



ALLERTON GRANGE SCHOOL

Information for Applicants



Thank you for expressing interest in this vacancy. Enclosed you will find further details and an application pack. To view our school prospectus and for further information about the school please visit our website www.allertongrange.com and social media posts on Facebook and Twitter.

Ethos and Values:

At Allerton Grange we have social justice in our DNA. We are passionate about every one of our students achieving their potential regardless of background, ability or culture.

Our school vision refers to Aspirational Inclusion which means we have the highest expectations for every student – this refers to behaviour, ambition and achievement.

We believe that excellent teaching transforms lives of young people and therefore we are determined to provide the best quality of education for our students.

Role: TEACHER OF SCIENCE (PHYSICS/CHEMISTRY)

Salary: MPS/UPS

Hours: Full time

Contract: Permanent

Start: September 2024

Closing date: Midnight, 14 April 2024



Aspire, Grow, Succeed:

At Allerton Grange School we are committed to:

- **Working together to achieve our full potential**
- **Celebrating our diverse school community and fostering tolerance and respect for all**
- **Developing active citizens within the school community and beyond**
- **Inspiring confident, creative and independent learners**



School Information:

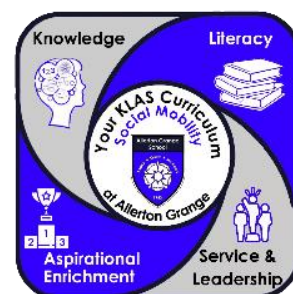
- Allerton Grange is a large and growing school. We currently have 1700 students and have an intake of 300 students in Year 7.
- Allerton Grange is located 4 miles from Leeds City Centre in an attractive residential area. We have an impressive school building, with a newly opened Sixth Form Centre, housing our diverse community of 260 post-16 students.
- Our increasing success is due to our rigorous, knowledge-rich curriculum supported by four cornerstones: knowledge, literacy, aspirational enrichment and social mobility.
- We have a resourced provision for deaf and hearing impaired students. We also have a number of visually impaired students.
- Our latest Ofsted inspection (February 2020) recognised the quality of provision we provide. They were particularly impressed by our curriculum.





The Curriculum:

- Our KLAS curriculum model is central to supporting students in addressing social justice.
- This curriculum ensures that students have the **Knowledge**, **Literacy** skills, **Aspirational** enrichment and **Service** and Leadership to address **Social Mobility**.
- Our reading programme is innovative, and as a result a typical Year 7 student will have read 28 books by the end of their first year with us.
- There are many opportunities for students to learn outside of the classroom and all students have access to a range of enrichment activities through lectures, debates and workshops.
- We organise cultural trips to the theatre, museums and music venues throughout the year.
- Our Music and Drama departments showcase our students' talents through termly performances.
- The Duke of Edinburgh scheme is very well established in school. Students enrol for Bronze Level in Year 9, Silver Level in Year 10 and Gold in Year 12.
- There are many leadership opportunities for students to engage with from Year 7 onwards.





Allerton Grange Culture:

We care for our staff and we want them to enjoy working at Allerton Grange.

We are true to our core values and enable our employees to engaged in challenging and rewarding work, whilst at the same time supporting them to **Aspire, Grow and Succeed**.

At Allerton Grange, we place particular emphasis on the values and qualities of ***Integrity – Compassion – Community – Humility***. We are looking to recruit and promote people who live these values on a daily basis.

Our staff challenge themselves to continually improve and grow within the school community.

We are continually working to ensure all members of our school community are treated with respect, kindness and dignity, and are free from discrimination, bullying, harassment and victimisation.

Read our [**Allerton Grange School – Our Culture**](#) booklet for more information.





Teacher Workload and CPD Charter:

We are committed to minimising unnecessary workload to ensure that delivering our KLAS curriculum remains the main priority for teachers.

