



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

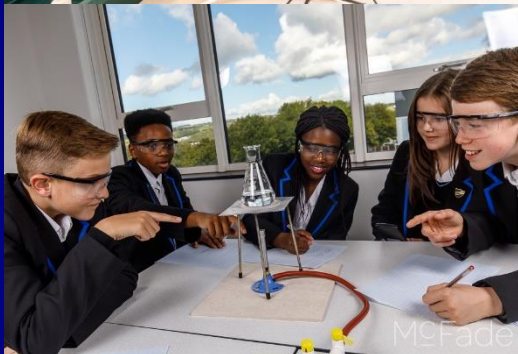


Teacher of Mathematics

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 Teacher of Maths 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 **Friday 23<sup>rd</sup> March 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)

## **Mathematics Department information for applicants**

There are currently nine specialist teachers, a Mathematics HLTA and a specialist TA in the Mathematics department. In the new build all classrooms have interactive smart boards and teachers have a mobile device. There are also banks of devices for classroom use alongside fixed ICT suites.

We offer GCSE Mathematics at higher and foundation tier using the AQA Exam board which we teach on a three year KS4 program within the department. In the last three years the percentage of students achieving A\*-C in GCSE Mathematics has been consistently between 65% and 71% which has been in-line with or above the national average. The number of students achieving three levels of progress is similarly also in line with the national average. We also offer GCSE Further Mathematics in Year 11 as part of our enrichment programme and this year are offering GCSE Statistics for the first time as an option for our Year 10 students.

The department team are passionate about mathematics, the teaching of mathematics and achieving the best outcomes for our students. We are constantly looking to improve and innovate and we have been in the Maths Mastery community for three years. This exciting development means that we have received formal training and support to implement a mastery curriculum approach with the students from Year 7 to Year 9. This approach promotes a deep understanding and hence mastering of topics with an emphasis on problem solving and making mathematics enjoyable. As part of our views on mathematics, activities are not limited to mathematics lessons or the classroom, examples include the department running a whole school numeracy program in form periods for Year 7 to Year 9 and monthly tables competitions. We are keen participants in school competitions such as TTRockstars, Maths Challenge and local intra-school competitions. As a team we offer intervention to students both before school and also on a regular basis after school, offering not just support, but extension activities such as Further Mathematics.

### 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					

# 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

	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>  <ul style="list-style-type: none"> <li>- Provides opportunities for staff development at all levels</li> <li>- Holds others to account</li> <li>- Praises staff”</li> </ul> <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>	:	Teacher of Mathematics
<u>LOCATION</u>	:	Whitcliffe Mount School, Cleckheaton
<u>SALARY SCALE</u>	:	Main Scale
<u>RESPONSIBLE TO</u>	:	Headteacher via Director of Learning - Mathematics

### 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.

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](https://jobs.kirklees.gov.uk/GenText.aspx?page=page1) to read our safeguarding policy.

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



## Teacher of Mathematics - Employee Specification

Education and Training	Essential	Desirable	Assessment
Degree in Mathematics or related subject.	✓		Application/Interview
Commitment to CPD and INSET.	✓		Application/Interview
Qualified Teacher Status as a Mathematics teacher.	✓		Application/Interview
Good Honours Graduate in Mathematics.		✓	Application/Interview
Relevant Experience	Essential	Desirable	Assessment
Recent, relevant teaching (or teaching practice) of KS3 & 4 Mathematics in a comprehensive school.	✓		Application/Interview
Special Knowledge Skills	Essential	Desirable	Assessment
Up to date knowledge of the curriculum in Mathematics 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
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.	✓		



