



1557

Tadcaster
Grammar School

TADCASTER GRAMMAR SCHOOL

Toulston, Tadcaster, North Yorkshire. LS24 9NB

Tel: 01937 833466

Email: c.earl@tgs.starmat.uk

Website: <https://tgs.starmat.uk/>

INFORMATION FOR APPLICANTS

1. Introduction

Great emphasis is placed on helping colleagues who are considering applying for posts at Tadcaster Grammar School and in preparing for the process of selection by which members of staff are recommended to the Governing Body for appointment. These notes provide a context for candidates and should be read in conjunction with the details of the particular post for which you are applying.

2. The Ethos

Tadcaster Grammar School is not just another school; we are a thriving, successful, vibrant and energetic community where we ensure the very best for our students and our community.

We are committed to enabling all our young people to develop into happy, well prepared and confident adults, secure in the knowledge of the role they can play in their own development. Our school community is friendly but disciplined and our students gain enormous satisfaction from working hard and achieving success. We are proud of the extensive range of opportunities to stimulate and enhance the growth of our students into mature and responsible adults with a sense of purpose.

We pride ourselves on creating a high quality framework of personal care and encouragement in which the highest possible standards are the goals for everyone. Our success is based on an ethos designed to address individual needs, foster self-esteem and meet society's changing expectations. We aim to provide a secure, supportive, challenging and stimulating environment in which each student is encouraged to develop individual talents and reach their full potential.

3. The School

The school enjoys a very high reputation and attracts a large number of students from outside the official catchment area. Currently, students attend from over 30 primary schools in North Yorkshire, City of York and Leeds Education Authorities. The school is oversubscribed for its 262 places in each year group. The current student population is 1554 with 261 students in the Sixth Form.

The learning environment we offer our students is of a high quality. As well as the extensive grounds, there has been a programme of improvement in recent years to ensure up to date facilities throughout school. Our Governing Body are committed to continue this programme and more things are in the pipeline!

We are particularly proud of our superb purpose-built Independent Learning Centre (Library), Sixth Form Centre and refurbished Science and Technology facilities. Our expectation is that all students respect the learning environment and school grounds.

The majority of accommodation is of a high standard and is well maintained. All faculties are housed in suites of specialist rooms. The main buildings centre around a large Main Hall which can accommodate the whole school and which is well equipped with stage lighting and amplification. Over forty classrooms are complemented by Science laboratories, and specialist bases for Art, Design and Technology, Food Technology, Textile Technology, Music, Careers and Learning Support.

The Sports facilities within our very extensive grounds are the most impressive in North Yorkshire and include two gymnasiums, seven tennis courts, many hockey, soccer and rugby pitches, cricket squares, a hard-surface athletics track, and a full size floodlit artificial pitch. All of these facilities are available for private use. The grounds and adjoining woodlands also provide opportunities for cross country running and orienteering. The school is fortunate to have so much space for sport and recreation and often plays host to area and countrywide trials and matches.

The staffing complement is 230 including approximately 100 support staff. In April 2019 the Governors appointed the present Headteacher to build on an excellent foundation.

The school operates a no smoking policy and actively supports a healthy work life balance for its staff.

4. Academic Organisation

Our curriculum is broad and balanced

We are committed to:

- Promoting equality of opportunity for each student regardless of background, gender, physical disability or ethnic origin
- Assisting each student, through hard work, commitment and self-discipline to achieve the highest standards of work of which he or she is capable
- Helping each student to develop a lively enquiring mind, the confidence to question, and the ability to debate rationally
- Ensuring each student acquires knowledge, skills and training relevant to the world of work
- Enabling each student to receive challenging, stimulating, worthwhile and enjoyable experiences
- Making sure all students recognise their personal strengths and set their goals accordingly
- Developing within each student a concern for the environment, and an understanding of and respect for the religious and moral values of other groups and cultures.

Our students receive a rich and varied programme within Years 7, 8 and 9. Our 3 year KS3 programme is designed to ensure that our students ultimately leave school with strong skills and knowledge across all their subjects - including the ones they do not study at GCSE/BTEC.

In Year 7, apart from Mathematics, where broad setting takes place and PE where some students are grouped based upon their ability within specific disciplines, all other subjects are taught in mixed ability teaching groups. We believe that this structure eases the transition from Key Stage 2 and reflects our ethos and values.

In Years 8 and 9 students continue to be taught in mixed ability curriculum groups for most subjects except for Mathematics, Science and Modern Foreign Languages where broad setting takes place and PE with some discipline specific grouping.

During Years 10 and 11 the majority of students follow New GCSE and other Level 2 courses. The Key Stage 4 curriculum consists of core subjects supported by a group of choice courses.