We achieve this in a number of ways:

- We have a staff forum and a teacher workload task group who meet with senior leaders termly to discuss how to improve further working conditions.
- We have only one Pre Public Exam cycle for Year 10 through to Year 13.
- We only have two data drops in the year.
- There are no central expectations in terms of marking – feedback strategies are shared within departments as part of CPD.
- Every teacher is assigned a subject specialist coach who will support them, through incremental coaching, in better developing their specialist pedagogy.
- Staff training is wholly devolved to departments and focuses on developing each individual teacher's subject knowledge.

Read our [Teacher Workload and CPD Charter](#) booklet for more information.



Behaviour:

- Students at Allerton Grange are happy and keen to learn.
- They arrive punctually to school and lessons, in full uniform, with full equipment ready to work.
- Our behaviour policy is strict and is consistently applied. There is also very strong pastoral support provided by our team of 26 pastoral professionals.

I welcome applications from hard working, knowledgeable people who subscribe to our school ethos and believe in social justice. Allerton Grange is a **GOOD** and improving school which will demand much of you but gives a great deal in return.

If you wish to apply for the post, please return your application form to the school by the closing date indicated in the advertisement. Please note, however, that if you have not heard from the school within four weeks of the closing date, you may assume your application has been unsuccessful. If this is the case I wish you every success in your future applications.

Mike Roper
Headteacher





DEPARTMENT INFORMATION

The Science department at Allerton Grange is a fully staffed large and energetic team made up of 18 teachers, 1 HLTA and 5 technicians. There is a mix of both experienced staff and newer entrants to the profession.

All teachers are passionate subject-specialists, working in a department who foreground the importance of subject knowledge. The department is actively linked to the professional communities centred around the Royal Society of Biology, the Royal Society of Chemistry, the Institute of Physics and the Association for Science Education.

The department is at a genuinely exciting moment in its ongoing development, building upon the latest curriculum thinking and the work of colleagues in the Science Education community to redevelop our KS3 to KS5 curriculum, with a particular focus on developing students' grounding in the academic disciplines of Biology, Chemistry and Physics. We are particularly proud of our work to develop students' scientific thinking so that they can interpret scientific stories in the media and correctly identify fact from fake news. We are developing a curriculum designed to secure student progression in engaging with the work of scientists and appreciating the ever-changing nature of science in the modern world.



Our curriculum also makes the most of the opportunity for depth in KS3, with two lessons per fortnight of Biology, Chemistry and Physics. The curriculum has been mapped using a spiral format with each of the ten key topics revisited on an almost yearly basis, from year 7 to year 11. Investigative skills including data analysis, graph work, longer-answer questions and practical work are built-in to each Science at opportune moments to ensure a firm embedding of the methodology, analysis and evaluation for each experiment. Students will study forces, electromagnets, energy, waves, matter, reactions, Earth, organisms, ecosystems and genes. We are working closely with the Maths and Geography teams to ensure our curriculum has been planned both vertically and also horizontally.

The department offers the AQA GCSEs of Biology, Chemistry and Physics (triple Science) and Combined Science: Trilogy (double Science). Approximately half of years 10 and 11 follow the triple route whilst the other half follow the double route. We also offer the AQA A-Levels, with students able to study Biology, Chemistry and/or Physics.

This role provides a unique opportunity to help join the department in a new phase in its development by:



- Taking on a role which is focused on curriculum rather than examined outcomes
- Becoming part of a department in a school which understands and encourages the development of the unique disciplinary nature of each subject
- Engaging in a subject-specific CPD model which focuses on subject knowledge
- Working with a large team with a wealth of scientific and pedagogical knowledge
- Enhancing our extra-curricular offer for students

We are particularly interested in hearing from passionate scientists who are committed to delivering a rigorous and engaging science curriculum, which secures rich scientific knowledge for all pupils. We are looking for a current or aspiring leader who understands and embraces the complexity of students' scientific journey, and is committed to wrestling with the intellectual challenges of curriculum development at the highest level.

