



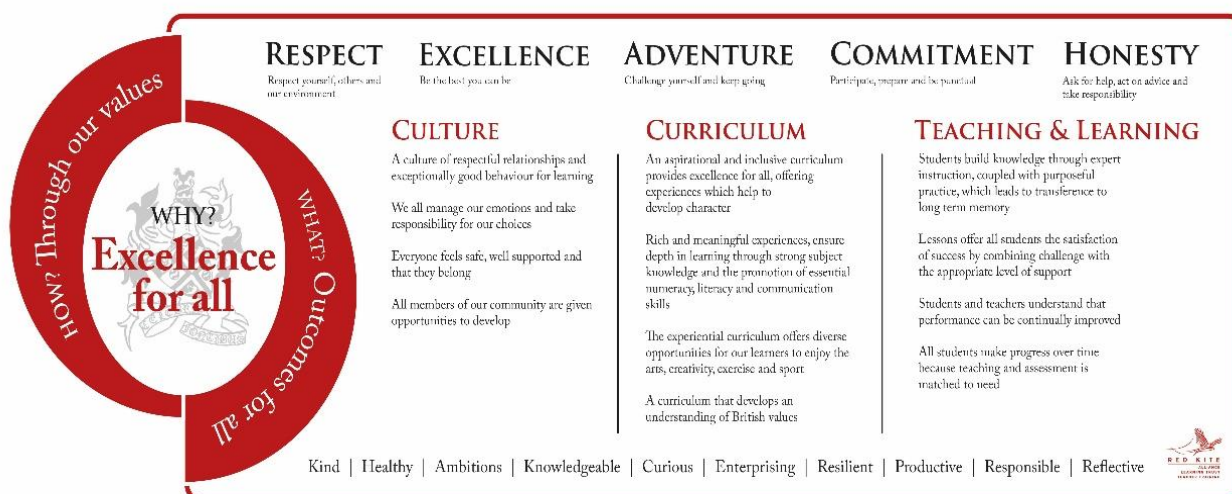
HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Programme Leader - Art 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 Design Faculty

Overview

The Design Faculty offers a unique area for students to learn at Harrogate Grammar School. Accommodating Art and Design, Design Technology, Food and Nutrition and IT, students have access to a broad range of materials, processes, equipment and digital resources, including professional standard software. The iPad is well utilised across the faculty and students in Key Stage 5 have access to the latest Adobe Creative Cloud Software.

Staffing Structure

The team consists of 12 experienced teaching staff and 4 technicians. The faculty prides itself on the creative and inclusive curriculum it offers across GCSE, GCE and BTEC courses. Harrogate Grammar School has a large 6th form and our courses are popular, providing a broad range of subjects which often students combine to pursue after leaving school and in preparation for further education or employment.

Resources and Accommodation

The Design Faculty is currently undergoing a process of refurbishment in order to create a Design Hub with gallery space, studios and workshops. We currently have 3 sixth form Art studios, A Graphics Studio, A Photography Studio, 3 art rooms, 2 Cad Cam rooms, 2 workshops, 2 Food rooms and 2 Computer rooms. We have a kiln, a printing press, 2 lazer cutters, two 3D printers and a full photography studio and dark room. We are very well resourced to ensure that students can follow their chosen discipline. The rooms are light and airy and the sixth form art studios are a real asset as students are encouraged to work independently during their study periods, which has a positive impact upon outcomes and progress.

HGS is an 'iPad school', therefore every student and member of academic staff has their own iPad. These are used to enhance teaching and learning as determined by the subject teacher. Learning in KS5 Art & Design is supported by Adobe Creative Suite which students make great use of.

Trips

Across the faculty various trips and visit take place each year from overseas art trips to New York, Paris and Berlin, to more local visits to London's Design Museum, Vitra, the Royal College of Art and the major art galleries. Other trips support food and nutrition and Design Technology.

Extra-curricular / Regional activities

The successful applicant would be expected to support students with the provision of sessions during lunch and after school to further raise progress.

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

Harrogate Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Post Title: Programme Leader – Art

Salary Grade: £25,714 - £41,604 + TLR 2b (£4,943)

Contract Type: Permanent

Working Hours: Full Time

Responsible to: Faculty Leader – Art & Design

General Description: To lead and manage the learning programmes, staff, accommodation and resources of the Art Department, within the Art & Design Faculty, to maximise the educational outcomes for young people.

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 Programme 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 Programme Leader
2.1	To be a role model to colleagues in terms of professionalism, hard work and highly effective teaching.
2.2	To set out, work towards and communicate effectively a vision of excellence for teaching and learning within the area, which involves continuously improving the quality of teaching and learning in the area.
2.3	To effectively manage the physical and human resources at the area's disposal, including teaching, non-teaching and support staff.
2.4	To maintain sufficient written documentation to support the area effectively in terms of teaching strategies and procedures.
2.5	To monitor and evaluate all aspects of the area's work, in accordance with the schools' monitoring and evaluation systems and ensure that the Faculty Leader incorporates the outcomes into the faculty development plans.
2.6	To support all members of the area in terms of student discipline, their personal classroom performance and individual professional development.
2.7	To ensure that the positive achievement system is used consistently and effectively within the areas.
2.8	To play a wider role within the school as a middle leader in ensuring the school's policies and vision are implemented.

