Whitcliffe Mount

"A good school"
Ofsted 2013

Behaviour & Safety of Pupils: Good ✓
Leadership & Management: Good ✓
Achievement of Pupils: Good ✓
Quality of Teaching: Good ✓

"A welcoming environment that promotes learning" "Sustained upward trend in achievement and progress"



Whitcliffe Mount School

Teacher of English

Main scale + the opportunity for a Teaching & Learning TLR for an exceptional candidate

Candidate Information Pack




Guess it!
Whitcliffe Mount School
Enjoy • Achieve • Celebrate
Flying the flag

Whitcliffe Mount School

Enjoy • Achieve • Celebrate

Headteacher: Miss Jennifer Templar

"A good school … a welcoming environment which promotes learning." Ofsted 2013

Dear Candidate,

I am delighted that you are considering joining us at Whitcliffe Mount. We are proud of our track record of ensuring our students enjoy their time at school and achieve highly, so that we can celebrate their successes. We are a good and improving school and ensure that students enjoy, achieve and celebrate their time at Whitcliffe Mount. I joined the school as Headteacher in September 2013 and I can honestly say it is a fantastic place to work – staff and students have made me feel extremely welcome!

In December 2013 we were visited by OFSTED who judged us as being good across the board. The Ofsted team spoke very highly of our students who were fantastic ambassadors for Whitcliffe Mount during the inspection and we were proud to receive feedback on our students' excellent behaviour, their active participation in a range of school activities and clubs, the respect they show to others and the welcoming environment. Our students spoke openly with inspectors, explaining they felt safe and happy and that they were making good progress at Whitcliffe Mount. We have always celebrated our students' talents and achievements both academically and socially, but it is nevertheless fantastic to have this endorsed by Ofsted.

Student achievement is rising rapidly in the school. We expect a high standard of achievement, behaviour, attendance, punctuality and appearance from all our students. We believe that Whitcliffe Mount provides the ideal environment for our students to reach their potential in all areas. We also promote excellence in terms of examination results. I am delighted that virtually all our young people achieved 5 GCSE passes at A*-G in 2016 (99%) with 61% of students achieving the new basics English and Maths measure, alongside this, an amazing 13.5% of students achieved 3 A/A* grades. Our Progress 8 figure is broadly average at 0 and Attainment 8 is 47.43.

To ensure our staff are fully supported we have a comprehensive, personalised CPD programme and an excellent induction programme. We are also a strategic partner of the Green Light Teaching School Alliance which offers opportunities for cross school working and further professional development opportunities.

Whitcliffe Mount has a very strong tradition of extracurricular activities and curriculum support activities with particular strengths in both Sport and Performing Arts, where students develop confidence and independent learning skills. OFSTED said 'The development of students' social, moral, spiritual and cultural skills is a strength of the school. This is promoted through students' participation in a wide range of school events, clubs, activities and trips that are timetabled to take place in every week of the school year.'

If you would like to apply for the post of Teacher of English at Whitcliffe Mount, please complete all the relevant sections of the Kirklees application form. A CV is not required. You should also enclose a letter of application (no longer than two sides) which briefly summarises what particular experience, skills and abilities you can bring to this post and why you would be like to join us on our journey at Whitcliffe Mount.

The deadline for receipt of applications is **Tuesday 25th April 2017 at 12.00 noon**. Completed applications should be returned by email to cloughc@whitcliffemount.co.uk or by post to Mrs C Clough, Headteacher's PA.

We look forward to hearing from you.