If you would like more information about either the post, or the school in general, please feel free to contact Dr Helen Kyriacou

(helenkyriacou@allertongrange.com)



CURRICULUM VISION:

A successful curriculum empowers students and ensures they are able to understand the changing world around them.

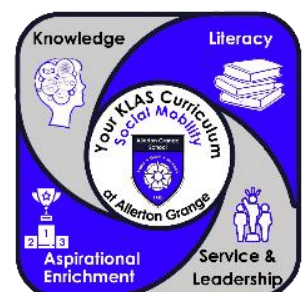
A rigorous and knowledge-rich curriculum provides students with cultural literacy and allows them to understand the context of their learning.

Accordingly, students do not just learn a list of facts. Through a focus on powerful knowledge, students also read widely and learn a range of crucial subject specific terminology.

Lessons at AGS are characterised by relentlessly high expectations and levels of challenge for all students. We believe that the teaching of broad knowledge to all children is the single most effective way to narrow the gap between demographic groups. We believe in developing the whole child.

Our curriculum, therefore, encompasses the wide range of enrichment opportunities available at AGS - from the performing arts and sports clubs to trips abroad. Ultimately, the AGS student aspires, grows and succeeds, going out into the world as a confident and intellectually curious member of society.

This curriculum vision forms the basis of what we refer to as the AGS cornerstones (KLAS).





CURRICULUM VISION:

KNOWLEDGE

- Curriculum is the progression model
- Progress - what do students know and what do they remember?
- Subject as a discipline through both substantive and disciplinary knowledge
- Sequential layered knowledge acquisition
- Responsive teaching

LITERACY

- Explicit teaching of both Tier 2 and subject-specific vocabulary
- Oracy – students express themselves confidently using academic vocabulary
- Students write sophisticated answers in each subject discipline
- All students develop a love of reading, including the great works of classical literature
- Knowledge organiser homework – mastery of key definitions and spellings

ASPIRATIONAL ENRICHMENT

- Relentlessly high expectations inside and outside of the classroom
- An unashamedly aspirational culture and ethos
- A rigorous programme of PSHE and SMSC (including British values)
- Clubs, tailored mentoring, and sporting excellence
- An inspirational and engaging physical environment

SERVICE AND LEADERSHIP

- Access to a wide range of opportunities via our enrichment electives of Service, Leadership and Creativity.
- A timetabled enrichment curriculum ensures our students really can Aspire, Grow and Succeed.
- Students develop their resilience, self-belief and communication skills.
- We grow leaders of the future who understand and support the wider AGS community.

We are true to our core values and enable our employees to engage in challenging and rewarding work, whilst at the same time supporting them to Aspire, Grow and Succeed.

We believe that engaged, motivated and happy staff are the foundation of a successful school community.

