



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



**Deputy Director of Learning – Humanities  
Subject Leader of Geography**

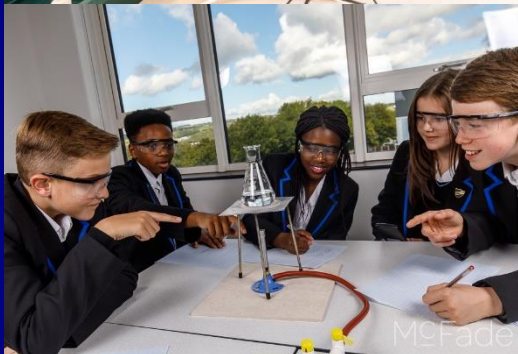
**Candidate Information Pack**



**'Whitcliffe Mount  
continues to be a good school'**

**Ofsted September 2017**









# 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 Deputy Director of Learning - Humanities 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 **Thursday 27<sup>th</sup> September 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)

## Humanities Faculty information for applicants

The faculty includes the subjects Geography and History. There are currently 9 teachers and two Humanities Teaching Assistants in the curriculum area. The faculty is well resourced and has good teaching facilities with 9 fully equipped Humanities teaching rooms. All teachers in the faculty follow varied and detailed schemes of work which include lessons covering a variety of teaching and learning styles. History and Geography continue to be two of the most popular option choices at GCSE.

For students opting for GCSE Geography we will be following the AQA syllabus and students will be prepared to sit examinations in the following 3 units:

Living with the physical environment – written exam 1hr 30mins 35%

Challenges in the human environment – written exam 1hr 30mins 35%

Geographical applications written exam 1hr 30%

For students opting for GCSE History we will be following OCR School History Project B syllabus and students will be prepared to sit examinations in the following 5 units:

The People's Health C.1250 to present

The Elizabethans 1580-1603

The Making of America 1789-1900

Living Under Nazi Rule 1933-1945

History Around Us which will be a local historic site.

### Curriculum Structure 2018-19

| Director of Learning English                 | 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 SENDCO               |
|--|---|--|--|---------------------------------|--|--|--------------------------|---|
| <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<br>Computing                                    | Biology<br>Chemistry<br>Physics        | Technology<br>Art  | History<br>Geography            | PACE Y7/8/9 –<br>Personal and<br>Citizenship<br>Education<br>RS Y7/8 | Music<br>PE<br>Drama Y8/9  | French<br>Spanish        | Skills<br>SEN<br>Pathways<br>Intervention |
| <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<br>Literature<br>English<br>Language | Maths<br>Statistics<br>ICT/Computing                  | AQA trilogy<br>AQA separate<br>science | Art<br>Child<br>Development<br>Engineering<br>DT<br>Food | History<br>Geography            | RS<br>HSC<br>Business<br>PACE/RS                                     | Sports Science<br>PE<br>Music/Audio<br>Production<br>Performing Arts<br>Drama  | French<br>Spanish        | Employability<br>Step up to<br>English    |
| <b>Deputy Directors of Learning</b>          |   |  |  |                                 |  |  |                          |   |
| 2 x TLR 2b<br>1 x LP                         | 3 x TLR 2b<br>(2 x maths, 1 x<br>Computing)<br>1 x LP | 2 x TLR 2b<br>1 x ALP                  | 2 x TLR 2b<br>1 x TLR 2a<br>(job share)                  | 2 x TLR 2b<br>1 x LP<br>1 x ALP | 1 x TLR 2b   | 1 x TLR 2b<br>(second in PE)<br>1 x TLR 2b<br>(Drama)<br>1 x TLR 2b<br>(Music) |                          | 1 x SEN<br>allowance                      |
| <b>HLTA/Faculty ETA (FETA)</b>               |   |  |  |                                 |  |  |                          |   |
| 1 x HLTA<br>1 x FETA                         | 1 x HLTA<br>1 x FETA                                  | 2 x FETA                               |  | 2 x FETA                        | 1 x FETA   | 2 x FETA   | 1 x FETA                 | 1 x FETA                                  |
| <b>Technicians</b>                           |   |  |  |                                 |  |  |                          |   |
| 1 x LRC<br>Manager<br>1 x LRC<br>Technician  |   | 1 x Snr Technician<br>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><br/> <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>     | : | Deputy Director of Learning for Humanities and Subject Leader for Geography |
| <u>LOCATION</u>       | : | Whitcliffe Mount School, Cleckheaton  |
| <u>SALARY SCALE</u>   | : | Main Scale + TLR 2b   |
| <u>RESPONSIBLE TO</u> | : | Headteacher via Director of Learning – Humanities                           |

### **Main aim:**

- To support Director of Learning in strengthening the Humanities faculty with specific duties to be agreed on appointment.

