



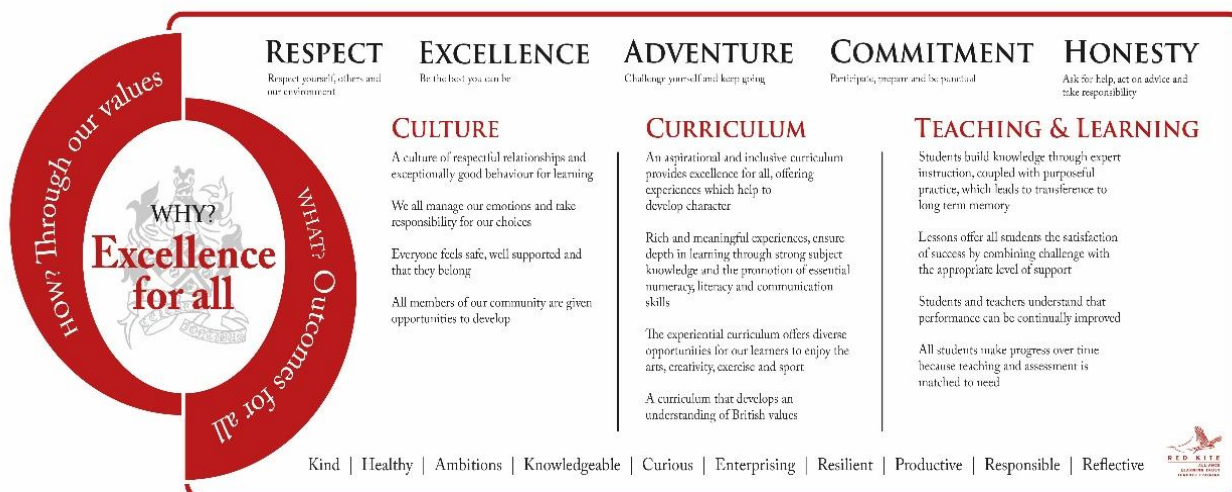
HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL



Programme Leader – Religious Studies
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 Humanities Faculty

Overview

The Humanities Faculty contains the separate departments of History, Geography and Religious Studies. Religious Studies is highly valued in the school. All students study RS up to the end of Key Stage 4 and take a full course GCSE. Students are taught by a team of specialist teachers and increasing number opt to take the subject at A Level.

The Humanities Faculty benefits from the sharing of expertise, resources and staff across the different subjects to create new opportunities for learners at all Key Stages; much collaboration takes place.



Courses Provided

Key Stage 3 Religious Studies classes have three 55 minute lessons over a two week cycle. Schemes of learning are designed to challenge pupil's worldviews, inspire a love for the subject and to develop the skills required for success at GCSE. Students in Year 7 and 8 have followed a new scheme of learning designed around the principles of mastery of key skills and the development of deep knowledge on the development of the six main world religions.

At **Key Stage 4** all students sit a compulsory full course GCSE exam. The GCSE is studied across three years: Year 9, Year 10 and 11 and there are 10 classes in each year group. Students benefit from three 55 minute lessons over a two week cycle and this, combined with very regular homework tasks, allows pupils to achieve strong results. The department teaches the AQA A specification and has selected to teach Christianity and Islam for the religious component and Crime and Punishment, Religion and Life, War and Conflict and Relationships and Families for the thematic component.

Across **Key Stage 3** and **Key Stage 4** the Religious Studies team have taken the lead in using a flipped classroom model, this involves pupils completing pre-reading tasks before the lessons allowing them to move straight onto higher order skills in the classroom. Over the past few years the department has also gone digital, with all classwork completed at **Key Stage 3 and 4**, submitted and marked on the iPad. Assessments are completed and marked in books.

