



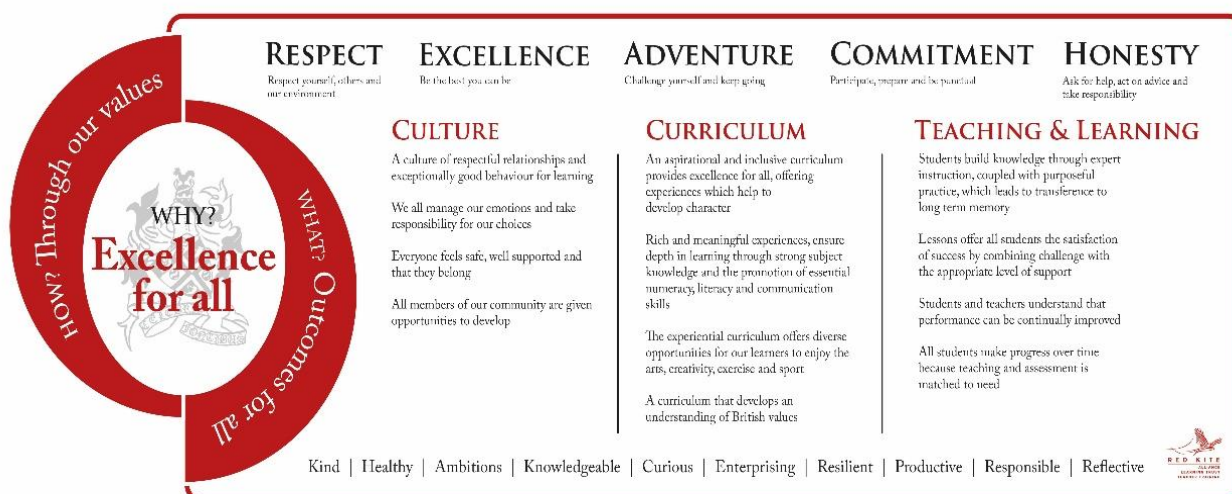
HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Student Intervention Facilitator 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.



Teacher Assessed Grades 2021

This year's grades were awarded to students based on the reasonable judgement of teachers based on assessment evidence. Teachers drew on their expertise and professional experience to objectively assess each student's level, awarding grades which were moderated, and quality assured by exam boards. Students prepared with diligence, for an increased range of assessments, producing evidence for the teachers to make their judgements. The grades reflect their dedication and hard work over more than a year of disrupted schooling due to the coronavirus pandemic. Students rose to the challenge of remote learning by showing real discipline in their work and engaging with online lessons during lockdown periods.

The outcomes match 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 fully 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.

Key Stage 4 – GCSE Teacher Assessed Grades 2021

Student attainment:

- 64% - 9-5 in English and Maths
- 86% - 9-4 in English and Maths
- 69% - entered for Ebacc/ 60% - achieved Ebacc
- 9.8% - grade 9
- 40% - grade 9-7
- 98% - grade 9-4

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.

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 seven consecutive years, strong value added and impressive rates of progress. A total of 259 students (81% of the year group) applied to university to study a wide range of courses from Social Anthropology to Astrophysics. In addition, students have secured positions on degree apprenticeships, have had successful auditions for Drama Schools and renowned Conservatoires and have also secured places on Art Foundation courses.

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.

Sixth Form

Student attainment:

A Level

- 14.8% - A*
- 41.8% - A* to A
- 67.4% - A* to B
- 87% - A*-C
- 96.2% - A*to D

BTEC

- 70% - Distinction or Distinction*
- 100% - Pass and above

The Maths Faculty

Overview

Mathematics is one of the significant strengths of our school and we aim to make sure that students are successful and well prepared for the future within a framework of enjoyment and endeavour. Harrogate Grammar School is the lead school for the Yorkshire Ridings Maths Hub; a Teaching School with Maths as a Lead Subject and the Executive Head of Faculty as an SLE supporting other schools in the teaching school alliance and beyond. There is a strong tradition of academic success coupled with a real desire to maximise the potential of students through using a range of innovative, varied and well-planned learning strategies.

<http://www.harrogategrammar.co.uk/school/faculties/mathematics-faculty/mathematics/>

Staffing Structure

The Faculty currently has 10 full-time teachers, 5 part-time teachers, an Intervention Facilitator and a Learning Manager. The Faculty management team consists of a Faculty Leader, 2 Programme Leaders and 2 Assistant Programme Leaders; one of which is the Secondary Mastery Lead for the Yorkshire Ridings Maths Hub.

It is expected, and promoted, that all members of the Faculty play a part in the development, management and running of the Maths team.

Resources and Accommodation

Although large, the Faculty is friendly and very supportive of each other. The Faculty has 6 designated rooms, each with its own computer, data projector and either a large apple TV or interactive whiteboard. The Faculty is well - resourced and staff and students have use of iPads to enhance the teaching and learning of Maths.



Courses Provided

The faculty offers a range of courses: GCSE Maths (AQA), Algebra Award (Level 3) (Edexcel), A Level Maths (Edexcel) and A Level Further Maths (Edexcel), AEA and STEP and Mathematical Studies (Core Maths) (AQA) is now fully established. Everyone in the faculty is expected to teach across the 11-16 age and ability range and there are extensive opportunities to teach post 16 Maths and Further Maths.

