



# Richmond School & Sixth Form College

**Areté**  
Learning Trust  
Striving for  
Excellence



## An introduction to Richmond School and Sixth Form College

Thank you for expressing an interest in starting or furthering your career at Richmond School and Sixth Form College, part of the Areté Learning Trust. We'd love to meet you and explore the prospect of you joining us.

We sincerely hope that what you read here inspires you to apply for the position and that the features of our school serve to whet your appetite.

Richmond School is a happy, hardworking school. We are here to ensure that every student achieves and experiences as much as possible during their time with us.

We want our students to enjoy their education so that they value learning and we aim to ensure they are as well prepared as possible for the next stage in their life, as independent and resilient young people with the strength of character and the confidence to succeed in a highly competitive world.

We offer:

- A dynamic 11 to 18 school, teaching the full ability and age profile
- An ambitious student body
- A highly-skilled, professional and inspirational staff
- An aspirational community
- Excellent facilities and a well-resourced working environment
- Excellent in-school career advancement opportunities
- Comprehensive professional development and training opportunities
- A very supportive Senior Leadership Team and Governing Body
- A thriving extra-curricular activities and educational visits programme
- An Ofsted rating of 'Good' in all areas
- The beautiful setting of the Yorkshire Dales, yet within easy reach of York, Newcastle, Teesside or Leeds

We demand high standards in all areas of school life within a disciplined, secure, caring and stimulating environment. We value and praise the successes of our students and staff.

Alongside academic excellence we place a strong emphasis on excellent behaviour, smartness of appearance, hard work and kindness.

Our teaching and support staff are a pleasure to work with. They are highly skilled, professional and inspirational. Candidates visiting the school invariably comment on how welcoming and friendly they find the school during their day with us.

In turn new members of staff are well supported by their colleagues, making transition to their new environment that much easier.

Richmond School has been such a wonderful place to start my teaching career. The staff are so welcoming and supportive. Everyone is so friendly ... I felt at ease right from the start. The head of maths and my mentor have given freely of their time to ensure I understand all the systems that are in place. I have an abundance of colleagues that I can go to when I have a question. I feel very lucky to work at Richmond School.

**Kate, Maths**

Richmond School



## About the role

|                   |  |
|-------------------|--|
| <b>Job Title</b>  | <b>Teacher of Geography and Health &amp; Social Care</b> |
| <b>Start date</b> | <b>1st January 2027 or earlier if possible</b>           |
| <b>Contract</b>   | <b>Permanent: 0.7 to Full Time Variable Contract</b>     |
| <b>Salary</b>     | <b>Main Pay Scale / Upper Pay Scale</b>                  |

We are looking for an enthusiastic and committed Teacher of Geography and Health and Social Care to help us maintain and further develop the forward-thinking, varied, and engaging experience we provide for all our students from Year 7 to Year 13.

This role will be offered as a full-time position for the first year.

You will be joining a committed and hardworking department that is well resourced and has an excellent reputation across the school and Sixth Form College.

The successful candidate will be expected to teach Geography across the full age and ability range, including participation in off-site fieldwork. There is also an exciting opportunity to deliver Health and Social Care, a subject that is incredibly popular at both Key Stage 4 and Key Stage 5.

We are committed to appointing the very best teachers for our students.



## Safeguarding and Equal Opportunities

Areté Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants. In accordance with our statutory obligations under Keeping Children Safe in Education Areté Learning Trust is required to conduct an online search as part of our due diligence on shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which Areté Learning Trust might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

## About the Trust

Areté Learning Trust currently has 11 schools and educates over 7,000 young people in and around North Yorkshire from ages 2-18. Our learners are at the heart of everything we do.

At Arété Learning Trust we work together and collaborate to ensure that all of our learners and our staff team have the chance to reach their potential.

- Our Trust is committed to promoting:
- Health, happiness and wellbeing
- A safe, disciplined and supportive environment
- A love of learning through a passionate and committed approach
- High standards and expectations
- Integrity, kindness and good manners
- Respect for individuality and difference
- Collaborative working to secure excellence

To realise our aspiration for every child to be the best they can be, we need to ensure that as a Trust we are '**Striving for Excellence**'.

## Why work for the Trust?

We want everyone who works within ALT to feel valued and see how their work fits into the bigger picture.

We seek employees who are prepared to take personal responsibility and constantly challenge the norm to improve performance.

In return, we are committed to providing an empowering and supportive learning environment for all staff.

Areté Learning Trust is committed to being the '**Employer of Choice**'.

