



Lancaster Girls'  
Grammar School



Teacher of Computing & Business  
(Maternity Cover)

Recruitment Pack

## Welcome from the Headteacher

Thank you for your interest in the roles of **Teacher of Computing and Business (Maternity Cover) at LGGS. This role is offered** as a full-time fixed term contract to cover the maternity leave of the substantive postholder, and is initially anticipated to run from 01/12/2024 for 12 months.

Lancaster Girls' Grammar School is a selective, single sex, single academy trust with over 1,000 students, including some 280 in the Sixth Form. The school is heavily oversubscribed.

The post would be very suitable for experienced teachers who are looking to teach higher ability students and develop their A level teaching. The post will be to teach computing at Key Stage 3, Computer Science at GCSE as well as at A-Level.

The Computing Department currently comprises of the Head of Computing and two part-time members of staff. The department is based in two main teaching rooms. There are three other computer rooms in the main school which can be booked by staff as well as a suite of computers in the sixth form centre. Students in Key Stage 3 have their own one-to-one devices that are used across the school in different subjects. The school has excellent IT support provided by our Network Manager and full time IT technician.

We are very proud of our successful department. Recruitment and achievement in the department are both excellent. We currently have 120 students studying Computer Science at GCSE (OCR) across both Year 10 and 11 and 17 students at A-Level. Results in Computing are consistently high and above the national average.

The aim of the department is to develop the interest of students in the evolving world of technology and encourage them to consider a career in the field of Computing.

The enclosed Job Description gives an overview of the types of duties to be undertaken but is not prescriptive or exhaustive - please get in touch if you would like to discuss the role before applying.

Applications should take the form of a letter detailing how your experience to date would equip you for this role, and should be forwarded by email to [applications@lggs.lancs.sch.uk](mailto:applications@lggs.lancs.sch.uk) by **9.00am on Monday 30/09/2024.**

I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to be 'C. Beard', written on a light-colored background.

Mr Christopher Beard  
Headteacher

## Visits and general discussions

Further information about Lancaster Girls' Grammar School can be found on the school website [www.lggs.org.uk](http://www.lggs.org.uk).

In addition, candidates are warmly encouraged to take an informal opportunity to visit the school or arrange for an informal discussion with the Headteacher prior to applying. Please email [applications@lggs.lancs.sch.uk](mailto:applications@lggs.lancs.sch.uk) or telephone on 01524 581661 to arrange a visit or call.

## The application process

The closing date for applications is on **9.00am on Monday 30/09/2024**.

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

Shortlisting will take place on or around 01/10/2024 and shortlisted candidates will be informed as soon as possible thereafter.

The selection process and interviews for shortlisted candidates will provisionally take place at the school during week commencing Monday 07/10/2024.

## How to apply

Please ensure you complete the application form and provide a covering letter which clearly explains your reasons for applying to work at Lancaster Girls' Grammar School and addresses how your particular strengths and experience to date meet the person specification.

**Applications must be submitted on the provided application form** – for safeguarding reasons we cannot accept CVs or applications submitted through online platforms such as Indeed or TES.

Please also provide a supporting statement (on no more than two sides of A4), either within the application form or as a covering letter. The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role.

**Your completed application, including your letter and supporting documents, should be addressed to the Headteacher and be sent to the school by e-mail to [applications@lggs.lancs.sch.uk](mailto:applications@lggs.lancs.sch.uk) or by post to LGGS Applications, Regent Street, Lancaster, Lancashire, LA1 1SF by the closing date.**

All applications will be acknowledged on receipt.

We reserve the right to close any vacancy early, before the closing date, if we receive sufficient applications.

If you have not been contacted within two weeks of the application deadline, please assume that your application was unsuccessful on this occasion.

## Recruitment Information

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. All applicants will be subject to online checks. The successful applicant will be subject to an Enhanced DBS check and other statutory Safer Recruitment checks.

We do not hold a sponsorship licence and can only consider applications from candidates who are legally entitled to work in the UK. If you do not have the right to work in the UK, your application will not progress.

An **information and application pack** and further details can be obtained on the school website <https://www.lggs.org.uk/staff-vacancies/working-at-lggs>, or by e-mailing [applications@lggs.lancs.sch.uk](mailto:applications@lggs.lancs.sch.uk).