Religious Studies is a popular subject at **Key Stage 5**, with numbers having increased significantly over the last few years. The department follows the A Level Eduqas specification and have selected to teach Philosophy, Ethics and Buddhism. In each year classes have ten lessons per two-week cycle which are split between three teachers. At A Level the department has developed a five-lesson structure designed to promote independent learning. This involves an introductory lecture, three workshop lessons and a tutorial per topic, along with assigned readings and tasks. Pupils have responded positively to the strategy and this is

reflected in successful A level results. This is not used exclusively all the time and teaching and learning is flexible to support a variety of learning needs at Key Stage 5.

Staffing Structure

The Humanities Faculty has 20 teachers, comprising nine Geography specialists, eight History specialists and three Religious Studies specialists. There is also a full time Learning Manager attached to the Faculty who assists with administrative support and covers lessons for absent staff. The Faculty management team consists of a Faculty Leader and Programme Leaders for each of Geography, History and Religious Studies.

Resources and Accommodation

Religious Studies is taught in specialist Humanities rooms in main school and in the Sixth Form. All rooms are equipped with DVD, built in speakers and data projectors. The department is very well resourced. In addition, there is a well-stocked library which is a very important resource for teaching throughout the school. All Key Stage 4 and 5 courses have a wide range of digital resources that students can access online. All staff and students have iPads which are used in lessons and for home learning.



Results

Religious Studies achieved record A Level results in the 2019 exam session; with 84% of students at A Level achieving A*-B and 100% of students achieving A*-C. At GCSE, since 2018 over 25% of students have consistently achieved grades 9-7 and over 70% of students achieve a grade 4 or above.

Extra-curricular and Enrichment

The Religious Studies team and the Humanities team more widely are committed to offering



students as broad an education as is possible and offers trips and visits at all levels of the curriculum. The Religious Studies department supports the running of combined humanities trips at Key Stage 3, is involved in the delivery of cross-curricular super learning days across the school, and educational conferences in the Sixth Form. Teachers from the department also get involved in trips from other faculties including skiing, DofE and Geography trips around the world.

Further information

For further information about the Humanities Faculty, please visit:
<http://www.harrogategrammar.co.uk/school/faculties/humanities/>

Red Kite Learning Trust



As founding members of the Red Kite Learning Trust, the Trust provides a supportive structure for individual schools to work in partnership to share administrative functions, to gain economics of scale in purchasing and operational functions, and most importantly to help ensure all young people can achieve success.

The Trust was formed in 2015 with Harrogate Grammar School being one of the three founding schools; the others being Oatlands Junior School and Western Primary School in Harrogate. The aim is to work together to ensure Excellence for All. From 2016 - 2018, the Trust has welcomed more schools: in Harrogate, Rossett Acre Primary School and Coppice Valley Primary, and in Leeds: Crawshaw Academy, Temple Moor High School, Austhorpe Primary, Colton Primary, Whitkirk Primary, Templenewsam Halton, Temple Learning Academy and Meadowfield Primary.

Red Kite Alliance

The Red Kite Alliance is a partnership of secondary, special and primary schools, collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps Harrogate Grammar School continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.



As a Teaching School, we have a lead role in the Alliance and work with other schools to train and develop new teachers. Our Teaching School helps us to keep pace with national developments and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.

Click here to read about our Teaching Hub status: [Teaching Hub](#).

Regional Maths and Computing Hubs

The work of our Teaching School has been further enhanced and extended with the addition of our Maths Hub, covering the Yorkshire Ridings region. The Hub is one of only 37 designated

nationally. Harrogate Grammar School has also successfully been awarded official Computing Hub status, covering North Yorkshire, Leeds and Wakefield. Both Hubs have the aim of developing and spreading excellent practice for the benefit of all students in primary and secondary schools.

Red Kite Teacher Training

Red Kite Teacher training offers school-based routes into teaching through a large partnership of primary, secondary and special schools based in and around Harrogate, Leeds and Skipton. We work with the University of Leeds also as a strategic partner, supporting our initial teacher training provision. Based at Harrogate Grammar School is School Centred Initial Teacher Training (SCITT) who annually have c. 120 primary and secondary trainees. SCITT is only one of the several different routes into teaching that we offer. We offer also an Assessment Only route for professionals already employed in a school and are a Regional Training Centre for the Future Teaching Scholars programme, a new and exciting route in to teaching for those entering their first year at University.