Essentially this means that we want our schools and our central team to be great places to work. We want our staff development opportunities to be first class and we want to enable staff who are ambitious to grow their careers with us. To give our learners the best education and opportunities we are committed to recruiting and retaining the very best people in all areas of our organisation.

Regardless of role, we seek staff who:

- Have high expectations of themselves and the people they work with.
- Are committed to our Trust values.
- Show initiative and are responsive to change.
- Have strong interpersonal skills with the ability to inspire and motivate others.
- Are creative in their approach to problem solving.
- Are able to influence effectively, whatever their role.
- Are team players.

## About the Department

The geography department is part of the humanities suite of subjects. The Humanities office provides staff with individual workstations and access to departmental resources. We currently have four teaching rooms across the school, with the main Geography classroom located close to the Humanities office. Three additional rooms are based in the adjacent James Tate building.

The department consists of four teachers working either full-time or part-time. In addition, several staff hold whole-school responsibilities, including leadership of the Sixth Form Centre, the school's sustainability strategy, the Health and Social Care and Sociology department, and senior leadership roles.

As a department, we are also involved in the provision of extra-curricular activities including an Eco Club, intervention sessions, the school's Running Club and as anti-bullying ambassadors. This creates a dynamic mix of experience and expertise within the team, which actively supports new staff joining us. The Health and Social Care provision is currently led by one colleague and is an area we are keen to expand further.

The department has a collaborative approach to teaching and learning. We believe in sharing ideas and resources and supporting each other in a continual drive to improve the geographical experience we provide for our students. We are a well-resourced department with a genuine pride in providing exciting and rewarding lessons for every student that walks into our classrooms. We firmly believe in the ongoing provision of fieldwork at every age group across the school and is an aspect we are continually developing.



### About the courses

#### Geography

Following compulsory study in Year 7, 8 and 9, there are between 110 and 140 students in each year group studying the subject at GCSE (AQA specification), followed by 60 students in Years 12 and 13 (AQA specification).

For all classes, geography students are taught in mixed ability groups: this provides the very best learning experiences for students of all abilities and backgrounds.

One of the greatest strengths of the department is our ability to foster exceptional working relationships with all, culminating in the significant recruitment of students for both the GCSE and A-level courses. Students always express their fondness for both the topics they learn and the ways the lessons are delivered. This has been confirmed in recent OFSTED inspections, whereby the most recent deep dive in the subject was hugely complimented by inspectors. The department continues to showcase excellence and growth under new leadership.



#### Health and Social Care

Student enrolment in GCSE Health and Social Care has doubled over the past two academic years, driven by increased student interest in vocational pathways and strengthened progression links to post-16 study and careers.

The GCSE course follows Level 1/2 Cambridge Nationals (OCR) which is 60% NEA and 40% exam. Further to this, at Key Stage 5 we follow the Cambridge Advanced Nationals Level 3 in Health and Social Care (AAQ), with the Anatomy and Physiology elements taught by a Biology expert.



# The Wider School Community

Richmond School is situated on the edge of the beautiful Yorkshire Dales, approximately four miles from the A1 (M) at the northern end of the extensive county of North Yorkshire.

It is an extremely attractive market town in part of what has become known as 'Herriot Country'. Richmond itself has all the services of a market town and is within easy reach of Darlington and Teesside, with Newcastle, York and Leeds each less than an hour's drive away. The nearby town of Darlington is on the main East-Coast line between Edinburgh and London, whilst the Dales area itself has a rich, rural and industrial heritage. Musicians, thespians, walkers, cavers, campers, historians and many other interest groups find Richmond to be an ideal base.

Richmond School and Sixth Form college has been extremely welcoming, and the school has a palpable community feel. All members of staff are kind and friendly, and willing to support in any way they can. Within my department, I have felt supported every step of the way, and as an ECT I have received expert guidance from staff. The routines and expectations in the school are clear and concise, and known by students and staff alike. Richmond School is an excellent place to work!

**Tom, Drama**

The town of Richmond



Over thirty five primary schools contribute to the School's Year 7 intake. The School has an admission limit of 250.

Students travel from the borders with County Durham, from the Catterick area, from Wensleydale and also from the head of Swaledale, as well as from the town itself - testimony to the fact that the School enjoys an excellent reputation over a wide area which extends well beyond the Dales.



## School Performance

Richmond School and Sixth Form College has always had a good reputation and it features well in school performance tables. In January 2022 OFSTED reported that Richmond School is a good school. We have, at present, 1,293 students, 174 of whom are in the Sixth Form.

