performing Arts Results 2019: (2020 CAGs)
 BTEC Performing Arts: 100% D*-M (68% D*-D)
 A2 Theatre Studies: 90% A* - B (80%)
 GCSE Drama: 89% 9-4, 75% 9-5 (95%, 88%)

Music Results 2018:
 BTEC 100% Distinction* (71% D*-D)
 A level 71% A*- C (100% A*-A)
 GCSE 84% 9-4, 48% 9-7 (100%, 54%)

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, Templenewsam 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: Faculty Leader – Performing Arts

Salary Grade: National Pay Scales + TLR 1a

Contract Type: Permanent

Working Hours: Full Time

Responsible to: Associate Headteacher

General Description:

To provide professional leadership and management for the Faculty, to secure high quality teaching and learning, effective use of resources and improved standards of achievement for all students. In addition to contribute to the strategic development of the school as part of the extended leadership team.

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

2.6	To maintain sufficient written documentation to support the Faculty effectively in terms of teaching strategies and procedures.
2.7	To monitor and evaluate all aspects of the Faculty's work, in accordance with the school's M & E systems. In particular, to use this monitoring and evaluation to plan the future development work of the Faculty in line with school procedures.
2.8	To support all members of the Faculty in terms of pupil discipline, their personal classroom performance and individual professional development.
2.9	To establish appropriately high levels of expectation and excellent standards of behaviours by ensuring consistency in the use of the positive achievement system across the Faculty.
2.10	To work with the nominated Link Governor to ensure the Governing Body is kept aware of developments in the Faculty.
2.11	To report to the Governing Body directly on matters related to the Faculty, particularly standards and effectiveness.
2.12	To play a wider role within the school as a leader in terms of shaping aspects of the school's policy and vision.
2.13	To ensure the Faculty is represented on consultative/development groups set up in the school.
2.14	To attend meetings in school as part of an extended leadership team with a whole-school perspective.
2.15	To communicate effectively with members of the Faculty & all other relevant members of school.
2.16	To ensure effective implementation of Social, Moral, Spiritual and Cultural Education (SMSC) across the school.
2.17	To use the Performance Management process to enhance the professional development aspirations of colleagues and achieve Faculty targets.
2.18	To promote reflection and collaboration as methods of improving learning across the Faculty.
2.19	To contribute to and have responsibility for the planning and development of whole school policies and any duties which may reasonably be given to him/her by the Headteacher.
3	Leadership of the Performing Arts Faculty
3.1	To ensure that there is a full range of Performing Arts extra-curricular activities in place throughout the year
3.2	To produce at least one whole school production each year
3.3	To produce at least one Key Stage 3 production each year
3.4	To ensure that there is a public music performance/concert at least once per term
3.5	To ensure that all performances are advertised, managed and produced to the highest standard for external audiences

3.6	To oversee the effective running of the extra-curricular music tuition programme, Encore.
3.7	To build student participation within the Encore programme
3.8	To ensure that lessons within Encore are of the highest quality
3.9	To ensure that all areas of Performing Arts work well together as a team and that there are consistent approaches at all levels.
3.10	To ensure the Faculty engages positively and plays its part in the Red Kite Teaching School Alliance.
3.11	To be prepared to offer support to all schools that might need support from the Red Kite Teaching School Alliance.
3.12	To lead the use of new technologies in Performing Arts to support effective teaching & learning.
4	Curricular/Faculty Development
4.1	To contribute towards continuity and progression within the whole school curriculum.
4.2	To produce the Faculty development plan, ensure its implementation and align it with the School Development Plan.
4.3	To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
4.4	To develop Faculty strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
4.5	To use the subject where appropriate to develop pupils' literacy, numeracy and competence in ICT.
4.6	To monitor and evaluate the teaching in the Faculty; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
4.7	To develop Faculty strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs including the most able.
4.8	To work with the SENCO to ensure IEPs are used effectively within the Faculty by setting subject-specific targets and matching the provision to individual pupil needs.
4.9	To be responsible for the management of all courses allocated to the Faculty.
4.10	To encourage staff to develop extra-curricular activities which may, or may not, be linked to the Faculty.
4.11	Ensure all statutory requirements related to curriculum provision in the Faculty are met.
5	Professional Development

