



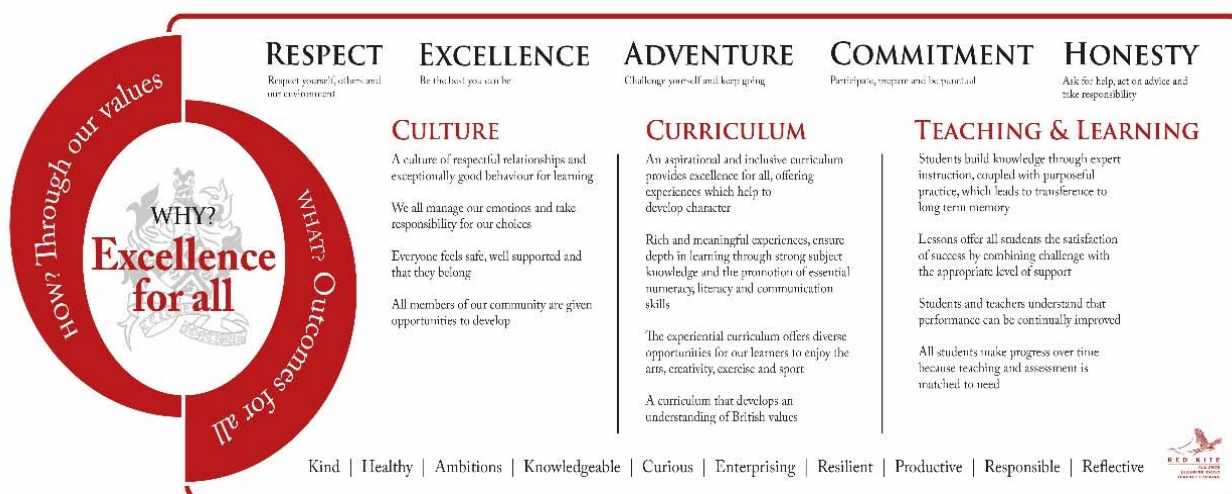
HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Teacher of Business and Economics
Supporting Information
March 2021

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 Social Science Faculty

Overview

The Social Science Faculty is an important part of our school and the faculty strives to ensure that the students are successful and well prepared for the future within a framework of enjoyment and endeavour.

The Social Science Faculty brings together a range of Post-16 subjects, enabling a team of dedicated teachers to not only specialise in their subject area, but also share their experience in teaching post-16 students. Preparing students for applications to some of the most competitive universities and employment opportunities, the Faculty aims to deliver truly world class provision in Social Science. The Faculty revolves around the delivery of A Level Psychology, Economics, Sociology and Business to over 500 students, along with Level 3 BTEC Business. In addition, the Faculty delivers GCSE Business. Business courses are very popular, with six GCSE classes in both Year 10 and 11 and four classes in both Year 12 and 13.

There is a strong tradition of academic success coupled with a real desire to maximise the potential of students in the school through a range of innovative, varied and well-planned learning strategies. Last year 60 students out of 220 UCAS applicants progressed to study related degrees in Psychology, Economics, Business and Sociology.

Courses Provided

A Level Economics
A Level Business
A Level Sociology
A Level Psychology
Level 3 BTEC Business
GCSE Business

Staffing Structure

The Faculty contains 6 full-time teachers and two part-time teachers. The Faculty management team consists of three Programme Leaders who report to the Director of Sixth Form. In addition, many of the teachers work as examiners and Senior Examiners.

Resources and Accommodation

All rooms have a data projector and DVD player with speakers as well as Apple TV. The Faculty is well resourced with its own bespoke staff office. We use iPads across the school to enhance teaching and learning.

Extra-curricular / Regional activities

The faculty undertakes a number of wider activities across the whole school throughout the year including Psychology and Economics conferences across the alliance, Brain Days and hosting guest speakers.

Students submit entries for various essay writing competitions such as the Royal Economic Society Essay Competition.

The Faculty provides a great deal of support to students requiring help with their work through additional catch up sessions and Easter revision.

Further information

Teaching for deep understanding is our central focus with students inspired to further enhance their understanding of Social Science at world leading universities or to secure places on competitive apprenticeships. We are fully committed to developing analytical and problem-solving approaches to teaching and learning, with the aim to fulfil the potential for every student. There is a strong emphasis in the Faculty on continually seeking ways to improve Teaching and Learning within the team and across the school.

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 Business Studies & Economics**

Salary Grade: **In line with National Pay Scales**

Contract Type: **Permanent**

Working Hours: **Full-Time**

Responsible to: **Programme Leader of Business and Economics**

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 SEND 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 care.
3.2	To contribute towards the implementation of IEPs 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 support and implement all the School's policies, e.g. those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT.
5.6	To establish effective working relationships with professional colleagues and associate staff.

5.7	To strive for personal and professional development through active involvement in the School's performance management procedures.
5.8	Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
5.9	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.
5.10	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
5.11	To undertake any reasonable task as directed by the Programme Leader of Business and Economics or Director of Sixth Form.
5.12	To be aware of the role of the Governing Body of the School and to support it in performing its duties.
5.13	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.14	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> - Have SEND - 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 Business	E
7.3	Ability to teach BTEC Level 3 Business Studies	E
7.4	Experience of Administration of BTEC Level 3 courses	D
7.5	Ability to teach A level Economics	D
7.6	Ability to teach all age and ability levels.	D
7.7	Subject expertise in ICT	D
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	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	D
9.3	Thorough understanding of best practice in raising student attainment.	D
9.4	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.	E
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	Appropriate motivation to work with Students	E
12.2	Ability to maintain appropriate relationships and personal boundaries with Students	E
12.3	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.

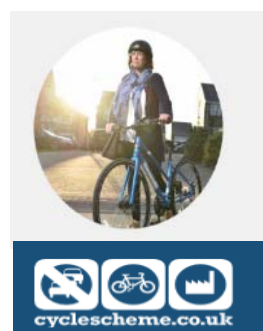
Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

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