Yours sincerely,

J. C. Templar

Jennifer Templar
Headteacher

TURNSTEADS AVENUE, CLECKHEATON, WEST YORKSHIRE, BD19 3AQ. Tel: (01274) 851152 Fax: (01274) 853050
E-MAIL ADDRESS: office@whitcliffemount.co.uk WEBSITE: www.whitcliffemount.co.uk

Background information

Whitcliffe Mount School is an 11-16 comprehensive school with a roll of over 1200 with a PAN of 1250; we are oversubscribed in Years 7 & 8. The school is located on a pleasant green-field site on the outskirts of Cleckheaton, a medium-sized town which provides a wide range of reasonably priced housing. Junction 26 of the M62 (Chain Bar) is only one mile away and communications are good. The school is within easy reach of Leeds, Bradford and Huddersfield (all within 30 minutes travelling time) whilst Manchester, the Pennines, Yorkshire Dales and a wide range of countryside can all be reached easily.

The Student Support Team in the school is built around the child. The students are all a member of a form group organised by Year group. Alongside this, the school House system is organised in 5 sections which are grouped vertically through the school and add a competitive element to school life and provide a clear sense of belonging to a specific house.

The school's ethos is based upon a view that all students and staff should ENJOY, ACHIEVE & CELEBRATE at Whitcliffe Mount. We are committed to raising standards of student achievement, but in an environment which sees education as an exciting and enjoyable activity.

We actively encourage young people to develop a range of skills including teamwork, creativity, positive thinking, independence and reflective skills both within the curriculum and in our 'We Are Whitcliffe' and House Activity events. Alongside this we ensure our students develop confidence and responsibility promoting a love of learning and are ready for the wider world of education and work when they leave school.

Whitcliffe Mount is getting a new school under the Priority Schools Building Project. The new build is well underway and the new school with brand new facilities will be ready by September 2017.

Please visit the school website for further information:

www.whitcliffemount.co.uk

English Faculty information for applicants

The English Faculty is led by the Director of Learning and supported by two Deputy Directors of Learning. This team of 13 English teachers is supported furthermore by one Faculty HLTA and one Faculty ETA. The team prides itself on sharing ideas, resources and supporting one another at all times. The faculty is on the same floor as the excellent Learning Resource Centre which is used regularly within the delivery of the curriculum. Skills which have been identified as needing further coverage are supported by the LRC manager who raises the profile through her lessons.

The faculty are improving with their results in both English Language and Literature. We achieved 67% A*-C in English Language and 70% A*-C in English Literature in 2016. The Progress 8 score for English was also positive. We will strive to continue this upward trend with our current cohort of Year 11 who will take the new GCSEs with AQA this summer and we are predicting a positive Progress 8 score once again.

All our students are entered for Language and Literature in Year 11 and to prepare our students for the no tier examinations, we have dedicated much our Faculty time in preparing Medium Term Plans to support the new curriculum in KS3 and KS4. The faculty has enjoyed working collaboratively on this and sharing best practice to ensure stretch and challenge is seen in every lesson and the Most Able are provided with opportunities to demonstrate and develop their flair in Reading and Writing.

Across KS3, all our reading interventions are delivered by qualified members of staff in support of teachers in the faculty. Often delivered in the Learning Resource Centre, a range of interventions are used to support a variety of students and encourage independent and motivated learners. We deliver Lexia, a phonic based interactive reading intervention, which is run before school and can be accessed from home; the Accelerated Reading Programme and Reading Partnerships. Our Deputy Director of Learning publishes a 'Wordsmith 'r' Us' quiz for form groups to promote the skills currently being delivered in English lessons, half-termly.

At KS4, we offer breakfast and after school revision sessions specifically designed to support students in realising their potential. Our students respond well to the tailored and supportive sessions which use data from previous tests to identify areas for further development. Like our 'Wordsmith 'r' Us at KS3, our Deputy Director of Learning provides an 'English Wizard' booklet to strengthen the complex skills delivered in English through short 5 minute activities to be completed at registration.

The English faculty allows extensive opportunities for enrichment for all students. This academic year, a reward theatre trip has been organised to watch 'The Curious Incident of the Dog in the Night Time' and Willy Russell's 'Blood Brothers'. Within school, the love of reading and writing is encouraged with fortnightly library lessons and participation in a variety of local and national poetry competitions: 'Courage is Poetry' and 'Busta Rhymes'. At Christmas, we run a Poetry competition with our feeder schools which brings in a vast variety of inspiring poems and our Year 9 Reading Leaders take the pleasure in selecting the winners of this competition.