This coverage includes:

Core:

- English for eight hours per fortnight, preparing for GCSEs in Language and Literature
- Mathematics for eight hours per fortnight, preparing for a single GCSE
- Science for ten or twelve hours per fortnight, preparing for two or three GCSEs respectively
- Religious Studies for three or four hours per fortnight (depending upon their ability), preparing for a single GCSE
- Physical Education for three hours per fortnight
- Life Skills for one or two hours per fortnight (dependent upon their Religious Studies time allocation)

For the Core Curriculum, students are grouped in each subject, depending upon their ability. The exception to this is English where the majority of students are taught in mixed ability groups, with the most able students being taught together to enable additional challenge and a small number of lower achieving students in Year 11 being taught together to enable additional support to be provided as required.

Choice:

Our Choice Curriculum includes the possibility of a number of programmes. Choices are made in the Spring Term of Year 9 from the subjects listed below. Each student chooses three subjects and follows each of their choice subjects for five hours per fortnight.

One choice is restricted to one of the following:

- Computer Science (GCSE)
- French (GCSE)
- Geography (GCSE)
- German (GCSE)
- History (GCSE)

with a small number of students being able to access a Vocational Life Skills course, which offers the opportunity of achieving various Level 1 and 2 qualifications, together with regular work experience throughout Year 11. Students then choose their remaining two subjects from this list:

- Art and Design (GCSE)
- Art and Design Practice (BTEC)
- Business Studies (GCSE)
- Child Development (Cambridge National Certificate)
- Computer Science (GCSE)
- Creative iMedia (BTEC Technical Award)
- Drama (GCSE)
- Economics (GCSE)
- Electronics (GCSE)
- Food Preparation and Nutrition (GCSE)
- French (GCSE)
- Geography (GCSE)
- German (GCSE)
- Graphic Design (Technical Award)
- History (GCSE)
- Music (GCSE)
- Physical Education (GCSE)
- Sport Studies (Cambridge National)

For the Choices Curriculum, students are grouped in mixed ability groups for each subject.

Sixth Form courses offer both continuity and variety for our students. Students select combinations of subjects from the list below.

In Year 12, most students study three subjects, however some do follow four. Students have taught lessons for eight hours per fortnight for each subject (unless numbers are very small, in which case taught curriculum time is on occasions reduced), as well as a timetabled lesson for structured Independent Study. In addition, students can opt to take an Extended Project Qualification and appropriate support and guidance will be provided. All subjects are taught in mixed ability groups.

In Year 13 most students currently study three subjects, however some select to continue to study four subjects. Students have taught lessons for eight hours per fortnight for each subject, a Guided Study lesson as well as a timetabled lesson for structured Independent Study. All subjects are taught in mixed ability groups.

The full list of subjects which were available to our current Sixth Form students upon enrolment is:

- Biology (A level)
- Business Studies (A level)
- Chemistry (A level)
- Computer Science (A level)
- Cybersecurity (ICT)*^

- Design Engineering (A level)
- Drama and Theatre Studies (A level)
- Economics (A level)
- English Language (A Level)
- English Language and Literature (A level)
- English Literature (A level)
- Extended Project Qualification
- Fine Art (A level)
- Food Science and Nutrition (WJEC Level 3 Diploma)
- Forensic Science (BTEC Level 3)
- French (A level)
- Further Mathematics (A level)
- Geography (A level)
- German (A level)
- Graphics (BTEC - double award)
- History (A level)
- Information Technology (Cambridge Technical Diploma)*^
- Law (A level)
- Mathematics (A level)
- Media Studies (A level)*^
- Music (A level)
- Photography (A level)*^
- Physical Education (A Level)*^
- Physics (A level)
- Politics (A level)
- Product Design (3D) (A level)*^
- Psychology (A level)
- Religious Studies (A Level)
- Science (BTEC)
- Sociology (A level)

**^ These subjects are studied by our students at a partner STAR MAT secondary school (Sherburn High School) with whom we offer collaborative courses to broaden our curriculum offer.*

5. Care and Guidance

Six Houses – One Community

At the heart of our pastoral support is our vertical tutoring structure. All members of the school community are members of one of our six Houses. Students are placed into mixed aged (11 -16) tutor groups, which meet each day for twenty five minutes and learn to operate as a small self-supporting group, rather like a family group. Our tutor groups are led by a tutor who will remain with that tutor group year on year, thus offering consistent care and support. Each of our Houses consists of nine 11-16 tutor groups, and two bespoke Sixth Form tutor groups. Our highly experienced House Leaders oversee the achievements and well-being of students aged 11- 16 in their House.

In addition to our team of House Leaders and tutors we are lucky to have a number of specialist associate staff who offer additional care and guidance services to students throughout all years. They focus on supporting students and families with a range of issues that may present barriers to student well-being and learning.