### **Purpose:**

- To promote and model quality first teaching and learning in Humanities, specifically Geography.
- To take a proactive lead in the planning, delivery and development of Humanities, specifically Geography.
- To lead on specific matters relating to teaching, learning and assessment in Humanities, specifically Geography.
- To promote the use of faculty trackers to record formative assessments, identify areas of underachievement and suggest interventions where needed.
- To take an active role in all aspects of Quality Assurance, sharing of good practice, supporting staff during and after data/ATL input, assessments (teacher/self/peer) in line with the Feedback and Assessment policy, setting homework, student voice and moderation.
- To line manage and develop members of the team.
- To work alongside the Humanities staff to raise standards of achievement and progress across the faculty.
- To lead on specific matters relating to curriculum development and provision in Humanities ensuring that it is relevant to all students.
- To ensure that whole-school priorities and policies are reflected in the work of the faculty.

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

- To have up to date knowledge of the subject, 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 faculty area as a whole.

### **Specific Responsibilities:**

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

- To provide leadership on all aspects of teaching, learning and assessment.
- To support development of an appropriate climate for learning throughout the faculty which is based upon good behaviour and whole-school strategies for rewards and sanctions.
- To contribute to aspects of faculty 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 feedback and assessment.
- To prepare and publish Schemes of Work.
- To develop a climate which promotes student achievement and enjoyment across the faculty area.



**b) Leadership and Management**

- To provide leadership and continuous professional development for 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 faculty.
- To advise colleagues on approaches to teaching and learning, raising attainment and effective behaviour management.
- To advise the Headteacher on the suitability of team members to progress through the Pay Spine.
- To foster a culture of innovation, collegiality and teamwork.
- 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 faculty area as a whole.
- To undertake an annual analysis of assessment data.
- To ensure that feedback and assessment techniques are in line with whole-school policy.

**d) Curriculum development and provision**

- To assist in the production of faculty action planning and review process which creates shared/ collegiate vision for the work of the faculty area.
- To ensure effective liaison and collaboration with the feeder schools where appropriate.

**e) Financial and physical resources**

- 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 .....

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>



## Deputy Director of Learning – Humanities - Employee Specification

| Education and Training  | Essential | Desirable | Assessment |
|---|-----------|-----------|------------|
| Qualified teacher status  | ✓         |           | A/I        |
| Good honours graduate in Geography or related subject.  | ✓         |           | A/I        |
| Commitment to personal/professional development   | ✓         |           | A/I        |
| Relevant Experience   | Essential | Desirable | Assessment |
| Experience of teaching KS3 Geography  | ✓         |           | A/I        |
| Experience of teaching KS4 Geography  | ✓         |           | A/I        |
| Experience of leading teams   |           | ✓         | A/I/R      |
| Has taught across a variety of age and ability groups   |           | ✓         | A/I        |
| Experience of raising achievement in Geography  | ✓         |           | A/I/R      |
| Experience of QA including coaching staff   |           | ✓         | I/R        |
| Special Knowledge Skills  | Essential | Desirable | Assessment |
| Secure knowledge and understanding of the concepts and skills in Geography  | ✓         |           | A/I        |
| Secure knowledge and understanding of the concepts and skills in Physical Geography   |           | ✓         | 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   | ✓         |           | A/I        |
| Ability to use assessment data to inform planning   | ✓         |           | A/I        |
| Quality of literacy and numeracy must be of a high standard   | ✓         |           | A/I        |
| Strong command of curriculum developments in Geography  | ✓         |           | A/I        |
| Up to date with professional developments relating to Geography   | ✓         |           | A/I        |
| Knowledge of emergent technologies to support teaching and learning in Geography  | ✓         |           | 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 Geography   | ✓         |           | 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        |