Further Information

For further information, please visit the following websites:

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

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

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

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

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



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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: (Head of Department) Programme Leader – Religious Studies

Salary Grade: National Pay Scale + TLR 2c

Contract Type: Permanent

Working Hours: Full Time

Responsible to: Faculty Leader – Humanities

General Description: To lead and manage the learning programmes, staff, accommodation and resources of the Religious Studies department, within the Humanities Faculty, to maximise the educational outcomes for young people.

Special Conditions of Service: No smoking policy, including e-cigarettes.

1	Duties as a 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. In addition to the specific duties below as Programme Leader the post-holder will comply with the duties of a Teacher (detailed in separate Job Description – available if required).
2	Additional Duties as Programme Leader
2.1	To be a role model to colleagues in terms of professionalism, hard work and highly effective teaching.
2.2	To set out, work towards and communicate effectively a vision of excellence for teaching and learning within the area, which involves continuously improving the quality of teaching and learning in the area.
2.3	To effectively manage the physical and human resources at the area's disposal, including teaching, non-teaching and support staff.
2.4	To maintain sufficient written documentation to support the area effectively in terms of teaching strategies and procedures.
2.5	To monitor and evaluate all aspects of the area's work, in accordance with the schools' monitoring and evaluation systems and ensure that the Faculty Leader incorporates the outcomes into the faculty development plans.

2.6	To support all members of the area in terms of student discipline, their personal classroom performance and individual professional development.
2.7	To ensure that the positive achievement system is used consistently and effectively within the areas.
2.8	To play a wider role within the school as a middle leader in ensuring the school's policies and vision are implemented.
2.9	To communicate effectively with members of the area & all other relevant members of school.
2.10	To use the Performance Management cycle to enhance the professional development aspirations of colleagues and achieve targets for the programmes.
3	Specific Duties as Programme Leader – Religious Studies
3.1	To promote social cohesion through the curriculum in Religious Studies, across the Humanities Faculty and beyond.
3.2	To ensure all students have opportunities to learn about and appreciate the nature of our multicultural society.
3.3	To take a lead role and be responsible for the school's policy on SMSC (Social, Moral, Spiritual and Cultural education).
3.4	To contribute to and assist in the planning of the school's assembly programme to ensure the delivery of aspects of the SMSC policy.
3.5	To support events, visits and other activities that reflect on such issues as the Holocaust, Remembrance etc that contribute to the SMSC education of our young people.
4	Curricular/Faculty Development
4.1	To contribute towards continuity and progression within the whole school curriculum.
4.2	To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on student progress.
4.3	To develop strategies within the programmes managed for the students' spiritual, moral, social and cultural development, including citizenship.
4.4	To use the programmes where appropriate to develop students' literacy, numeracy and competence in ICT.
4.5	To assist in the monitoring and evaluation of teaching in the area; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
4.6	To develop strategies and procedures (using national and school and faculty guidelines) for teaching and learning for students with special educational needs including the most able.
4.7	To work with the SENCO to ensure IEPs are used effectively within the area by setting subject-specific targets and matching the provision to individual student needs.
4.8	To be responsible for the management of all programmes of learning allocated to the area.

4.9	To encourage staff to develop extra-curricular activities which may, or may not, be linked to the area.
5	Professional Development
5.1	To provide or organise in-service training for the area staff (teaching and non-teaching) as appropriate.
5.2	To have responsibility for the monitoring, support and assessment of any trainee (ITT) and newly qualified teachers (NQTs) allocated to the area.
5.3	To identify development opportunities for staff within the area.
5.4	To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
5.5	To personally keep up to date with developments and new ideas related to the programmes of learning within the area.
6	Liaison/Communication
6.1	To meet regularly and work with the Faculty Leader for mutual professional support and to develop effective area management.
6.2	To liaise with other postholders and governors as appropriate to ensure efficient running of the school and prompt response to parents.
6.3	To forge appropriate and mutually beneficial links with local and national organisations associated with the area and with local and national businesses.
7	Stock/Resources/Budget
7.1	To manage the physical resources of the area and ensure best value is achieved. This to include making all resources as accessible as possible for staff and students, including transferring educational resources to electronic form where appropriate.
7.2	To maintain records of physical resources where appropriate, particularly the inventory.
7.3	To manage the allocated budget without overspend and to review with the Faculty Leader the budget annually in accordance with the LEA's and School procedures and regulations.
8	Health & Safety
8.1	To maintain an up-to-date knowledge of all Health and Safety matters affecting the area, and to ensure all staff in the area have up-to-date knowledge of Health and Safety matters.
8.2	To make sure that all staff in the area follow procedures in line with Faculty, School and LEA policies.

