



Whitcliffe Mount

*"A good school"*

Ofsted 2013

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

## Whitcliffe Mount School

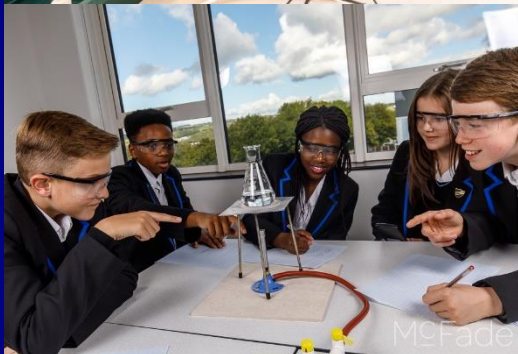


Assistant SENDCo

Candidate Information Pack











# Whitcliffe Mount School

Enjoy • Achieve • Celebrate

Headteacher: Miss Jennifer Templar



"This school continues to be good" - Ofsted September 2017

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. In September 2017 they revisited and confirmed that "Whitcliffe Mount continues to be good". 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 all our young people achieved a qualification in 2017, with 55% of students achieving the new basics at grade 4+ in English and Maths, alongside this, an amazing 13% of students achieved 3 A/A\* or equivalent grades.

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 Assistant SENDCo 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 **Monday 23<sup>rd</sup> April 2018 at 12.00 noon**. Completed applications should be returned by email to [recruitment@whitcliffemount.co.uk](mailto:recruitment@whitcliffemount.co.uk) or by post to Mrs C Clough, Headteacher's PA.

We look forward to hearing from you.

Yours sincerely,

Jennifer Templar  
Headteacher



## Background information

Whitcliffe Mount School is an 11-16 comprehensive school with a roll of over 1240 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.

In September 2017, Whitcliffe Mount moved into a brand new school, built under the Priority Schools Building Project. Students and staff have been delighted with the brand new facilities.

Please visit the school website for further information:

[www.whitcliffemount.co.uk](http://www.whitcliffemount.co.uk)

## SEN Faculty information for applicants

The Special Educational Needs and Disabilities Faculty supports students across all year groups and subjects so that they can access a broad and balanced curriculum. We believe that students should be in lessons learning and educational teaching assistants (ETAs) provide valuable support so that students are ready for the day and ready to learn.

The faculty consists of 11 ETAs and is led by a Senior Faculty ETA and the SENDCo. At Key Stage 4 there is a supportive curriculum path which is taught by an SEN teacher. In other faculties there are Faculty ETAs who work in their specialist fields to provide curriculum support.

SEND ETAs provide both curriculum and wellbeing support for students and there is an ETA led 'Pathways' group for all year groups which supports students with their social and emotional wellbeing. SEND ETAs are allocated to support individuals and groups in lessons but they are also essential for providing 1:1 and group interventions to some students such as speech and language activities and social use of language programmes.

### Curriculum Structure 2017-18

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
<b>KS3</b>	<b>KS3</b>	<b>KS3</b>	<b>KS3</b>	<b>KS3</b>	<b>KS3</b>	<b>KS3</b>	<b>KS3</b>	<b>KS3</b>
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
<b>KS4</b>	<b>KS4</b>	<b>KS4</b>	<b>KS4</b>	<b>KS4</b>	<b>KS4</b>	<b>KS4</b>	<b>KS4</b>	<b>KS4</b>
English Literature English Language Media	Maths Statistics ICT/Computing	AQA trilogy AQA separate science	Art Child Development Engineering DT Food	History Geography	Citizenship Fundamental British Values RS HSC Business PACE/RS Y10	PE Music Audio Production Performing Arts Drama	French Spanish	Employability SEN Step up
<b>Deputy Directors of Learning</b>								
2 x TLR 2b 1 x LP	3 x TLR 2b (2 x maths, 1 x Computing) 1 x LP	2 x TLR 2b 1 x ALP	2 x TLR 2b 1 x TLR 2c (job share)	2 x TLR 2b 1 x LP 1 x ALP	1 x TLR 2b	1 x TLR 2b (second in PE) 1 x TLR 2b (Drama) 1 x TLR 2b (Music)		1 x SEN allowance
<b>HLTA/Faculty ETA (FETA)</b>								
1 x HLTA 1 x FETA	1 x HLTA 1 x FETA	2 x FETA	1 x FETA	2 x FETA	1 x FETA	2 x FETA	1 x FETA	1 x FETA
<b>Technicians</b>								
1 x LRC Manager 1 x LRC Technician		1 x Snr Technician 1 x Technician	3 x Technician					