### **Information pack (information we are providing to you):**

1. This Recruitment pack which includes the
  2. Person Specification
  3. Job Description
  4. Risk Identification Form
5. Safeguarding Statement
6. Equality Act Reasonable Adjustments Statement
7. Privacy Notice for Prospective Employees
8. Immigration Asylum and Nationality Act (Right to Work in the UK) Statement
9. Rehabilitation of Offenders Act Statement
10. Rehabilitation of Offenders Supplementary Disclosure Form
11. DBS evidence list

Template employment contracts are available upon request.

### **Application pack (things you should send us):**

1. Application form (we cannot accept online applications through Indeed/ TES).
2. Covering letter/ Supporting Statement
3. Recruitment Monitoring Form

## Our vision and values

At Lancaster Girls' Grammar School, we envision a vibrant learning community where each student is empowered to excel academically, develop resilience, and embrace their role as a responsible global citizen.

Our commitment to fostering a culture of excellence, inclusivity, and innovation prepares students to navigate the challenges of the future with confidence and integrity.

Through a balanced and forward-thinking education, we aim to inspire lifelong learners and compassionate leaders who positively impact the world.

This is underpinned by our core values of:

### Excellence

At Lancaster Girls' Grammar School, we uphold a commitment to excellence in all aspects of education. We strive for academic rigour, innovative teaching methods, and continuous improvement to ensure that every student reaches their full potential and excels in their chosen pursuits.

### Empowerment

Empowering our students is at the core of our mission. We aim to equip each young person with the knowledge, skills, and confidence needed to navigate a dynamic world successfully. Through a holistic approach to education, we inspire resilience, leadership, and a sense of social responsibility, empowering our students to shape their own futures.

### Innovation

Embracing a spirit of innovation, we encourage curiosity, critical thinking, and creativity. We believe in preparing our students not only to adapt to change but to lead it. By fostering a culture that values new ideas and approaches, we equip our students with the tools to become forward-thinking contributors in a rapidly evolving global landscape.

### Belonging

We value and celebrate diversity, fostering an inclusive and supportive environment where every student feels a sense of belonging. Our commitment to inclusivity extends beyond cultural and social differences, recognising and respecting the unique strengths and perspectives that each individual brings to our school community.





## About the School

Lancaster Girls' Grammar School is a forward looking, selective state school with academy status and an outstanding record of promoting high achievement. The school was founded in 1907 at the Storey Institute on Meeting House Lane with only 73 girls on roll. From these humble beginnings the School quickly grew, and moved into the current Regent Street site in 1914. LGGS enjoys a city centre location. The main site includes a range of different building from the original Edwardian building to our purpose built modern Sixth Form Centre. Playing fields are a short walk away and some Science accommodation is in a building which sites one of our key primary schools, Dallas Road Primary.

In 2011, LGGS became an Academy. There are currently just over 1,000 students on roll with five-form entry into Year 7. The admission policy prioritises girls from the Lancaster District, but students do travel to the school from a wider area, including Preston. A high proportion of students continue into the Sixth Form after Year 11 and the school welcomes a number of external students into Year 12. The Sixth Form curriculum is broad, with enrichment and wellbeing options alongside a wide range of A levels, Maths, Biology and Chemistry are the most popular subjects at A level.

The school is known nationally for its academic excellence. This year 80% of grades at A level were A\*-B and at GCSE 76% at grades 7 and 9, placing LGGS the highest attaining school in Lancashire.

We are very proud of our inclusive community. Valuing diversity and promoting equality are important aspects of LGGS life. This can be seen through the work of the school's Equality groups. LGGS has an outward looking approach and strong international links. We work with the Ripley ITT Partnership. The school has links with EducAid, a Sierra Leone education focused charity. International Week includes numerous workshops run by students, an International Fashion Show and a hugely popular International Food Fair.

In our recent staff survey 100% of staff responded that they were proud to work at LGGS and 99% enjoyed working at the school. Last year saw a number of retirements with the result that new staff have joined the school, bringing with them a range of experiences and ideas. We are extremely fortunate in that we can recruit high calibre teachers with the result that all subjects are taught by specialist teachers. Staff are keen to enhance their professional knowledge and we currently have seven teachers undertaking NPQ qualifications. Staff also appreciate the positive behaviour and high attendance of students at LGGS. Our students are articulate, keen to participate and ambitious for themselves.