APPLYING FOR A POST AT ALLERTON GRANGE



Application Form

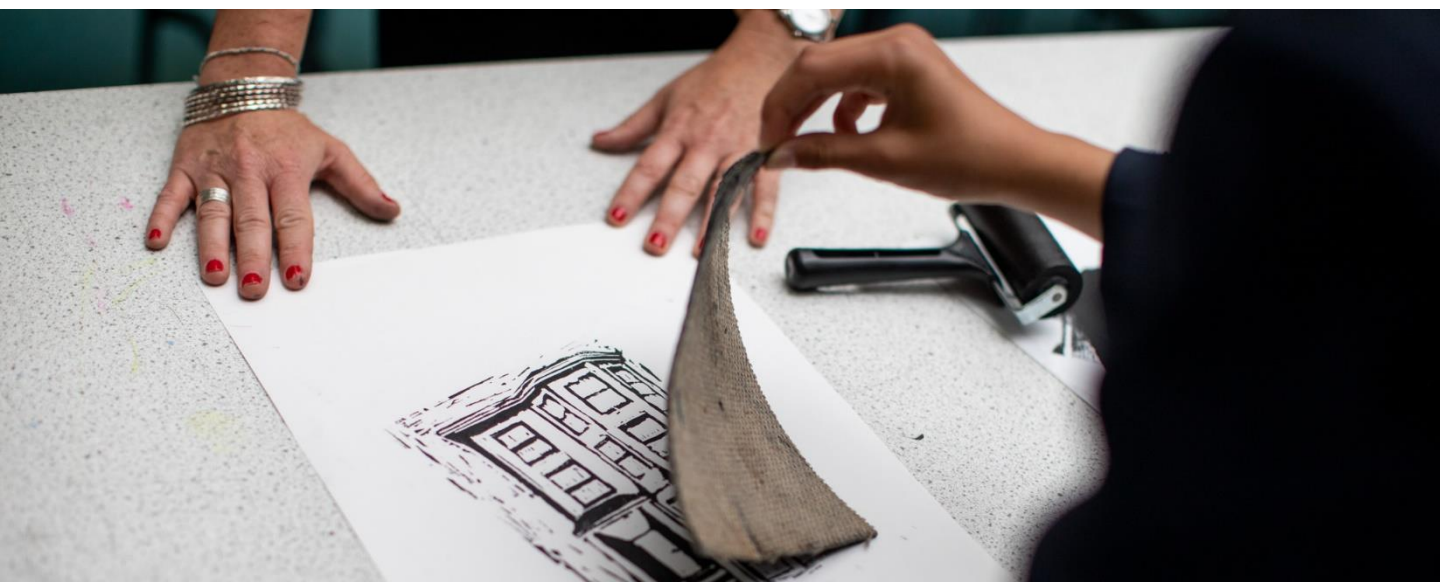
If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (eg gap year, career break, unemployed, etc). If you do not have enough room for all your information in Sections 3 to 4 on the application form, please add/create extra space/sheets.

You will note that we require details of two contacts for references. These should not be from the same organisation. One of whom, if you are currently employed, must be your present manager, and the other from the establishment before that. For school based employment, your referee should be the Headteacher.

CVs are **not** accepted as part of the application process.

Please take time to complete the full application form detailing clearly your skills, knowledge and experience.

Failure to complete the form correctly will result in your application not being considered.





Supporting information

Application Form, Section 6 (Statement in Support of Application): this section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post.

For teachers, please remember to detail your experience and suitability for the post and the impact your contribution will make in terms of raising standards in our school.

A separate, supporting letter is not required.

Please remember to sign the declaration on the final page of the application form.

Allerton Grange School reserves the right to bring forward the application closing date.

**Applications may be returned by
post or emailed to
recruitment@allertongrange.com**



PRE-EMPLOYMENT CHECKS

References

If you are short-listed, we will normally take up references **before** the interview date.

One of your referees must be your current or most recent employer.

Two satisfactory references must be received before any appointment is made. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. If you are not currently working with children but have done so in the past, one reference must be from the most recent place where you worked with children.

Copies of references, or references that are addressed “to whom it may concern”, will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

**Allerton Grange School is
committed to promoting and
safeguarding the welfare of
all children.**



Disclosure & Barring Service (DBS) Check

Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Checks will also be made against the Barred List. All such checks must be satisfactory before we confirm any offer of an appointment. Under the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020), all posts at this School are classed as regulated activity and therefore an Enhanced DBS check will be undertaken.

Applicants who are shortlisted will be sent a self disclosure form to complete and return prior to interview/assessment. On 29 May 2013 legislation came into force under this Act that mean as an employer we are only entitled to request information about convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020).

Convictions that are not 'protected' will appear on an Enhanced Disclosure, even though they are 'spent'. For information regarding what criminal records history will appear and should be disclosed on application, please see the relevant flow charts on our website. Alternatively, guidance can be found on the DBS website.