## 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-July 2018

	Student Outcomes	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	The Effectiveness of Leadership and Management
<b>VISION</b>	<p><i>"a universal responsibility for the achievement of every child - the needs of all students are met"</i></p> <p><i>"progress which is sustained by all learners"</i></p> <p><i>"no ceiling to achievement"</i></p> <p><i>"opportunities for a wide variety of enrichment for all students"</i></p> <p><i>"culture of celebrating success publicly"</i></p>	<p><i>"a relentless drive to provide high quality teaching that's tailored to meet the needs of all learners"</i></p> <p><i>"challenging and inspiring lessons"</i></p> <p><i>"personalised learning allows students to reach and exceed their potential – building aspirations"</i></p>	<p><i>"Whitcliffe Mount has a positive ethos and learning culture – a thirst for learning and knowledge at all levels and from all stakeholders"</i></p> <p><i>"happy, aspirational well-rounded, confident students"</i></p> <p><i>"a safe, secure and healthy environment where students and staff flourish"</i></p> <p><i>"positive relationships with parents/carers and the wider community to support the school's vision"</i></p> <p><i>"behaviour consistently well managed by all"</i></p>	<p><i>"leadership is ambitious, professional, strategic and inspirational at all levels"</i></p> <ul style="list-style-type: none"> <li><i>- Provides opportunities for staff development at all levels</i></li> <li><i>- Holds others to account</i></li> <li><i>- Praises staff"</i></li> </ul> <p><i>"outstanding relationships are rooted in mutual respect where students and staff are happy, confident and valued"</i></p> <p><i>"a curriculum which is responsive to all students and facilitates post-16 progression"</i></p>
<b>AIMS</b>	<p><b>SO1</b> To reduce our in-school subject variation so that all outcomes are at least good.</p> <p><b>SO2</b> Improve outcomes for boys, in particular most able and disadvantaged.</p>	<p><b>TLA1</b> Embed great assessment practice that supports teaching to meet the needs of students.</p> <p><b>TLA2</b> To continue to develop a culture of self-improvement within teaching and learning.</p>	<p><b>PDBW1</b> Ensure our new Student Support systems meet the needs of students to be ready for the day, ready to learn.</p> <p><b>PDW2</b> Students are able to make informed choices that support their transition through school and beyond.</p>	<p><b>LM1</b> To develop our school practices so that everything we do at Whitcliffe Mount is aligned with the core principles of a growth mindset.</p> <p><b>LM2</b> To continue to develop leaders at all levels, including Governors, ensuring self-evaluation processes are rigorous.</p> <p><b>LM3</b> To ensure we are fully prepared for a smooth transition into our new school building.</p>



## JOB DESCRIPTION

<u>POST TITLE</u>	:	Assistant SENDCo
<u>LOCATION</u>	:	Whitcliffe Mount School, Cleckheaton
<u>SALARY SCALE</u>	:	UPS/MPS + SEN Point 1 or 2
<u>RESPONSIBLE TO</u>	:	Headteacher via Director of Learning – SEND

### **Main aim:**

To assist in leading and managing the provision of special educational needs learning support; and to take on the role of Assistant SENDCo to support high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils.

### **Purpose:**

- To assist the SENDCo in leading the provision for SEND within school.
- To manage appropriate resources for SEND students to ensure that they are used efficiently, effectively and safely.
- To support the SENDCo in managing the implementation of an inclusive curriculum.
- To work with the SENDCo to develop and implement intervention groups and support.
- To support the provision of SEND, including the allocation of support time.
- To arrange and chair annual reviews of Education, Health and Care Plans.
- To apply for Education, Health and Care Plans.
- To be responsible for the authorship, monitoring and reviewing of My Support Plans, Student Profiles, risk assessments and Personal Emergency Evacuation Plans.
- To manage and maintain provision maps.
- Referral to, and liaison with, relevant outside agencies to ensure that individual students' needs are met effectively.
- Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensuring the accuracy of SEND information on Sims.
- To test students in relation to dyslexia screening, EAL and cognitive assessments.
- To liaise with educational institutions to support transition.
- Ensuring that staff are kept informed of students' SEND via the Student Information Booklet and advise on strategies that will support staff and students.
- To attend and contribute to the Student Support Information Panel meetings.
- Using data effectively to identify students who are underachieving and where necessary create and implement effective plans of action to support those students.
- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different students.
- To liaise with and inform parents/carers about the specifics of the SEND provision for their child under the direction of the SENDCo.



- To support meetings of SEND staff, communicate information to staff and co-ordinate resulting action.
- To offer advice and support to staff in providing a quality first teaching approach, under the direction of the SENDCo.
- To support the process of access arrangements.
- To deputise for the SENDCo in matters relating to SEND.

### **Knowledge, skills and attributes of curriculum leaders across the school**

- To have up to date knowledge of the SEN Code of Practice, approaches to teaching, learning and raising attainment, and of wider national developments in education.
- To operate as a professional role model for other colleagues.
- To welcome and promote change and development and to foster a culture of teamwork.
- To be enthusiastic and of a positive disposition taking responsibility for the continuous professional development of self and other team members.
- To strategically plan for the future needs of learners and the curriculum area as a whole.