## Living and working in Lancaster

Lancaster is one of England's heritage cities. It is a vibrant, independent city with a great deal to offer. It is the base for two universities, which contribute significantly to the city's lively and inclusive ethos. The universities, the hospital, the RLI, and major players in the food production industry, such as Warburtons, provide a range of employment opportunities in Lancaster. Lancaster has an established arts scene which constantly provides a range of cultural activities throughout the year; Lancaster hosts a number of lively festivals including Lancaster Music Festival, Highest Point and the Jazz Festival. Other events such as the annual Literature Festival, Light up Lancaster light festival, and Lancaster Chinese New Year Festival make the city a fun and vibrant place to live. Lancaster is easily reached from all over the UK. Just over two hours from London and Edinburgh on the West Coast Line, Lancaster is well served by main line rail. The M6 motorway provides quick and convenient car travel to the length of the country.

## Employee Benefits

Employees of Lancaster Girls' Grammar School benefit from:

- National contractual terms and pay: LGGS adopts the national School Teachers' Pay and Conditions ('Burgundy Book') for teaching staff, and the National Joint Council (NJC 'Green Book') terms for support staff.
- Access to a competitive company pension scheme: Teachers' Pension Scheme (teaching staff) or Local Government Pension Scheme (support staff).
- Enhanced occupational maternity/ paternity/ adoption leave allowances.
- Access to pro-active health and wellbeing promotion schemes.
- Employee Assistance Schemes including access to advice and counselling.
- Occupational health support such as physiotherapy.
- Retail discounts via BlackHawk Extras.
- Cycle-to-work purchasing scheme and secure cycle storage on-site.
- On-site gym with discounted membership rate.
- On-site canteen.

## Job Description

<b>Job Title:</b>	<b>Teacher of Computing &amp; Business</b>
<b>Location and Team</b>	Lancaster Girl's Grammar School, Regent Street, Lancaster, LA1 1SF
<b>Term</b>	Fixed Term on the basis of covering maternity leave of substantive postholder, anticipated from 01/12/2024 for 12 months. Full time.
<b>Salary Range</b>	STPC Main/ Upper Range points M1-U3, currently £30000 - £46525 per year, full time (pay award pending).
<b>Responsible To</b>	Head of Department
<b>Staff Responsibility</b>	None
<b>Essential car user</b>	No
<b>Job Purpose/ Scope of Work</b>	The purpose of this post is to ensure the continued delivery of high-quality teaching and learning.
<p>All teachers promote the school ethos, Health and Safety and contribute to continuous school improvement.</p> <p><b>Main purpose of the job:</b></p> <ul style="list-style-type: none"> <li>Facilitate and encourage a learning experience that provides students with the opportunity to</li> <li>achieve their individual potential and equality of opportunity for all.</li> <li>Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> <li>Deliver the required curriculum as relevant to the age and ability group/subject, other relevant initiatives, and the school's own schemes of work.</li> <li>Work in collaboration and partnership with students, parents/ carers, governors, other staff and external agencies.</li> <li>Monitor and support the overall progress and development of students.</li> <li>Contribute to raising standards of student attainment.</li> <li>Responsible for promoting and safeguarding the welfare of children and young people within the school.</li> </ul> <p><b>Professional attributes:</b></p> <ul style="list-style-type: none"> <li>To behave in a professional manner with staff and students at all times, treating all members of the school community with dignity and respect. Be a positive role model in terms of behaviour, work and attitudes.</li> <li>To contribute to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams.</li> <li>To meet all school deadlines.</li> </ul> <p><b>Team working and collaboration:</b></p> <ul style="list-style-type: none"> <li>To communicate effectively with the parents of students as appropriate.</li> </ul>	

- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the students, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

**Personal professional development:**

- Be a reflective practitioner and regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well being, refining your approaches where necessary.
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.
- To contribute to the professional development of others as appropriate to the teacher's own career stage.
- Participate fully with arrangements made in accordance with The Education (School Teachers' Appraisal) (England) Regulations 2012.