Please be aware spent and/or unspent convictions may not necessarily make you unsuitable for appointment. For further information about our use of Criminal Records information please see our Policy Statement on the recruitment of ex-offenders on our website, or this is available on request.



Prohibition checks (teaching staff)

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a teacher is not prohibited from teaching by the NCTL or its predecessor, the GTC.

Validation of Qualifications

All short listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

An acceptable outcome of the Pre-Employment Health Declaration/ Form 1a which must be fully completed and returned to us as soon as possible. You will be unable to take up your place with us until we have ascertained you are fit to take up this role. If you have answered 'Yes' to any of the questions 1 to 6 you will be asked to complete a full Health Questionnaire to be submitted to the Occupational Health Unit.



Social Media Checks

On-line social media checks will be carried out in line with our safer recruitment guidelines.

Your information

For further details about how we use your information, these can be found on the application form and our school privacy notice, available on the our website.





INTERVIEW AND SELECTION PROCESS

Those candidates who meet the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

We are committed to upholding the principles of the Equality Act 2010. In keeping with the principles of this Act we will, wherever possible, make reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

We will also consider any reasonable adjustments where reasonably possible to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

CONDITIONAL OFFER

Any offer of a post is conditional on the following:

- Clear Enhanced Disclosure & Barring Service (DBS) check along with any other clearances that may be required
- Satisfactory references including attendance/absence history
- Satisfactory on-line social media checks
- Pre-employment Health Check
- Ratification by the Governing Body.



INDUCTION & CONTINUOUS PROFESSIONAL DEVELOPMENT

The Headteacher and Governing Body are committed to ensuring your wellbeing and continuous professional development in this role.

On appointment we will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.

SCHOOL POLICIES

Child Protection

This school is committed to safeguarding and promoting the welfare of our students and expects all staff, Governors and volunteers to share this commitment. The successful candidate will be subject to enhanced DBS and safeguarding recruitment checks.

We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.



CODE OF CONDUCT & PERSONAL BEHAVIOUR

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well being of all its employees and pupils.

The Headteacher and Governing Body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty.

Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values of the Teaching Agency. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

EQUAL OPPORTUNITIES

We are an equal opportunities employer and positively encourage applications from all suitably qualified candidates.

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, pregnancy or maternity.



SUPPORT FOR STAFF & APPLICANTS WITH DISABILITIES,

IMPAIRMENTS OR HEALTH CONDITIONS

We recognise that those with a disability, impairment or long-term health condition may need practical adjustments to enable them to carry out their role. If you would like to discuss any adjustments that you might need, you are welcome to contact our HR Office to discuss this further.

DATA PROCESSING

Please refer to our school privacy notice, available on the school website (see policies section)

WORKLOAD CHARTER

Working at Allerton Grange School you can expect a fair and reasonable workload, high-quality training and professional development opportunities that meet the needs of individual members of staff. We are very proud that we have developed a charter to review and evaluate workload with our staff.





SCHOOL LOCATION AND TRAVEL INFORMATION

Allerton Grange School
Talbot Avenue
Leeds LS17 6SF

Telephone: 0113 3930304

Email: recruitment@allertongrange.com

Allerton Grange School is located in the Moortown area to the north of Leeds city centre.

The main entrance is on Talbot Avenue.

There is also a **pedestrian entrance** on Lidgett Lane, next to Moor Allerton Hall Primary School. This gate is only open at the start and end of the school day and is locked at other times for security.

Buses:

From Leeds City Centre the No. 3 or 13 will travel to Lidgett Lane where there is one entrance to the school (**please note this gate is locked during the school day**), or the No. 2 or 12 will travel to Street Lane. Alight near Moor Allerton Avenue or Talbot Gardens and the school is situated at the bottom of the road on Talbot Avenue.





***“Leaders want the best for every pupil.”
“There is a real family atmosphere around the
school.”***

Ofsted, February 2020