



HARROGATE  
GRAMMAR SCHOOL  
EXCELLENCE FOR ALL



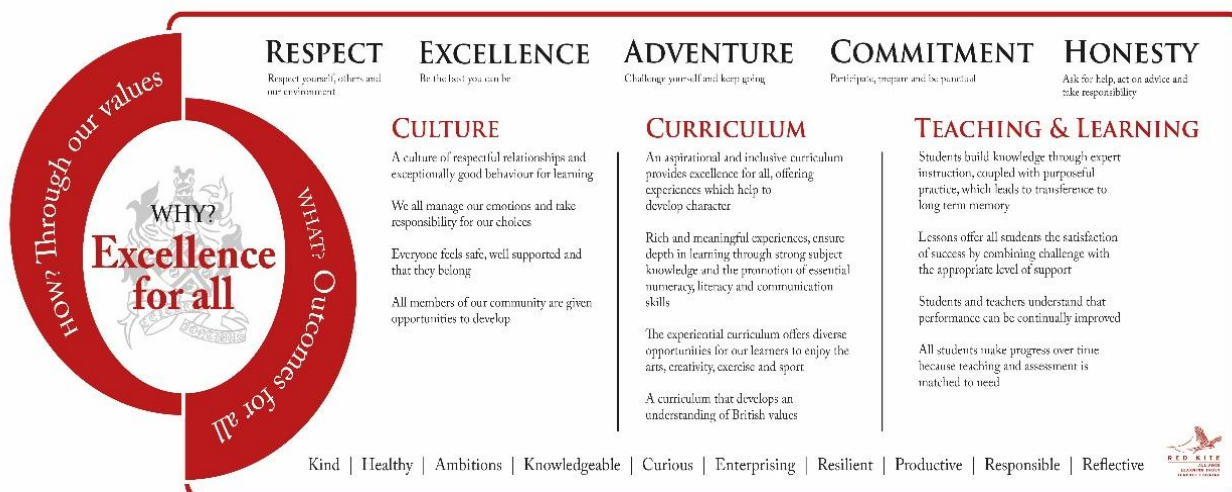
RED KITE  
LEARNING TRUST



# Teacher of Science - Chemistry 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 Science Faculty

As part of the Science Faculty this role will work with the team to provide high teaching and learning for all students, encouraging highest levels of achievement.

### Overview

This is an exciting opportunity to join the Science Faculty. The Faculty is well organised and hard-working, it is quick to embrace new practices and there are great opportunities for CPD. The importance that students place on Science education is reflected in the impressive numbers of students choosing to study Science post 16. Biology, Chemistry and Physics all have extremely healthy class sizes and are taught by dedicated specialists.



### Courses Provided

In KS3 pupils are taught Science based on a comprehensive scheme developed within the Science Faculty. These schemes were written to develop the students How Science Works skills and raise their enthusiasm and interest in Science.

The vast majority of students at KS4 study either three separate Sciences or Core and Additional Science, both of which are delivered by subject specialists. The current exam board for these courses is AQA.

At KS5 courses in Biology, Chemistry and Physics (all AQA) are very popular and there is good retention in Science from AS to A-level.

### Staffing Structure

There are currently 17 Science teachers, of which 5 are part time. The team comprises 6 Biologists, 5 Chemists and 6 Physicists. In addition, the Faculty includes a Learning Manager and a superb team of 6 technicians. The leadership of the Faculty comprises of a Faculty Leader supported by 3 Programme Leaders and 1 Assistant Programme Leaders.

### Resources and Accommodation

All the labs are fitted with a digital projector or flat screen TV and include a networked PC. All staff, and students have a personal iPad to use for learning during this academic year.

Science is delivered from 10 dedicated KS3/4 laboratories in the main school and 3 dedicated KS5 laboratories in the sixth form centre. The school recently secured funding to replace four of the current labs, which we have been proud to open this Autumn 2016 term, with further refurbishment of an additional two laboratories planned towards the end of this academic year.

Timetabling is done to ensure staff spend as much time as possible teaching in one lab. The Faculty is well equipped to teach a modern science curriculum and there is an especially large collection of excellent shared resources.



The Faculty has a well-equipped staff workroom that is the hub of our activities. Staff work well together, and the atmosphere is friendly and creative. There is a strong culture of teamwork and mutual support within the Faculty.

The Faculty is well-resourced, and a healthy budget allows necessary new resources to be purchased when required. We have recently updated our data logging equipment so that we can use data loggers with the iPads and these are becoming an integral part of teaching and learning in Science.

### Results 2019

GCSE	Chemistry	Biology	Physics
9-7	58%	63%	56%
9-5	92%	94%	88%
No. of grade 9's	22	24	23

A Level	Chemistry	Biology	Physics
A*-B	45%	57%	39%
No. of A*'s	0	0	2



### Extra -Curricular

These include:

- Our annual STEM week with a wide range of activities including outside speakers, competitions and projects.
- A medical package to support those looking for a career in any aspect of healthcare.
- Year 7 Science Club.

### Future Strategy

The Science Faculty are incredibly proud of the results we have achieved this year and the large numbers of students who study Science at A-level and beyond. The Faculty is a long way from becoming complacent and is aware that there is still more that can be done. At all levels a

strong emphasis is placed on high quality teaching and learning with strategies in place to support the sharing of good practice across the Faculty.

### **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 children and young people and expects all staff and volunteers to share this commitment.**

**Post Title:** Teacher of Chemistry  
**Salary Grade:** In line with National Pay Scales  
**Contract Type:** Permanent / Established  
**Working Hours:** Full Time  
**Responsible to:** Faculty Leader – Science

**Special Conditions of Service:**

No smoking policy, including e-cigarettes.

<b>1</b>	<b>Duties as Main Scale Teacher</b>
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.
<b>2</b>	<b>Teaching &amp; Learning</b>
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.
<b>3</b>	<b>Monitoring, Assessment, Recording, Reporting &amp; Accountability</b>
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.
<b>4</b>	<b>Subject Knowledge &amp; Understanding</b>
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.
<b>5</b>	<b>Professional Standards &amp; Development</b>
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 Faculty Leader.
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 SEND 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"> <li>- Have SEND</li> <li>- Are gifted and talented</li> </ul> Are not yet fluent in English.
<b>6</b>	<b>Pastoral</b>
6.1	Every subject teacher will be expected to have pastoral responsibilities.

**Person Specification: E Essential, D Desirable**

<b>7</b>	<b>Experience</b>	
7.1	Demonstrate excellent teaching skills.	E
7.2	Ability to teach all age and ability levels	D
7.3	Subject expertise in Chemistry.	D
7.4	Experience of more than one school.	D
<b>8</b>	<b>Qualifications/Training</b>	
8.1	Degree level qualification in related subject.	E
8.2	PGCE or relevant experience.	E
<b>9</b>	<b>Knowledge</b>	
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
<b>10</b>	<b>Aptitudes</b>	
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

<b>11</b>	<b>Characteristics</b>	
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
<b>12</b>	<b>Safeguarding and Promoting the Welfare of Students</b>	
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