Celebration of Student Success

Our House system allows for a great sense of competition. Student success, achievement, progress and contribution to school life are recognised through House Points and reward stickers. We place a great deal of emphasis on developing our students' intrinsic motivation. The Houses compete each year for the Mitchell House Shield, with a range of intra and inter House competitions from sports, to music and even a weekly quiz contributing to the final House point totals.

Inclusion and Learning Support

We have gained a reputation for the quality and inclusive nature of our provision in all areas of Learning Support. We offer specialist classes, in-class support and individualised programmes of support. Teaching Assistants work alongside class teachers to support students with learning differences or physical disabilities. Further information on our Special Educational Needs and Disability Policy is available on the school's website.

6. Teacher Development

The school places great emphasis on professional development and publicly recognises the staff team as its greatest resource.

All staff joining the school can expect to receive a great deal of support and guidance. The Associate Assistant Headteacher responsible for teacher development has responsibility for organising the extensive induction programme for all teaching staff new to Tadcaster Grammar School with the aim of integrating colleagues into the team as quickly as possible. This complements guidance given by members of the Leadership Team together with support from Curriculum and Care & Guidance Team Leaders. All staff are encouraged to participate in training courses related either to their current responsibilities or to areas in which they wish their knowledge and skills to develop.

7. Out of School Activities

All teaching staff are actively encouraged to involve themselves in this important part of school life. A wide range of sports flourish at Tadcaster Grammar School.

Music has a strong tradition in the school and public performances of a high standard are common throughout the year. Instrumental instruction is given to students and there is an opportunity to join the wide range of orchestras, bands or ensembles.

Many other clubs and societies run in the school, including the Duke of Edinburgh's Award Scheme, which has a large number of students following Bronze, Silver and Gold Awards. Our Young Enterprise Team came first in a National final. The school entered the National Pro Share competition. The team emerged victorious and took their reward of an all expenses trip to New York and now many of the prize-winning students are pursuing highly prestigious careers in the Business World. Each year Tadcaster Grammar School students are involved in a range of activities including:

Year 7	Flamborough Head (Geography)
Year 7	Whole Year Residential
Year 8	Skiing to Italy (PE)
Year 8	Chocolate Story (Art)
Year 8	German Markets (MFL)
Year 9	Watersports to France (PE)
Year 10	Cote d'Opale, France (MFL)
Year 10	Skiing to North America (PE)
Year 10	Flamingo Land (Business Studies)
Year 10	Battlefields (History)
Year 10-13	Rome (RE)
Year 10/11	Edinburgh (Art)
Year 11	Iceland (Geography)
Year 12	Lessons from Auschwitz
Year 12 and 13	Theatre Visits
Year 12 and 13	Curriculum development seminars and conferences
Year 12 and 13	Fieldwork Trips and subject specific visits
Sixth Form	Skiing to Austria

together with day visits and evening visits to the theatre and general leisure activities.

8. Learning Support

The provision for students with special educational needs is faculty based, with the support of a SENCo who works closely with a team of Teaching Assistants, as well as with a network of faculty representatives. Learning Support are further enhanced through Pupil Premium funding. Regular inter-agency meetings are organised where the progress and development of individuals is monitored collaboratively and Individual Education Plans produced. A Spelling and Reading Club, peer counselling and mentoring all complement the special educational needs programme.

The school operates a Post 16 Enrichment programme whereby Sixth Form students work alongside Key Stage 3 students and help with literacy, numeracy and confidence building.

9. Governors

The school is well supported by its Governing Body, which consists of appointees offering a wide range of experience from an extensive range of backgrounds reflecting local interests, business, financial services, health service management and education.

10. Ofsted

Following a visit from Ofsted Inspectors in May 2017, Tadcaster Grammar School was declared “a good school where Pupils enjoy learning and they trust staff to help them and support them if they need help”. The full Ofsted Report can be [viewed on the school website](#).

Andrew Parkinson
Headteacher

CHILD PROTECTION RECRUITMENT AND SELECTION STATEMENT INFORMATION FOR APPLICANTS

Tadcaster Grammar School is committed to safeguarding and promoting the welfare of children and young people and ensuring that employees are suitable persons to work with them:

1. Applicants are requested to provide explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience; for example voluntary work.
2. Applicants are advised that references should be from “suitable” referees, that is, the current or most recent employer and, where this does not involve working with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referees(s) from the applicant. In line with DfES Safer Recruitment and Selection Guidance, for appointment to this post, references will be taken up prior to interview.
3. Reference requests will specifically ask for information about the applicant’s suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bindovers.
4. At interview, applicants will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview **original** documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level DBS check, a minimum of two satisfactory references and medical clearance. This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 therefore all convictions, cautions and bindovers, including those regarded as “spent” must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on List 99 or POCA List, barring or restricting work with young people or vulnerable adults.