Our students consistently achieve attainment and progress scores well above the national average. At Key Stage 4, our most recent Progress 8 score is +0.16, and our Attainment 8 score stands at 47.8, compared to the national average of 45.9. Outcomes are strong across the wide range of subjects we offer.

At Key Stage 5, progress remains above the national average, with a Level 3 Value Added score of +0.09. Attainment and outcomes are also particularly impressive in our vocational subjects, highlighting our commitment to academic excellence across diverse pathways.

Swaledale



## Professional Development & Learning

Richmond School and Sixth Form College prides itself on being a school where teachers can grow professionally. Our aim is to ensure that development and learning opportunities support teachers to consistently improve their practice. We offer more than 25 hours of professional learning and development and encourage all staff to strive for excellence.

We welcome interest from teachers who want to work in a hard-working and collegiate environment with colleagues who are constantly seeking to improve and help one another get better.

*This is a large and vibrant school that sits at the heart of its local community. Leaders prioritise pupils' academic achievement and pupils achieve well. Leaders show a strong commitment to pupils beyond just academic success.*  
**Ofsted 2022**

Having previously worked at Richmond School as a Lead Teacher, I knew the School was the right place for me to develop both classroom and leadership experience. Working with the leadership team I feel both hugely valued and greatly engaged in my role.

**Peter, Associate Assistant Head teacher**

## Extra-Curricular Activities

All staff are actively encouraged to involve themselves in this important part of school life. Sports such as athletics, badminton, cricket, football, netball and rugby thrive at Richmond School. There is a full programme of competitive inter-school games.

Music has a strong tradition in the School. Instrumental instruction is available and there is an opportunity to join the School Orchestra, Wind Band or one of the other musical ensembles.

Drama is also a thriving subject, with a number of productions performed each year. Many other clubs and societies run in School throughout the school year. The School runs a wide range of school visits.

Examples include a science trip to Cern, geography field work on the East coast and Year 7 visits to France.



Student presentation to external visitors



The annual Christmas Concert

## Pastoral Organisation

The School is run on a year-based system with form tutors, a Head of Year and a Pastoral Officer in support.

Each student is part of a form group in which friendships can be made and responsibilities exercised. A student's form tutor and the Head of Year take a keen interest in his or her progress and development throughout their time at Richmond School.

The School places great emphasis on good staff-student relationships and on providing a hard-working, well-disciplined atmosphere in which students can flourish as individuals.



History Battlefields visit

# Job description

|                       |   |
|-----------------------|---|
| <b>Job Title</b>      | Teacher of Geography and Health & Social Care   |
| <b>Grade</b>          | Main Pay Scale / Upper Pay Scale  |
| <b>Responsible to</b> | Lead Teacher of Geography / Lead Teacher of Health & Social Care  |
| <b>Staff Managed</b>  | N/A   |
| <b>Job Purpose</b>    | To promote effective learning, appropriate achievement and educational, social and personal progress of all students for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual. |

## Accountabilities / Main Responsibilities

|                           |  |
|---------------------------|--|
| <b>Operational Issues</b> | <p><b>Set high expectations which inspire, motivate and challenge students</b></p> <ul style="list-style-type: none"><li>• establish a safe and stimulating environment for students, rooted in mutual respect</li><li>• set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li><li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of students. Promote good progress and outcomes by students</li><li>• be accountable for students' attainment, progress and outcomes</li><li>• be aware of students' capabilities and their prior knowledge, and plan teaching to build on these</li><li>• guide students to reflect on the progress they have made and their emerging needs</li><li>• demonstrate knowledge and understanding of how students learn and how this impacts on teaching</li><li>• encourage students to take a responsible and conscientious attitude to their own work and studies</li></ul> <p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"><li>• have secure subject knowledge of the foster and maintain students' interest in the subject, and address misunderstandings</li><li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li><li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li></ul> <p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"><li>• impart knowledge and develop understanding through effective use of lesson time</li><li>• promote a love of learning and children's intellectual curiosity</li><li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</li><li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li><li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li></ul> |
|---------------------------|--|