**Professional skills:**

- Professional knowledge and understanding - To keep up to date on current teaching, learning and behaviour management strategies and know how to adapt them, including how to personalise learning to provide opportunities for all students to achieve their potential.
- To have a secure knowledge and understanding of the relevant curriculum area and to keep up-to-date on current developments.
- To keep up-to-date with the assessment requirements for the subjects taught, including those relating to public examinations.

**Curriculum :**

- Set high standards of work and behaviour in the class and all other areas of the school.
- Plan for progression across the age and ability range you teach, designing effective lessons/ programmes of study in accordance with the needs of individual students.
- Teach challenging, well organised lessons, using an appropriate range of teaching strategies which meet individual students' needs.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide timely, accurate and constructive feedback on students' attainment, progress and areas for development

- Advise and work collaboratively with others on the preparation and development of curriculum materials, teaching programmes, methods of teaching and assessment and pastoral arrangements as appropriate.

**Reviewing teaching and learning:**

- To assess, record and report on the attendance, progress, development and attainment of students and to maintain appropriate records.
- To provide relevant accurate and up-to-date information to assist in the tracking of students, information for SIMs, registers, etc.
- To track student progress and use information to inform teaching and learning, including target setting.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To use assessment as part of teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.

**Establish a purposeful and safe learning environment for students:**

- To establish a purposeful and safe learning environment which enhances learning.
- Use a range of behaviour management techniques and strategies adapting them as necessary to promote self-control and independence of all students.
- Encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any student with the appropriately identified person.
- To be responsible for the safety of those working in the classroom.

**Resources:**

- To co-operate with other staff to ensure a sharing and effective use of resources to the benefit of the school, subject area and the students.
- Ensure that work areas are kept tidy, report all faults according to procedures. In practical subjects, this includes awareness of the risk assessment procedure for the activities, availability of first aid materials, and knowledge of procedures in case of accidents.
- To assist in identifying resource needs and to contribute to the efficient and effective use of physical resources.
- To contribute to the process of the ordering and allocation of equipment and materials

**Other:**

- To carry out supervisory duties as required.
- Be fully conversant with the school's procedures and policies.

In addition, other duties of a similar nature and at no higher a responsibility level may be interchanged with/ added to this list at any time.

Prepared by (name, role, date): Ms C Gillies, 29/01/2024

The above Job Description sets out the area of work in which duties will generally be focused, and gives an **example** of the type of duties that the postholder could be asked to carry out.

Please note that this is for **guidance** only. Postholders are expected to be flexible and to operate in different areas of work/ carry out different duties as required.

### **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

### **Safeguarding Commitment**

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

### **Student Focus**

We put our students' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

## Person Specification

<b>Job Title:</b>	Teacher of Computing & Business	<b>Grade:</b>	STPC Main-Upper Pay Range
	<b>Requirements (based on the job description)</b>	<b>Essential (E) or desirable (D)</b>	<b>To be identified by: application form (AF), interview (I), test (T), or other (give details)</b>
<b>Qualifications</b>			
Good Honours degree in a relevant subject	D	AF/ certificates	
Teaching qualification with QTS in Secondary a relevant subject	E	AF/ certificates	
<b>Experience</b>			
Evidence of taking responsibility for own continued professional development	D	AF/ References	
Successful teaching record at KS 3 and 4.	D	AF/ References	
Successfully leading a whole school initiative or leading a department	D	AF/ References	
<b>Knowledge, skills and abilities</b>			
Knowledge of best practice in assessment	D	A/ I/ References	
Willingness to contribute fully to wider initiatives/developments within school	E	A/ I/ References	
Knowledge and interest in supporting SEN students	E	A/ I/ References	
Excellent ICT skills and ability to use a range of software packages to support learning	E	A/ I/ References	
Willingness to participate in the school's broad extra-curricular programme	D	A/ I/ References	
Ability to prioritise, plan, organise well and work with others to achieve objectives	E	A/ I/ References	
Show a commitment to providing a fair, equitable and mutually supportive learning and working environment for our students and staff	E	A/ I/ References	
High professional standards in dress, attendance and punctuality	E	A/ I/ References	
<b>Other (including special requirements)</b>			
Satisfactory DBS clearance	E	I	
Commitment to safeguarding and protecting the welfare of children and young people	E	AF / I	
Commitment to equality and diversity	E	AF / I	
Commitment to health and safety	E	AF / I	



Commitment to attendance at work	E	AF / I
Commitment to undertake relevant professional development and safeguarding training	E	AF / I

## Pre-Employment Risk Identification Form (R.I.F.)

This form is provided to potential applicants to so that you are aware of the potential risks associated with this role; this form does not override the employer's requirement to undertake a general risk assessment under the management Health and Safety at Work Regulations 1999.