Lots of students go on to take Language or Literature at A Level and some at degree level also. We are proud to positively influence our students and equip them with the love for reading, writing and using language as a tool to succeed in their future.

New School Photos and Designs



Curriculum Structure 2016-17

Director of Learning English/Media	Director of Learning Maths/ Computing	Director of Learning Science	Director of Learning ADT	Director of Learning Humanities	Director of Learning SMSC	Director of Learning Performance	Director of Learning MFL	Director of Learning SENCO
KS3	**KS3**	**KS3**	**KS3**	**KS3**	**KS3**	**KS3**	**KS3**	**KS3**
English	Maths Computing	Biology Chemistry Physics	Technology Art	History Geography	Citizenship & Fundamental British Values Pace Y7/8/9 RS Y7/8	Music PE Drama Y8/9	French Spanish	SEN
KS4	**KS4**	**KS4**	**KS4**	**KS4**	**KS4**	**KS4**	**KS4**	**KS4**
English Literature English Language Media	Maths Statistics ICT/Computing	Core Additional Biology Chemistry Physics	Art Child Development Engineering Construction Food	History Geography Sociology	Citizenship Fundamental British Values RS HSC Business PACE/RS Y10	PE Music Audio Production Performing Arts Drama	French Spanish	Employability SEN Step up
Deputy Directors of Learning								
2 x TLR 2b 1 x LP	3 x TLR 2b	2 x TLR 2b 1 x LP	1 x TLR 2b 1 x TLR 2c (job share)	2 x TLR 2b 1 x LP	2 x TLR 2b	1 x TLR 2b (second in PE) 1 x TLR 2b (Drama) 1 x TLR 2b (Music)		1 x SEN allowance
HLTA/Faculty ETA (FETA)								
1 x HLTA 1 x FETA	1 x HLTA 1 x FETA	2 x FETA		2 x FETA	1 x FETA	2 x FETA	1 x FETA	1 x FETA
Technicians								
		2 x Technician	3 x Technician					

Whitcliffe Mount School Improvement Plan September 2016 - July 2018

Our Vision

We are on a journey from 'good to great' and our core principles to underpin this are:

- **Each student, regardless of ability, background or prior behaviour record, has the right to an outstanding education, care, guidance and support.**
- **Each member of staff, regardless of position or experience, is a critical player on our journey and needs to be recognised and valued as such.**

Our Ethos

The school's ethos is based upon a view that all students and staff enjoy, achieve and celebrate at Whitcliffe Mount.

This ethos encompasses everything we do.

Enjoy • Achieve • Celebrate

We Are Whitcliffe

We actively encourage our students to develop teamwork, creativity, positive thinking, independence and reflective skills through our 'We Are Whitcliffe' skills and House Activity events

Reflective Learner
Team Worker
Responsible Citizen
Independent Thinker
Creative Entrepreneur

The Ofsted Framework

We evaluate our performance as a school using the Ofsted framework as a guide.

The four key judgements are:

The effectiveness of Leadership and Management
The quality of Teaching, Learning and Assessment
Personal Development, Behaviour and Welfare
Outcomes for Pupils

Whitcliffe Mount School Improvement Plan Headlines - Good to Great - "Inspire to Enjoy, Achieve, Celebrate": Sept 2016-Jan 2018