Person Specification : E Essential, D Desirable

9	Experience	
9.1	Ability to teach RS at KS3, 4 and 5.	E
9.2	Experience of more than one school.	D

9.3	Successful experience of raising standards at middle management level.	D
9.4	Successful experience of managing whole school improvement in a secondary school.	D
9.5	Successful experience of monitoring teaching and learning.	D
9.6	Successful experience of leading, motivating and monitoring other members of staff.	D
9.7	Successful experience of curriculum development.	D
9.8	Experience of managing students with challenging behaviour.	D
10	Qualifications/Training	
10.1	Degree level qualification plus PGCE.	E
10.2	Further post-graduate study of education.	D
10.3	Recent leadership training.	D
11	Knowledge	
11.1	Up-to-date knowledge of curriculum related issues 11-19	E
11.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	E
11.3	Thorough understanding of best practice in raising student attainment.	D
11.4	Knowledge of best practice in relation to assessment.	D
12	Aptitudes	
12.1	Skilled classroom practitioner.	E
12.2	Highly effective communication skills.	E
12.3	Ability to lead and inspire colleagues.	E
12.4	Ability to form good working relationships & influence others.	E
12.5	Capacity to evaluate and improve.	E
12.6	Competent in ICT including knowledge & application of Management Information Systems.	E
12.7	High level of skill in dealing with issues relating to student behaviour.	E
12.8	Ability to be able to forge and maintain educational partnerships.	E
12.9	Ability to analyse performance data.	E
12.10	Ability to contribute to wider school life.	E
13	Characteristics	
13.1	Passionate belief in the ability of every student to achieve.	E
13.2	A clear educational vision and sense of direction.	E

13.3	Good organisational skills and high levels of self-motivation.	E
13.4	Energy, self-confidence and the ability to 'give more' when the occasion demands it.	E
13.5	Ability to work under pressure and to meet deadlines.	E
13.6	Good sense of humour & ability to maintain a sense of perspective in all working conditions.	E
13.7	Record of good attendance and punctuality.	E
13.8	A desire for further promotion.	E
14	Safeguarding and Promoting the Welfare of Students	
14.1	Has appropriate motivation to work with students.	E
14.2	Ability to maintain appropriate relationships and personal boundaries with students.	E
14.3	Has 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.

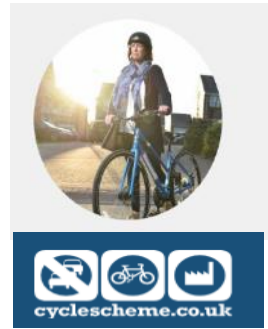
Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

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

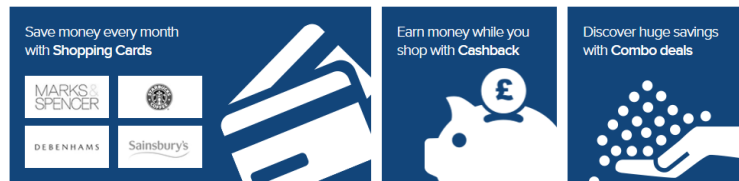
We offer a comprehensive package of reward including our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work scheme, allowing staff to:

- 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.

A reminder the closing date for submitting applications is Thursday 8th April 2021 at 09:00. Interviews will 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