Post title	Classroom Teacher
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### A. The job to which this form refers will or may involve one or more of the following activities. (Indicated by Yes or No.)

Please note that if any of the following 10 activities are involved, there is an automatic requirement for a pre-employment assessment by Occupational Health and, possibly, for subsequent Health Surveillance.

		Yes	No
1	Work at heights ( <i>e.g. over 2m from tall step/extension ladders; scaffold towers, roofwork etc</i> ).		X
2	Work in excessively noisy environments above statutory control limits ( <i>Highly unlikely to include examples associated with any office environments. Examples might include use of woodworking machinery, road drilling, masonry cutting etc</i> ).		X
3	Work in unusual environmental conditions ( <i>e.g. where access or egress or free flow of air may be restricted or where there may be a build up of gases, vapours or fumes or the use of breathing apparatus is required</i> ).		X
4	Use of hand operated tools and equipment known to be associated with hand arm vibration syndrome ( <i>e.g. percussive metalworking tool; rotary handheld tool [not floor polishers]; grinders; percussive hammers and drills etc</i> ).		X
5	Driving a heavy goods vehicle, coach, bus or minibus belonging to Lancashire County Council, transporting others in their own vehicle, or regularly transporting more than three other people as part of normal duties.		X
6	Some contact with hazardous substances ( <i>e.g. chemicals with an orange warning label indicating: very toxic; toxic; harmful; corrosive; sensitising by inhalation/skin contact; carcinogenic; mutagenic; toxic for reproduction; professional bio/pesticides; organophosphates; gluteraldehyde; latex gloves</i> ).		X
7	Prolonged or frequent exposure to machine generated wood dust, or other heavy or excessive concentrations of mineral dust.		X
8	Work with lead or lead-based products ( <i>e.g. some paints</i> ).		X
9	Food handling/preparation (of raw or uncooked food only).		X
10	Occupational fieldwork or work in extreme conditions ( <i>e.g. involving excessive heat or cold or frequent walking for long distances over rough terrain in all weather conditions, forestry/countryside work</i> ).		X

**B. The job to which this form refers will or may involve one or more of the following activities. (Indicated by Yes or No.)**

This section is for the information of applicants and does not facilitate a referral to Occupational Health.

		Yes	No
11	Face to face contact with the public/service users ( <i>e.g. at sensitive front line posts re abuse, aggression, assault</i> ).	X	
12	Working in isolation/lone working.		X
13	Work with electrical wiring ( <i>e.g. colour blindness</i> ).		X
14	Work where there may be an increased risk of needlestick injuries or blood borne infections HIV; Hepatitis B; Hepatitis C: ( <i>e.g. site supervisors; site work, grounds or buildings maintenance, gardeners; some carers</i> ).		X
15	Work that may bring the employee into contact with rats, rat contaminated ground or other animals or livestock ( <i>e.g. risk of weils disease, other animal borne diseases, zoonoses</i> ).		X
16	Manual handling ( <i>other than routine office/administrative lifting and carrying e.g. assisting / moving service users with mobility problems, portering type activities</i> ).		X
17	Working with vulnerable service users ( <i>e.g. children with disabilities; the elderly; children/adults with learning difficulties; alcohol/drug abusers</i> ).	X	
18	Work involving repetitive movements or forced posture ( <i>e.g. twisting, screwing, movements of the hands wrists, arms and/or shoulders awkward body and limb posture or excessive force, bending, kneeling</i> ).		X
19	Work as a regular display screen user ( <i>where more than 1/3 of a person's time is spent using DSE continuously over any 1 month period</i> ).	X	

Any other occupational hazards/comments that you consider to be relevant to the post which are not included above: none.