	Student Outcomes	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	The Effectiveness of Leadership and Management
VISION	*"a universal responsibility for the achievement of every child - the needs of all students are met"* *"progress which is sustained by all learners"* *"no ceiling to achievement"* *"opportunities for a wide variety of enrichment for all students"* *"culture of celebrating success publicly"*	*"a relentless drive to provide high quality teaching that's tailored to meet the needs of all learners"* *"challenging and inspiring lessons"* *"personalised learning allows students to reach and exceed their potential – building aspirations"*	*"Whitcliffe Mount has a positive ethos and learning culture – a thirst for learning and knowledge at all levels and from all stakeholders"* *"happy, aspirational well-rounded, confident students"* *"a safe, secure and healthy environment where students and staff flourish"* *"positive relationships with parents/carers and the wider community to support the school's vision"* *"behaviour consistently well managed by all"*	*"leadership is ambitious, professional, strategic and inspirational at all levels* - *Provides opportunities for staff development at all levels* - *Holds others to account* - *Praises staff"* *"outstanding relationships are rooted in mutual respect where students and staff are happy, confident and valued"* *"a curriculum which is responsive to all students and facilitates post-16 progression"*
AIMS	**SO1** To reduce our in-school subject variation so that all outcomes are at least good. **SO2** Improve outcomes for boys, in particular most able and disadvantaged.	**TLA1** Embed great assessment practice that supports teaching to meet the needs of students. **TLA2** To continue to develop a culture of self-improvement within teaching and learning.	**PDBW1** Ensure our new Student Support systems meet the needs of students to be ready for the day, ready to learn. **PDW2** Students are able to make informed choices that support their transition through school and beyond.	**LM1** To develop our school practices so that everything we do at Whitcliffe Mount is aligned with the core principles of a growth mindset. **LM2** To continue to develop leaders at all levels, including Governors, ensuring self-evaluation processes are rigorous. **LM3** To ensure we are fully prepared for a smooth transition into our new school building.

Whitcliffe Mount School

JOB DESCRIPTION

POST TITLE	:	Teacher of English
LOCATION	:	Whitcliffe Mount School, Cleckheaton
SALARY SCALE	:	Main Scale
RESPONSIBLE TO	:	Headteacher via Director of Learning - English

1. PURPOSE:

   a) To deliver high quality teaching within a broad, balanced, relevant and differentiated curriculum
   b) To monitor and support the overall progress and development of students
   c) To facilitate and encourage a learning experience which provides all students with the opportunity to achieve their individual potential
   d) To contribute to raising standards of student attainment
   e) To support colleagues in developing a team approach to raising the quality of teaching and learning throughout the school
   f) To carry out the professional duties of a qualified teacher in line with Whitcliffe Mount's expectations and the teachers professional standards at all times

2. LINE MANAGEMENT ROLE:

   a) To be responsible to the Headteacher via the Director of Learning and responsible for liaison with ETA staff

3. STRATEGIC PLANNING:

   a) To assist in the development of appropriate schemes of work, resources, marking policies and teaching strategies in the curriculum area and department
   b) To contribute to the department's development plans and their implementation
   c) To plan and prepare courses and lessons
   d) To contribute to the school's strategic planning activities
   e) To assist the Director of Learning and the school's Leadership team to ensure that the variety of teaching and learning strategies complements the school's objectives and contributes to raising levels of student achievement and expectation.
   f) To assist in the process of curriculum development and adapting to changing circumstances so as to ensure the continued relevance to the needs of students, examination boards and the school's strategic objectives

4. STAFF DEVELOPMENT:

   a) To take part in the school's staff development programme and to take an active responsibility for personal CPD
   b) To engage actively in the Performance Management Review process
   c) To ensure effective/efficient deployment of classroom support
   d) To be a team player, assisting and playing an active role in improving the performance and skill levels of colleagues

5. QUALITY ASSURANCE:

   a) To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed procedures
   b) To review from time to time methods of teaching and programmes of work
   c) To maintain appropriate student records and to provide accurate and up to date monitoring of student progress
   d) To track student progress and use information to inform teaching and learning

6. MANAGEMENT OF RESOURCES:

   a) To assist the Director of Learning to identify resource needs and to contribute to the efficient use of physical resources
   b) To co-operate with colleagues to ensure a sharing and efficient use of resources to the benefit of the school, department and the students.

