



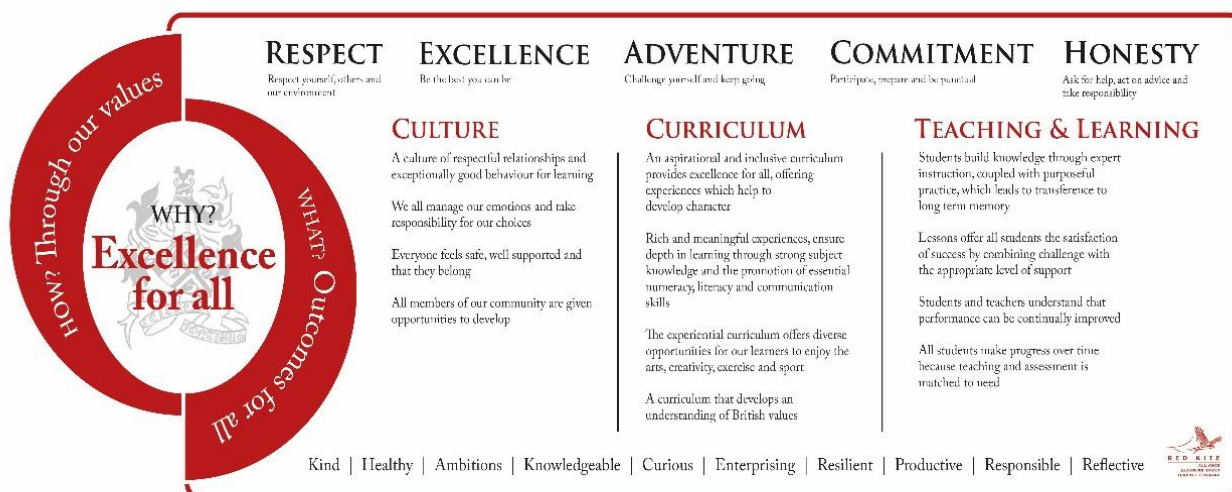
HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Teacher of Digital Media and I Media
Full Time or Part Time
Temporary Maternity Cover
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.



Results at HGS

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.

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

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.

The team consists of 11 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.

Courses Provided

Within the ICT subject area, we offer students the opportunity to study a range of both academic and vocational courses, these have been chosen with progression in mind – both throughout the school and beyond. These courses are all taught by subject specialists:

Key Stage 5	AQA A Level Computer Science	OCR Technicals in Digital Media (12) BTEC Creative Media Production (13)
Key Stage 4	OCR GCSE Computer Science 9-1	OCR Nationals Level 1/2 Creative iMedia
Key Stage 3	Computer Science (8) ICT & Programming (7)	

Staffing Structure

Currently there is one other Teacher of ICT who works on a Full-Time basis.

Resources and Accommodation

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. There are three ICT suites for use by the subject. Each suite has a minimum of 24 PCs running Microsoft Windows 10 with the Office 2016 suite to support word processing, spreadsheet and presentation activities.

Learning in Media is supported by the Adobe Creative Suite, with Photoshop, Flash, Fireworks and Dreamweaver all utilised by staff and students.

Python is the main programming language at HGS, with students learning this from Year 8. In their first year at school, the Year 7 students develop their programming understanding currently using Scratch.

The successful applicant would be expected to move between the 3 ICT suites, as well as having their own area and computer within the faculty office. All classrooms in school are equipped with audio facilities and a projector for use with a whiteboard.

Trips

Across the faculty various trips and visits 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.

Further information

For further information about the ICT Department & Design Faculty please visit:

www.harrogategrammar.co.uk/school/faculties/design-faculty



Red Kite Learning Trust

Our 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

<http://www.harrogategrammar.co.uk>

<http://www.rkit.co.uk/>

<http://www.redkitealliance.co.uk>

<http://www.redkiteteachertraining.co.uk>

<http://www.yorkshireridingsmathshub.co.uk>



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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: Teacher of Digital Media and I Media – with the ability to teach Cambridge National Level 3 Digital Media and Cambridge National Level 2 I Media

Salary Grade: MPS 1 - 6

Contract Type: Temporary Maternity Cover

Working Hours: Full Time /Part Time

Responsible to: Faculty Leader Art and Design

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 homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
2.7	To work with SEN 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.
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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 charge.
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 be familiar with the School's Organisational Policy & Procedures document and the Department handbooks.
5.6	To support and implement all the School's policies, e.g. those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and e-Safety.
5.7	To establish effective working relationships with professional colleagues and associate staff.
5.8	To strive for personal and professional development through active involvement in the School's performance management procedures.
5.9	Willingness to be involved in extra-curricular activities such as contributing to after-school clubs and visits.
5.10	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.
5.11	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.

5.12	To undertake any reasonable task as directed by the Faculty Leader.
5.13	To be aware of the role of the Governing Body of the School and to support it in performing its duties.
5.14	To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
5.15	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> - Have SEN - 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 all age and ability levels.	E
7.3	Subject expertise in ICT.	E
7.4	Subject expertise in Computing.	D
7.5	Subject expertise in Media.	D

8	Qualifications/Training	
8.1	Degree level qualification in related subject.	E
8.2	PGCE or relevant qualification.	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	Keeness to continue and improve upon professional development.	E
10.8	High level of skill in dealing with issues relating to student behaviour.	E
10.9	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 health, attendance and punctuality.	E

12	Safeguarding and Promoting the Welfare of Children and Young People	
12.1	Has appropriate motivation to work with children and young people.	E
12.2	Ability to maintain appropriate relationships and personal boundaries with children and young people.	E
12.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

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.

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@rkl.co.uk

To access our online application form please visit: www.rkl.co.uk/vacancies

The closing date for submitted applications is **16th February at 09:00** although please note the campaign may close sooner subject to the level of interest.

The assessment process is scheduled to take place shortly after.

To find out more about Red Kite Learning Trust [click here](#)

For RKLTL recruitment guidelines and policy on recruitment of ex-offenders [click here](#)

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.