5.1	To provide or organise in-service training for the Faculty staff (teaching and operational as appropriate).
5.2	To have overall responsibility for the monitoring, support and assessment of any trainee (ITT) and newly qualified teachers (NQTs).
5.3	To identify development opportunities for staff within the Faculty and through external agencies or courses.
5.4	To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
5.5	To personally keep up to date with developments and new ideas related to the Faculty learning programmes and education in general.
6	Liaison/Communication
6.1	To meet regularly and work with the 'SLT link' for mutual professional support and to develop effective Faculty management.
6.2	To liaise with other postholders and governors as appropriate to ensure efficient running of the school and prompt response to parents.
6.3	To forge appropriate and mutually beneficial links with local and national organisations associated with the Faculty area and with local and national businesses.
6.4	To ensure the Faculty engages positively in partnership work with local primary, secondary and special schools.
6.5	Communicate and work effectively with parents to support student achievement and success.
7	Stock/Resources/Budget
7.1	To manage the physical resources of the Faculty and ensure that best value is achieved in all purchasing decisions. This to include making all resources as accessible as possible for staff and students, including transferring educational resources to electronic form where appropriate.
7.2	To maintain records of physical resources where appropriate, particularly the inventory.
7.3	To manage the allocated budget without overspend and to review with the 'SLT link' the budget annually in accordance with the School's procedures and regulations to ensure 'best value'.
8	Health & Safety
8.1	To maintain an up-to-date knowledge of all Health and Safety matters affecting the Faculty, and to ensure all staff in the Faculty have up-to-date knowledge of Health and Safety matters.
8.2	To make sure that all staff in the Faculty follow procedures in line with Faculty and School policies.

8.3	To monitor the policy, procedures and practice with regard to Harrogate Grammar School in the Faculty, to evaluate and amend these where appropriate and to refer any issues requiring action by others to the line manager.
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Person Specification : E Essential, D Desirable

9	Experience	
9.1	Experience of more than one school.	E
9.2	Successful experience of raising standards at middle management level.	E
9.3	Successful experience of managing whole school improvement in a secondary school.	E
9.4	Successful experience of monitoring teaching and learning.	D
9.5	Successful experience of leading, motivating and monitoring other members of staff.	E
9.6	Successful experience of curriculum development.	D
9.7	Experience of managing students with challenging behaviour.	E
10	Qualifications/Training	
10.1	Degree level qualification plus PGCE or equivalent	E
10.2	Further post-graduate study of education	D
10.3	Recent leadership training.	D
11	Knowledge	
11.1	Up-to-date knowledge of curriculum related issues 11-19	D
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 lead and inspire colleagues.	E
12.4	Ability to form good working relationships & influence others.	E
12.5	Capacity to evaluate and improve.	E
12.6	Competent in ICT including knowledge & application of Management Information Systems.	E
12.7	High level of skill in dealing with issues relating to student behaviour.	E
12.8	Ability to be able to forge and maintain educational partnerships.	E

12.9	Ability to analyse performance data.	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
13.8	A desire for further promotion.	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
14.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

Staff Benefits: Pay & Reward

Teachers Pay Scales & Portability of Pay

The Trust, at September 2020, 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.

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.

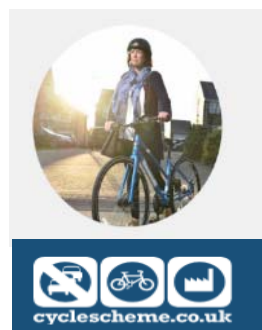
Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

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

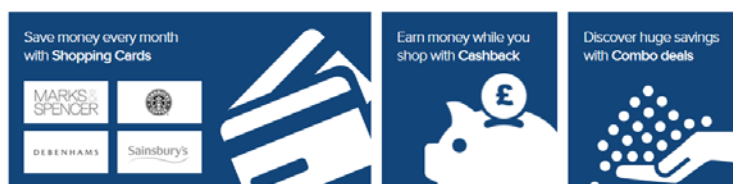
We offer a comprehensive package of reward including our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work scheme, allowing staff to:

- 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



How to Apply

This is a superb opportunity to join our team, where you will inspire high achieving young people 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 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@rklt.co.uk) or telephone: 01423 535222.

Closing date for submitted applications is 9am on the 12th April

Interviews are expected to be held after Easter

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.

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.

Please follow the link to the vacancy page on our web-site for the Red Kite Learning Trust recruitment guidelines and policy on recruitment of ex-offenders.

www.rklt.co.uk/vacancies