7. PASTORAL SYSTEM:

   a) To be a form tutor to an assigned group of students or play a role in the "staff team"
   b) To promote the general progress and well-being of individual students and of the form group as a whole
   c) To register students, accompany them to assemblies and support their participation and adherence to the ethos of the school, reinforcing and upholding school policies
   d) To evaluate and monitor student progress and manage the use of student planners and progress files
   e) To communicate as appropriate, with the parents of students and with outside agencies concerned with the welfare of individual students
   f) To apply the school's behaviour management policy so that effective learning can take place

8. TEACHING:

   a) To teach students according to their individual educational needs, including the setting and marking of work carried out by students in school and elsewhere
   b) To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as required
   c) To undertake a designated programme of teaching in English/Media.
   d) To prepare and update teaching materials
   e) To use a variety of delivery methods which will stimulate, motivate and engage learners, appropriate to student needs and demands of the syllabus, and to evaluate the effectiveness of different teaching and learning styles
   f) To maintain discipline and a classroom environment conducive to good learning, and encourage good practice with regard to punctuality, behaviour, standards of work and homework.
   g) To consistently implement the departmental and school rewards system and the school's behaviour policy and procedures
   h) To mark, grade and give written/verbal and diagnostic feedback as required
   i) To provide, or contribute to, oral and written assessments, reports and parents' evenings

9. OTHER SPECIFIC DUTIES:

   a) To play a full part in the life of the school community, to support its distinctive ethos and to be a positive role model in encouraging staff and students to follow this example
   b) To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
   c) To support the wider development of students and the school's commitment to enrichment activities
   d) Other duties commensurate with the grade of the post as directed by the Headteacher or as specified by the School Teachers Pay and Conditions Document.

10. FURTHER EXPECTATIONS OF TEACHERS ON THE UPPER PAY SPINE:

    a) To demonstrate a high degree of sustained competence
    b) To actively contribute to and take responsibility for own teaching and learning skills and CPD
    c) To act as a professional role model and work effectively with others to raise attainment
    d) To make a significant contribution to the ethos/success of the school

11. CHARACTERISTICS OF THE POST:

The ability to regularly attend meetings as required by the Headteacher/Curriculum Leader in directed time.

The employment checks required of this post are:

- **Evidence of entitlement to work in the UK.**
- **Evidence of essential qualifications.**
- **Two satisfactory references.**
- **Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure.**
- **Confirmation of medical fitness for employment.**

Whitcliffe Mount School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

This job description will be reviewed regularly and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.

Signed .....

Signed ..... (Headteacher)

Date .....

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.

Teacher of English - Employee Specification

Education and Training	Essential	Desirable	Assessment
Degree in English or related subject.	✓		Application/Interview
Commitment to CPD and INSET.	✓		Application/Interview
Qualified Teacher Status as an English teacher.	✓		Application/Interview
Good Honours Graduate in English.		✓	Application/Interview
Relevant Experience	**Essential**	**Desirable**	**Assessment**
Recent, relevant teaching (or teaching practice) of KS3 & 4 English in a comprehensive school.	✓		Application/Interview
Special Knowledge Skills	**Essential**	**Desirable**	**Assessment**
Up to date knowledge of the curriculum in English at Key Stages 3 and 4.	✓		Application/Interview
Familiarity with ICT and confidence in using ICT as a teaching tool.	✓		Application/Interview
Classroom management skills.	✓		Application/Interview
Data analysis skills.	✓		Application/Interview
Outstanding literacy skills	✓		Application/Interview
Ability to evaluate and improve the teaching practice of self and others.	✓		Application/Interview
Additional Factors	**Essential**	**Desirable**	**Assessment**
Knowledge of and commitment to safeguarding.	✓		Application/Interview
Commitment to high standards and expectations in all aspects of school life.	✓		Application/Interview
Enthusiasm and sense of humour.	✓		Application/Interview
Ability to relate well with children and adults.	✓		Application/Interview
Ability to work as part of a team.	✓		Application/Interview
Commitment to equal opportunities.	✓		Application/Interview
Willingness to contribute to the extra-curricular life of the school.		✓	Application/Interview

DISCLOSURE AND BARRING SERVICE (DBS)
DISCLOSURE CLEARANCE

INFORMATION TO JOB APPLICANTS

The DCFS has issued guidance to employers, 'Safeguarding Children & Safer Recruitment in Education'. This guidance details the pre-employment checks that should be made on all people who have contact with children and young persons and came into force on 1 January 2007.