# Job description

|   |   |
|---|---|
| <b>Operational Issues continued</b>     | <p><b>Adapt teaching to respond to the strengths and needs of all students</b></p> <ul style="list-style-type: none"><li>• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</li><li>• have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these</li><li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development</li><li>• have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li></ul> <p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"><li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li><li>• make use of formative and summative assessment to secure students' progress</li><li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li><li>• give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.</li></ul> <p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"><li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li><li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li><li>• manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</li><li>• maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.</li></ul> |
| <b>Communications</b>                   | <ul style="list-style-type: none"><li>• Promoting the well-being and development of the academy through furthering whole academy policies and procedures, promoting within the designated curriculum area(s) the agreed aims, ethos, attitudes and values of the academy and the Trust, and, within the agreed structure of academy policy, exercising leadership both within the curriculum area and where appropriate outside it</li></ul>  |
| <b>Partnership or Corporate Working</b> | <ul style="list-style-type: none"><li>• Maintaining and developing links with other curriculum areas in the academy, pastoral staff, Sixth Form</li><li>• Liaising with pastoral staff as appropriate over concerns with individual pupils</li></ul>  |
| <b>Safeguarding</b>                     | <ul style="list-style-type: none"><li>• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate</li><li>• Know about data protection issues in the context of your role.</li><li>• Maintain confidentiality as appropriate</li><li>• Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.</li></ul>   |

# Job description

|                                |   |
|--------------------------------|---|
| <b>Planning and Organising</b> | <ul style="list-style-type: none"><li>• Ensuring that lesson preparation is thorough with appropriate work, homework across the whole department is set in accordance with the academy homework policy and timetable, and work is marked promptly</li><li>• Ensuring that teaching leads to good learning and progress, supported by crisp pace, high challenge, pro-active classroom management, consistent use of the academy behaviour policy, good organisation and resources, embedded assessment for learning, and positive relationships</li><li>• Seeking to ensure that pupils' passion, enjoyment and experience of the curriculum area is enriched through activities within and beyond the formal curriculum.</li></ul> |
| <b>Data Protection</b>         | <ul style="list-style-type: none"><li>• To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li></ul>  |
| <b>Health and Safety</b>       | <ul style="list-style-type: none"><li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li><li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li></ul>   |
| <b>Equalities</b>              | <ul style="list-style-type: none"><li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li><li>• Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li><li>• Develop own understanding of equality issues.</li></ul>   |
| <b>Flexibility</b>             | <ul style="list-style-type: none"><li>• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li><li>• Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li><li>• Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.</li></ul>  |
| <b>Customer Service</b>        | <ul style="list-style-type: none"><li>• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li><li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li><li>• Understand your own role and its limits, and the importance of providing care or support.</li></ul>   |

# Person Specification

| Teacher of Geography and Health & Social Care   |   |                            |
|---|---|----------------------------|
| Experience / Knowledge  | Essential   | Desirable                  |
| <ul style="list-style-type: none"> <li>Recent teaching experience in the relevant key stages.</li> <li>Experience of planning and delivering curriculum at relevant key stages.</li> <li>A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post.</li> <li>Experience in teaching at more than one school.</li> </ul>   | <p>X</p> <p>X</p> <p>X</p>  | <p>X</p>                   |
| Occupational Skills   | Essential   | Desirable                  |
| <ul style="list-style-type: none"> <li>Ability to motivate learners of all abilities to learn and to make good progress.</li> <li>Good oral &amp; written communication skills.</li> <li>Ability to listen &amp; respond to young people establishing excellent relationships with them.</li> <li>Ability to analyse data effectively and use data to set clear, challenging targets.</li> <li>Ability to use ICT for planning, teaching, organisation and assessment purposes.</li> <li>Ability to plan consistently, creatively and effectively to support excellent progress.</li> <li>Very good classroom management.</li> <li>Ability to reflect upon own practice &amp; respect the contribution of others.</li> <li>Ability to work effectively as part of a team.</li> <li>Ability to use e-technologies effectively.</li> <li>Ability to work under pressure.</li> <li>Willingness to participate fully in school activities.</li> </ul> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> | <p>X</p> <p>X</p> <p>X</p> |
| Qualifications  | Essential   | Desirable                  |
| <ul style="list-style-type: none"> <li>Qualified Teacher.</li> <li>Graduate with relevant degree.</li> <li>Evidence of continuous professional development.</li> <li>Willingness to undertake further professional development.</li> </ul>  | <p>X</p> <p>X</p>   | <p>X</p> <p>X</p>          |
| Other Requirements  | Essential   | Desirable                  |
| <ul style="list-style-type: none"> <li>Enhanced DBS clearance.</li> <li>Commitment to safeguarding and protecting children and young people.</li> <li>Passion for own subject specialism/excellence.</li> <li>Excellent role model to learners &amp; students.</li> <li>Ability to organise learning resources and accommodation efficiently.</li> <li>Understanding of Health &amp; Safety.</li> </ul>   | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>  | <p>X</p>                   |

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES.**

The successful applicant will be subject to relevant vetting, health and reference checks, including online checks and a satisfactory enhanced disclosure before an offer of appointment is confirmed. If you have not been contacted within one week of the closing date, please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.