### **Specific Responsibilities:**

#### **a) Teaching, learning and assessment**

- To provide leadership on all matters relating to teaching, learning and assessment.
- To ensure an appropriate climate for learning throughout the department which is based upon good behaviour and whole-school strategies for rewards and sanctions.
- To lead and facilitate departmental meetings and training which focus upon teaching and learning and raising attainment supported by agendas and minutes.
- To develop and implement policies and strategies to promote high quality teaching and learning, high standards of behaviour and marking and assessment.
- To prepare and publish intervention and curriculum Schemes of Work.
- To develop a climate which promotes student achievement and enjoyment across the curriculum area.

#### **b) Leadership and Management**

- To provide leadership and continuous professional learning for all team members.
- To ensure that appraisal arrangements are implemented in accordance with school policy.
- To take an active part in the quality assurance across the department.
- To advise colleagues on approaches to teaching and learning, raising attainment and effective special needs and/or behaviour management.
- To foster a culture of innovation, collegiality and teamwork.
- To deploy staff appropriately through the timetabling process.
- To participate in the recruitment and selection of new staff.
- To make arrangements for the supervision and support of ITT students and teachers in their induction year.
- To keep up to date with national developments in the curriculum and in pedagogy.
- To ensure that teachers input and analyse academic data effectively to inform teaching and learning and targeted interventions for students or groups.

#### **c) Raise standards and progress**

- To implement strategies to promote high levels of achievement and to counteract under-achievement.
- To implement systems to monitor the progress of all students against their prior attainment.
- To use comparative data in order to understand the performance of individual students, classes, teachers and the curriculum area as a whole.

- To undertake an annual analysis of test and examination data.
- To ensure that marking and assessment techniques are in line with whole-school policy.
- To provide the examinations office with accurate examination entries and syllabus details.

**d) Curriculum development and provision**

- To review annually the courses available to students in order to ensure that they are relevant to their needs and provide them with maximum opportunity for success at examination level.
- To assist in the production of faculty action planning and review process which creates shared/collegiate vision for the work of the curriculum area.
- To ensure effective liaison and collaboration with the feeder schools.

**e) Financial and physical resources**

- To contribute to managing the annual curriculum area capitation to promote effective teaching and learning and to raising standards.
- To ensure that the physical environment is attractive and conducive to effective teaching and learning.
- To ensure that staff and students observe practices in accordance with the school's Health and Safety policy.

The responsibilities outlined above are in addition to those expected of main scale teachers and the Professional Duties of Teachers as outlined in the School Teachers' Pay and Conditions document. These include performing the duties of form teacher when required to do so.

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.

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.

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.

As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young. Please refer to the Employment page, 'More about working for Kirklees Council' on the Kirklees website. Please click [here](#) to read our safeguarding policy.

Alternatively go to: <https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>



## Assistant SENDCo

Education and Training	Essential	Desirable	Assessment
Qualified teacher status	✓		A/I
Good honours graduate	✓		A/I
Commitment to personal/professional learning	✓		A/I
NASENCo qualification or the willingness to complete the course with the support of the school		✓	A/I
Relevant Experience	Essential	Desirable	Assessment
Experience of teaching students with SEND	✓		A/I
Experience of teaching interventions		✓	
Experience of leading teams		✓	A/I/R
Has taught across a variety of age and ability groups		✓	A/I
Experience of raising achievement within their faculty	✓		A/I/R
Experience of QA including observing staff		✓	I/R
Special Knowledge Skills	Essential	Desirable	Assessment
Secure knowledge and understanding of the SEN Code of Practice	✓		A/I
Clear understanding of the secondary curriculum, how it is changing and its assessment.	✓		A/I
Ability to employ a range of effective teaching, learning styles and assessment methods in order to support and challenge students	✓		A/I
Ability to use assessment data to inform planning	✓		A/I
Quality of English and presentation must be of a high standard.	✓		A/I
Up to date with professional developments relating to SEND	✓		A/I
Knowledge of emergent technologies to support teaching and learning	✓		A/I
Extra Skills and Attributes	Essential	Desirable	Assessment
Ability to establish good working relationships and effective teamwork	✓		A/I
Excellent role model for staff and students	✓		A/I
Innovatory approaches to curriculum delivery	✓		A/I
Ability to generate ideas and drive initiatives	✓		A/I
An ability to tackle difficult issues in a proactive and positive way	✓		I/R
Excellent communication and interpersonal skills	✓		I/R/A
Excellent organisational and delegation skills	✓		I/R
An ability to motivate and inspire colleagues	✓		I/R

Additional Factors	Essential	Desirable	Assessment
Support the ethos of the school	✓		I
High expectations of students and colleagues	✓		A/I
Highly motivated and able to motivate and inspire students	✓		A/I
Willingness to contribute to extra-curricular activities	✓		A/I
An interest in and the ability to enthuse about inclusion	✓		I
Desire and ability to demonstrate best practise with regard to the use of technology in the classroom	✓		A/I
A passion for teaching	✓		A/I
Open-mindedness	✓		A/I
Ability to be reflective and self-critical	✓		A/I
Display calmness under pressure	✓		A/I
A commitment to the whole life of the school	✓		A/I
Charismatic - having 'a presence'	✓		A/I
Committed to ensuring excellent standards of behaviour at all times	✓		A/I
Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	✓		A/I