2.9	To communicate effectively with members of the area & all other relevant members of school.
2.10	To use the Performance Management cycle to enhance the professional development aspirations of colleagues and achieve targets for the programmes.

3	Specific Duties as Programme Leader – Art
3.1	Play a lead role in delivering on the specialism targets and action plan.
3.2	Liaise with all teachers and the Faculty Leader in matters relating to Art & Design
3.3	Ensure all resources are used appropriately within Art & Design
3.4	To have responsibility for a range of learning programmes.
3.5	To ensure that health and safety regulations related to the use of specialist equipment are adhered to.

4	Curricular/Faculty Development
4.1	To contribute towards continuity and progression within the whole school curriculum.
4.2	To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on student progress.
4.3	To develop strategies within the programmes managed for the students' spiritual, moral, social and cultural development, including citizenship.
4.4	To use opportunities where appropriate to develop students' literacy, numeracy and competence in ICT.
4.5	To assist in the monitoring and evaluation of teaching in the area; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
4.6	To develop strategies and procedures (using national and school and faculty guidelines) for teaching and learning for students with special educational needs including the most able.
4.7	To work with the SENCO to ensure IEPs are used effectively within the area by setting subject-specific targets and matching the provision to individual student needs.
4.8	To be responsible for the management of all programmes of learning allocated to the area.
4.9	To encourage staff to develop extra-curricular activities which may, or may not, be linked to the area.

5	Professional Development
5.1	To provide or organise in-service training for the area staff (teaching and non-teaching) as appropriate.
5.2	To have responsibility for the monitoring, support and assessment of any trainee (ITT) and newly qualified teachers (NQTs) allocated to the area.
5.3	To identify development opportunities for staff within the area.
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 programmes of learning within the area.

6	Liaison/Communication
6.1	To meet regularly and work with the Faculty Leader for mutual professional support and to develop effective area 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 area and with local and national businesses.

7	Stock/Resources/Budget
7.1	To manage the physical resources of the area and ensure best value is achieved. 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 Faculty Leader the budget annually in accordance with the LEA's and School procedures and regulations.
8	Health & Safety
8.1	To maintain an up-to-date knowledge of all Health and Safety matters affecting the area, and to ensure all staff in the area have up-to-date knowledge of Health and Safety matters.
8.2	To make sure that all staff in the area follow procedures in line with Faculty, School and LEA policies.

Person Specification : E Essential, D Desirable

9	Experience	
9.1	Experience of more than one school.	D
9.2	Successful experience of raising standards at middle management level.	D
9.3	Successful experience of managing whole school improvement in a secondary school.	D
9.4	Successful experience of monitoring teaching and learning.	D
9.5	Successful experience of leading, motivating and monitoring other members of staff.	D
9.6	Successful experience of curriculum development.	E
9.7	Experience of managing students with challenging behaviour.	D
9.8	Experience using technology to enhance the teaching of art.	D
10	Qualifications/Training	
10.1	Degree level qualification plus PGCE.	E
10.2	A degree in Photography, Fine Art or related subject.	E
10.3	Recent leadership training.	D
10.4	The ability to teach Art up to A Level.	E
10.5	Recent subject-related professional development.	D
10.6	Evidence of own practice as an artist.	D
11	Knowledge	
11.1	Up-to-date knowledge of curriculum related issues 11-19	E
11.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	E
11.3	Thorough understanding of best practice in raising student attainment.	E
11.4	Knowledge of best practice in relation to assessment.	E
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.	E

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 attendance and punctuality.	E
13.8	A desire for further promotion.	E
13.9	A genuine passion for art and an ability to enthuse others.	E

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14	Safeguarding and Promoting the Welfare of Children and Young People	
14.1	Has appropriate motivation to work with children and young people.	E
14.2	Ability to maintain appropriate relationships and personal boundaries with children and young people.	E
14.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E
14.4	Committed to safeguarding and promoting the welfare of children and young people.	E
14.5	A satisfactory Enhanced Disclosure from the DBS.	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.

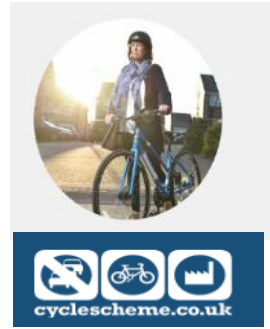
Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

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

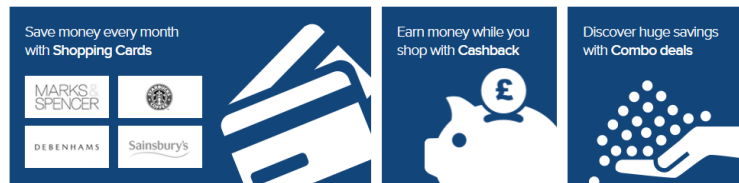
We offer a comprehensive package of reward including our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work scheme, allowing staff to:

- 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/>

For more details and access to our on-line application form, please [click here](#)

If you have any further queries please call: 01423 531127 or email: humanresources@harrogategrammar.co.uk

The closing date for submitted applications is **14th May at 9am** although the campaign may close sooner subject to levels of interest so we encourage you to apply early.

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