Results

Exam results, within a high achieving school, are typically very good; during 2019 the GCSE 9 – 4 rates for Maths was 87%, and 9 – 7 rates were 29%. In 2019 the progress 8 score for Maths was 0.23. In Sixth Form, from a cohort of 70 students studying A Level, 71% achieved a grade of A*-B, 100% of Further Maths students achieved a grade of A*-B. Additionally 145 students have completed the AQA Core Maths specification over the last four years. The A–B rate for Core Maths is 47%. We are not complacent, however, and we always strive to improve our

progress measures. More students, than in any other school in the County, study Level 3 mathematics in the Sixth Form.

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 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: Student Intervention Facilitator – Maths

**Salary Grade: Salary Band 7 – SCP 8 – 12
£20,852 - £22,571 FTE
£17,874 based on 37 hours**

Contract Type: Permanent, Term time plus 1 additional week and training days

Working Hours: 37 hours per week

Responsible to: Faculty Leader

General Description: To facilitate effective interventions such as 1:1 or small group tutoring, homework clubs, Maths interventions, supporting students in lessons, and other activities to raise attainment for pupils who qualify for Pupil Premium (PP) funding.

Special Conditions of Service:

No smoking policy. Requirement to occasionally work outside of school hours and off school premises as required by the school.

1	Main Tasks/Responsibilities:
1.1	To support students' learning through effective interventions
1.2	Plan (in association with the class teachers), deliver and monitor Yr7 Catch-up Intervention for those below L4 on entry for Maths
1.3	Track and monitor PP students and other critical student groups using assessment data
1.4	Profile the learning needs of PP students by monitoring assessments and liaising with class teachers
1.5	Report regularly to the Faculty and PP Co-ordinator regarding student progress and changing profiles
1.6	Enhance wave 1 delivery by offering in-class support for PP students

1.7	Run small wave 2 group interventions for PP students and other critical student groups
1.8	Run guided “myMaths” interventions
1.9	Provide 1:1 support for PP and other critically underperforming students
1.10	Manage Peer Tutoring programme for PP students at KS4
1.11	Support PP students in self-regulation and organisational skills
1.12	Support the social and emotional well-being of PP students
1.13	Run a homework club for PP students.
1.14	Liaise closely with the PP Co-ordinator, Faculty Leaders and Year Leaders in identifying and tracking PP student attainment and attitude to learning
1.15	Liaise with the school’s attendance officers
1.16	To liaise sensitively and effectively with parents/carers and participate in feedback sessions/meetings with parents with, or as directed by the Faculty Leader/Teachers
1.17	Create and manage Peer Tutoring programme for PP students and other critically underperforming students at KS4
1.18	Provide advice to staff for wave 1 teaching strategy to enhance learning of PP students
1.19	Assist with the monitoring of PP student provision through learning walks with other staff
1.20	Follow up any appropriate support required after any planned or unplanned staff absence
1.21	To establish productive working relationships with students, acting as a role model and setting high expectations
1.22	To implement consistently the school’s ‘Positive Achievement’ system.
1.23	To support Faculty revision sessions including during some school holidays
1.24	Cover lessons in accordance with the school’s Cover Policy
1.25	To promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
1.26	To follow the school’s policy in relation to working with young people
1.27	To support the use of ICT in learning activities and develop students’ competence and independence in its use
1.28	To prepare and maintain specialist equipment and resources.
1.29	To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
1.30	To be aware of and support differences and ensure all students have equal access to opportunities to learn and develop

1.31	To contribute to the overall ethos/work/aims of the school
1.32	To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of students
1.33	To provide appropriate guidance and assist in the training and development of staff as appropriate
1.34	To recognise own strengths and areas of expertise and use these to advise and support others
1.35	To attend and participate in regular meetings, training and other learning activities as required
1.36	To take part in the Appraisal process employed at the school
1.37	Willingness to be involved in extra-curricular activities such as contributing to after-school clubs and visits.

Person Specification : E Essential, D Desirable

2	Experience/Aptitudes:	
	Ability to:	
2.1	Communicate effectively with staff at all levels within the school.	E
2.2	Relate well to young people.	E
2.3	Take initiative and work independently.	E
2.4	Work to high levels of accuracy.	E
2.5	Practice and plan to ensure completion of tasks.	E
2.6	Experience working with children of relevant age.	D
2.7	Experience within educational setting.	D
3	Qualifications/Training	
3.1	Level 3 or Equivalent in Maths (AS Level)	E
3.2	Qualified to A Level standard or higher	D
3.4	Appropriate first aid training.	D
4	Knowledge/Skills:	
4.1	Can use ICT effectively to support learning	E
4.2	Use of other equipment technology – video, photocopier	E

4.3	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	D
4.4	Working knowledge of national curriculum and other relevant learning programmes/strategies	D
4.5	Understanding of principles of learning processes	D
4.6	Ability to self-evaluate learning needs and actively seek learning opportunities	E
4.7	Ability to relate well to children and adults	E
4.8	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	E
4.9	Problem solving	E
4.10	Negotiation	E
4.11	Organisational/administrative	E
4.12	Communication	E
4.13	Forward thinking	E
4.14	Ability to work positively and effectively with young people.	E
5	Characteristics:	
5.1	Excellent attendance record	E
5.2	Sense of humour	E
5.3	Hard working	E
5.4	Willingness to be flexible and work to meet the best interests of the school	E
5.5	Self-motivated	E
5.6	Team worker	E
5.7	Willingness to undertake training	E
5.8	Presence.	E
6	Safeguarding and Promoting the Welfare of Students	
6.1	Has appropriate motivation to work with students	E
6.2	Ability to maintain appropriate relationships and personal boundaries with students	E
6.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E