



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

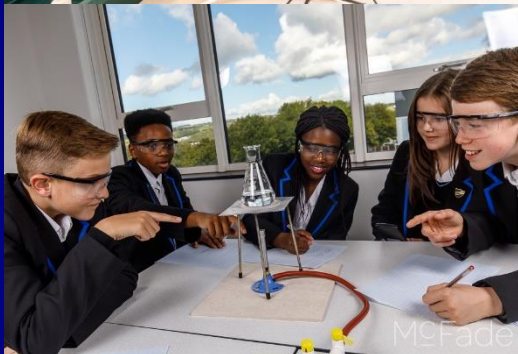
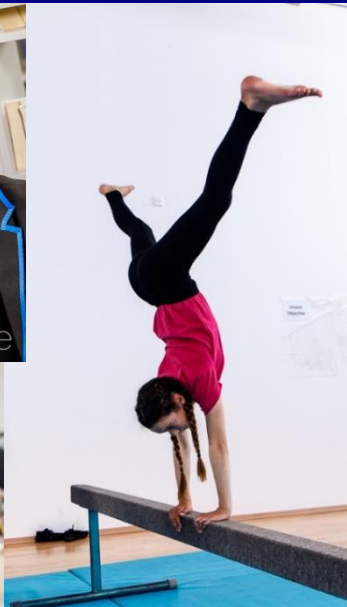


### Educational Teaching Assistant

### 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 Educational Teaching Assistant 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 **Thursday 7<sup>th</sup> December 2017 – 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	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
<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 LP 1 x ALP	1 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 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>

# KIRKLEES COUNCIL

## J O B D E S C R I P T I O N

---

**SECTION:** ALL SCHOOLS MODEL – ETA

---

**JOB TITLE:** EDUCATIONAL TEACHING ASSISTANT

**GRADE:** 6 (SCP 18-21)

---

### **PURPOSE OF JOB**

To work under the guidance of teaching/senior staff to implement and oversee agreed work programmes with individuals/groups, in or out of classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

### **KEY AREAS**

1. Teaching Support
2. Pupil Support
3. Curriculum Activities
4. General

### **DUTIES AND RESPONSIBILITIES**

#### **1. Teaching Support**

- 1.1 To undertake duties in accordance with school practices and procedures, ensuring the job holder actively upholds and promotes the philosophies of the school.
- 1.2 To work under the guidance of the class teacher/line manager to plan and monitor pupils learning. Ensuring the progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for pupils.
- 1.3 As appropriate to assist with the induction and mentoring of new staff within the remit of the role.
- 1.4 Under the guidance of the teacher provide one to one support to pupils or working with groups of pupils on pre-planned activities, to reinforce the teachers approach.



- 1.5 To assist where required in the planning of learning activities.
- 1.6 Under the guidance of the teacher ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.
- 1.7 Under the guidance of the teacher work with individuals or groups of pupils in accessing school library and in the use of ICT and other relevant resources to support learning.
- 1.8 To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager.
- 1.9 Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

## **2. Pupil Support**

- 2.1 Provide support and guidance on a one to one basis or to teams of pupils in their core skills and curriculum needs as per school policies/practices.
- 2.2 To actively encourage the inclusion of all pupils to participate in the life and activities of the school and access the national curriculum to the best of their ability.
- 2.3 To provide individual assistance or assistance within groups through implementing behaviour plans, Individual Education Plans and teaching strategies etc, to maximise their achievements.
- 2.4 As required, to deal with pupils who require intervention.
- 2.5 As required, to deal with the personal care and comfort and necessary minor medical treatments of pupils, i.e. toileting and intimate care issues (as per school guidance and direction).
- 2.6 To contribute to plans, reviews and evaluations of pupils by writing reports on pupils' progress and attendance at meetings.
- 2.7 To provide lunchtime cover as required.
- 2.8 As required by the school to assist under the direction of the school nurse and/or physiotherapist in medically related issues eg. administer medication-dosage already drawn up by the nurse, gastrostomy feeding and preparing to care for children requiring other medication administered and Physiotherapy treatment.

### **3. Curriculum Activities**

- 3.1 To maintain stock of resources, ordering new replacements as agreed with colleagues, to support the work across the team in its delivery of service.
- 3.2 To contribute in the presentation of pupils' work and maintenance of display areas.
- 3.3 To assist with the preparation and tidying of the classroom and upkeep of resources.
- 3.4 To attend and contribute to duty related meetings as required.
- 3.5 To assist in the planning and implementation of structured and agreed learning activities/teaching programmes.

### **4. General**

- 4.1 As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the Employment page, working for the Council on the Kirklees website under the following link:

<http://www.kirklees.gov.uk/employment/employmentPolicies.aspx>

Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

---

**RESPONSIBLE TO:**        **Head Teacher/Class Teacher/Senior  
Educational Teaching Assistant  
(School to indicate)**

---

**RESPONSIBLE FOR:**     **None**

---

<b>JD Reference No</b>	SS/ETA06
<b>JD Prepared / Amended</b>	OCT 2009
<b>Refers to Estab(s)</b>	



## Educational Teaching Assistant Employee Specification

Relevant Experience	Essential	Desirable	Assessment
Experience of working with children/young people in a school environment	✓		A/I
Experience of assisting class teacher in delivering the curriculum		✓	A/I
Qualifications	Essential	Desirable	Assessment
Educated to GCSE level or above (including Grade C or above in English and Maths).	✓		A/I
NVQ 3 for Teaching Assistants or equivalent qualifications (eg. Level 3 Diploma in Supporting Teaching and Learning in Schools) or experience		✓	A/I
Training in the relevant learning strategies e.g. literacy		✓	A/I
Special Knowledge and Skills			
Understanding of SEND Code of Practice		✓	A/I
Understanding of Child Development and Learning	✓		A/I
Understanding and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the post	✓		A/I
Knowledge of the national curriculum applicable to the school		✓	A/I
Effective use of ICT to support learning		✓	A/I
Ability to assist the teacher in planning class activities		✓	I
Ability to communicate effectively with pupils and staff members		✓	A/I
Ability to relate to children/young people from diverse/social backgrounds	✓		I
Ability to work as a team member		✓	A/I
Ability to work with children exhibiting behavioural difficulties.		✓	A/I
Any additional factors			
Understanding of relevant policies/codes of practice and awareness of relevant legislation.	✓		A/I
Commitment to ongoing personal training and development	✓		A/I
Willingness to undertake an enhanced Disclosure and Barring Service check. <b>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</b>	✓		A/I

AF – Application Form  
 I – Interview  
 R – References

**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:	<u>(Teachers / Support Staff)</u>	
	Dan Spencer	01484 221000
	<u>(Volunteers)</u>	
	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