The successful candidate to this post will be appointed subject to an enhanced criminal record check (Disclosure) from the DBS before the appointment is confirmed. **Please note, no appointments will be confirmed until a satisfactory criminal record check is received from the DBS.**

The successful candidate will receive with the letter of appointment a CRB Application Form together with practical "Notes on the Completion of a DBS Disclosure Application".

Please note that having a Criminal Conviction will not necessarily bar you from employment with the School/Council. A copy of the "Policy on the Recruitment of Ex-Offenders" is enclosed.

A copy of the DBS Code of Practice and further information about the Bureau and the disclosure service can be found on its website at https://www.gov.uk/government/organisations/disclosure-and-barring-service Alternatively, the DBS can be contacted by post or telephone. The bureau's address is PO Box 110, Liverpool L69 3EF. The information line number is: 0870 90 90 811.

Contacts:	(Teachers / Support Staff)	
	Dan Spencer	01484 221000
	(Volunteers)	
	Darren Mansfield	
	Linda Crowther	01484 221000

Disclosure and Barring Service:

POLICY ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation using the Disclosure and Barring (DBS) service to assess applicants' suitability for positions of trust, in the interests of preventing unsuitable people from working with children and young persons in the education service, Kirklees Council complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a disclosure on the basis of conviction or other information revealed.

- **HAVING A CRIMINAL RECORD WILL NOT NECESSARILY BAR YOU FROM WORKING WITH US.** This will depend on the nature of the position and the circumstances and background of your offences.

- Kirklees Council is committed to the fair treatment of its staff, potential staff or users of its services, regardless of their race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

- This policy on the recruitment of ex-offenders, is made available to all Disclosure applicants at the outset of the recruitment process, for posts where the successful applicant will be an employee, volunteer or school governor.

- We actively promote equality of opportunity with the right mix of talents, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

- A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a disclosure is required, all application forms and recruitment briefs will contain a statement that a Disclosure will be required in the event of the individual being offered the position. This applies to all school based posts and posts where the post holder has contact with children and young people.

- Where a disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that information is sent under separate, confidential cover, to a designated person within Kirklees Council and we guarantee this information is only seen by those who need to see it as part of the recruitment process.

- We ensure that all those in Kirklees Council who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

- At interview, or in separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to that position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

- We make every subject of DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.

- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment. At any such meeting the successful candidate (subject to disclosure clearance) will have the right to Trade Union representation or person of their choice


ASPIRATION



Courage Is Poetry Project 2017
Under 16 Category
Winner

HLF 2017
HUDDERSFIELD LITERATURE FESTIVAL
4 - 19 MARCH

I Am Her

by Hanna — Whitcliffe Mount School

I am her
Her courage is motivating
She moves with breathless elegance
Yet her footsteps leave complex blemishes
On the face of Earth

I am her
She does not sit at the back of the bus
Or cower to extremists and racists
Her fearlessness is bulletproof
And she intimidates all uneducated prejudice
That question her credibility or drive

I am her
She carries her lamp
And guides all worriers astray
With impelling blossoms budding in the
Dark locks of her curios head

So thank you Frida, Malala, Florence,
Emmeline and Rosa
Thanks to you
We are she
And I am her



COURAGE IS POETRY PROJECT IS SUPPORTED BY
Kirklees AND HUDDERSFIELD DISTRICT COMMITTEE

University of Huddersfield

huddslitfest_official
Huddersfield Literature Festival

@Hudd_Lit_Fest
#HFL2017 #HLFCourageis