



1557
Tadcaster
Grammar School

TADCASTER GRAMMAR SCHOOL

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INFORMATION FOR APPLICANTS



1. Introduction

Welcome to Tadcaster Grammar School and thank you for your interest in this post and our school. Great emphasis is placed on supporting 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 School

The school enjoys an excellent 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 usually oversubscribed for its 262 places in each year group. The current student population is 1520 with 240 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 is committed to continue this programme.

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.

All subjects 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 and Nutrition, 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 200 including approximately 90 support staff. In April 2019 the Governors appointed the present headteacher to build on an already excellent foundation.

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

3. Our Vision & Values

Potential applicants are asked to reflect upon our school vision and values below.

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>		<p>Be your best self, be:</p> <p>Ambitious; Resilient; Responsible; Respectful to yourself and others.</p>
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OUR VISION *(Our cause; our key belief)*

<p>Be your best self</p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> • aware of the needs of others in their thoughts and actions; • empowered to control their own well-being; • able to achieve fulfilment in their current and future lives.
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OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

Staff are guided by the following **values** which underpin everything we do, every day:

<p>Students considered first</p>	<p>All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.</p>
<p>High expectations - no limitations</p>	<p>We do not prejudice potential by preconceptions about individuals or groups of students.</p>
<p>The right curriculum experience for each student</p>	<p>We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.</p>
<p>The best support for each student</p>	<p>Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.</p>

All **students** are expected and supported to show the following **values** every day:

<p>Ambition</p>	<p>To have a desire to achieve success.</p>
<p>Resilience</p>	<p>To show a determination to achieve success</p>
<p>Responsibility</p>	<p>To take ownership for their actions and work in and out of school.</p>
<p>Respect</p>	<p>To be considerate to themselves and others.</p>

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 curriculum is designed to ensure that our students ultimately leave school with strong skills and knowledge across all their subjects - including those they do not study at GCSE/BTEC.

In Year 7, apart from mathematics, where broad setting takes place, all other subjects are taught in mixed ability teaching groups. We believe that this structure eases the transition from Key Stage 2.

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.

During Years 10 and 11 the majority of students follow 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
- Religion, Philosophy and Ethics (RPE) for three or four hours per fortnight (depending upon ability), preparing for a single GCSE
- Physical Education for three hours per fortnight
- Life Skills for one or two hours per fortnight (dependent upon a student's RPE 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)

A small number of students have access to 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 (GCSE)
- Child Development (BTEC)
- Computer Science (GCSE)
- Creative iMedia (BTEC Technical Award)
- Design & Technology (GCSE)
- Drama (GCSE)
- Economics (GCSE)
- Enterprise (BTEC)
- Electronics (GCSE)
- Food Preparation and Nutrition (GCSE)
- French (GCSE)
- Geography (GCSE)
- German (GCSE)
- Graphic Design (Technical Award)
- Health & Social Care (BTEC)
- 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)
- Criminology (BTEC)
- Design Engineering (A level)
- Drama and Theatre Studies (A level)
- Economics (A level)
- English Language (A Level)
- English Literature (A level)
- Extended Project Qualification

- Fine Art (A level)
- Food Science and Nutrition (WJEC Level 3 Diploma)
- 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. Pastoral Care

We value high quality pastoral care and guidance. Students are placed in age group tutor groups. The role of the tutor is central to our pastoral care and they are the first point of contact for students and their families. Each year group consists of ten tutor groups. A team of highly experienced teaching Year Leaders oversee the achievements and well-being of students in each year group and they are supported by a dedicated Pastoral Leader. In the sixth form our young people are supported in specialist tutor groups, by a team of experienced post 16 tutors, led by our Assistant Headteacher (KS5) and a dedicated KS5 Pastoral Leader.

The House System

In addition each student is placed into one of our five Houses. Siblings are placed in the same House and each year group has two tutor groups affiliated to each House. This additional structure allows for opportunities throughout the year when students can support one another across the age groups and also come together as in House Groups. The House System is an integral element of the school's heritage and supports our ethos of peer support and care. Each House is led by a House Champion who facilitates house based activities, competitions, enrichment experiences and vertical student support structures.

Celebration of Student Success

The role of rewards and praise in recognising and promoting Tadcaster Grammar's core values, is a key component of developing the potential of our students by giving them encouragement and praise. Students' hard work, good behaviour and demonstration of the school's core values are recognised and celebrated by staff through a positive point system recorded through ClassCharts. Students can earn points in the following 4 core values:

1. Ambition
2. Resilience
3. Responsibility
4. Respect

The accumulation of these, results in both certification and a lapel with the particular value emblazoned on it.

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.

The Student Development Centre and our practical learning centre, Field View are fundamental to our Special Educational Needs provision. They are resource bases which offer learning and pastoral support provided by a range of staff from the pastoral team.

Our aim is to improve inclusion by continuing the education of the most vulnerable students at times when they would otherwise be failing to learn. With our unified approach, we hope to provide the best possible outcomes for our students. We value and encourage the involvement of parents in their child's education. By working together we will achieve success.

Further information on our Special Educational Needs and Disability Policy and our Pupil Premium Strategy are 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 Pastoral 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. Extracurricular Opportunities

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 recent 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. **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.

9. **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 bind overs, 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.