



Westhoughton
HIGH SCHOOL

Application Pack

Student Support Leader



LEARNing today for a brighter tomorrow



Westhoughton
HIGH SCHOOL

Letter from the Headteacher

Dear Potential Colleague

Student Support Leader

Thank you for expressing an interest in joining Westhoughton High School. Within this pack, you will find information about the school, job vacancy and the application process. This is an exciting opportunity to work in a forward thinking school, to make a contribution towards shaping its future and build on its successes.

We are looking to appoint an enthusiastic, reliable and organised Student Support Leader to work within our Student Support Team. An ability to be flexible within a fast paced environment, with excellent interpersonal skills and be able to adapt to new systems and processes, are essential.

This is an exciting opportunity to work in a highly effective team with a 'can do' attitude. Whilst it would suit someone from an educational background, we would also welcome applications from candidates with the skills and experiences gained from other employment which are relevant to the role. The ability to interact positively with our students and staff is essential.

Thank you in advance for the interest you have shown.

Yours faithfully

Mr. N S Coe
Headteacher



Welcome to our school

Westhoughton High School is a successful and expanding 11-16, mixed community comprehensive school situated close to the centre of the growing town of Westhoughton, within Bolton Council's boundaries.

We are proud to be Westhoughton's only secondary school; we have strong links with all primary schools and provide many opportunities to work together, including cultural activities and specialist subject support. We believe strongly in serving our community by providing challenging educational opportunities and developing the next generation to be ambitious, successful and worthwhile citizens for our town and beyond. The student population is largely made up of young people from Westhoughton itself, but students also attend from the neighbouring communities of West Bolton, Blackrod, Bolton, Atherton and Hindley.

The school has undergone a transformation in recent years; we have made significant investment in our learning environment and considerably improved the facilities available to our students; GCSE examination results have improved, so that all Westhoughton students can progress successfully to the next stage of their education.

We are proud of our students, our staff and our community and are always keen to welcome visitors. So whether you think you know the school or whether you're just discovering us for the first time, you will see a school that is ambitious for its students, proud of its past and very confident about its future. The school was visited by a team of Ofsted Inspectors on October 20th - 21st 2015 and they awarded the school an overall grading of 'Good' with some outstanding features.

Effectiveness of leadership and management; the quality of teaching, learning and assessment; outcomes for pupils were individually graded 'Good' but we are very proud that personal development, behaviour and welfare was graded as 'Outstanding.'

A high number of parents responded to the Ofsted questionnaire, demonstrating their support for the school; 91% of parents would recommend the school to another parent. It is also really pleasing to report that the Inspectors took away with them a very positive view of our students, whether in class, in form, on interview panels or just around the site at break and lunch time.

The quotations below will give you the flavour of a very positive Ofsted report that accurately reflects our school.

Ofsted said:

- Leaders at all levels are passionate about ensuring that every student can achieve his or her best and are diligent in their pursuit of this aim.
- All staff share the Headteacher's determination to make the school the best it can be.
- The behaviour of students is outstanding. It is outstanding because of the very positive attitude students have to their work and the respect they have towards teachers and others. Students are hardworking, committed to learning and ambitious.
- Students' positive attitudes are a key reason why outcomes are rapidly improving.
- The school has a strong culture of high aspirations and expectations for success. This is summed up in a notice in one of the classrooms which reads, 'if it isn't excellent, it isn't finished.'
- The attainment of students has risen every year for the last four years and is above average.
- High-ability students are being given more opportunities to reach their potential.
- The interesting curriculum effectively prepares students for modern Britain.
- The Governing Body is skilled and rigorous in holding the school to account.
- Pastoral support is excellent. The school does not give up on any student.
- Students are confident that bullying is rare and that the school deals with it instantly and effectively. Promoting students' personal development and well-being has a high priority on the school's agenda.
- Students say that they feel their school is highly inclusive; everyone can take part in any activity.
- The school's work to promote pupils' personal development and welfare is outstanding.
- During the inspection many students commented on their pride in their school. This was reflected in their neat uniform, clean, litter-free environment and their appreciation of the work done to improve the buildings and outdoor grounds.



LEARNing

We value academic achievement highly and are ambitious for all our learners to make good or better progress and achieve their full potential. Students have access to the full national curriculum including opportunities to learn a new language, to develop their musical, creative and sporting talents and to develop their literacy and numeracy skills to a high level. Progress is carefully tracked and, in addition to Parents' Evenings, parents will receive a report three times in the academic year. Students are given the opportunity to test themselves against others both locally and nationally through a variety of subject focussed competitions. Every student is encouraged to develop and achieve according to their abilities, aptitudes and interests and our job is to challenge and support them.



Learning beyond the classroom is also very important to the development of the well-rounded individual, whether that be through the Duke of Edinburgh scheme, through representative sport, musical instrument tuition, enterprise activities or one of the many educational visits organised by our hard working staff. These include visits to the theatre, to the Peak and Lake Districts to study the impact of tourism, to the Tate Gallery or further afield with residential trips to London, Prague, Belgium and France. We have a number of enrichment days during the year when the normal timetable is suspended and students engage in a range of different activities to develop their personal and social skills. At Westhoughton, we believe we are ALL learners and every opportunity should be taken to LEARN.

Standards

As a school, we strive for the best outcomes for all our students, regardless of individual circumstances. To do this we require each and every lesson to be the highest quality with an appropriate impact on student progress. We have high expectations as to what the 'daily diet' of our students should be but have strong and robust systems in place to support us all in delivering our ambitions. To develop staff throughout their careers, we invest heavily in professional development focussing on teaching, learning and assessment to improve classroom impact and in addition, leadership development for both experienced and aspirant leaders. We are pleased that staff retention for both teaching and associate staff is strong, as we believe that this reflects the culture and ethos of the school.

Whilst we are proud of the progress that we have made in improving the GCSE outcomes and life chances of our students, we are clear where further improvements can be made to ensure that more students realise their full potential. Whilst performance measures change continually, we have retained a curriculum designed to meet student needs and not secure league table position. This remains one of our core values.

The school seeks verification of its high expectations and delivery whenever possible and as such, we are proud to hold a number of quality standards. Others are planned for the future but below are those secured to date:





Students

We are very proud of our reputation as a school that cares for each individual in the organisation and we do everything we can to ensure all our students are safe, happy and making good progress. The pastoral structure ensures our students meet with their form tutors twice each day so they have a familiar face to talk through any problems or ask for advice. We know our students well and do our very best to ensure they learn in a safe environment so that they will develop into self-reliant and resilient future citizens. When problems do occur, our students know they will be listened to and that we will work together in partnership to resolve them quickly and fairly.

The teenage years provide many challenges, for the young people themselves, for us as a school and for parents, and our experience tells us that working together to the same aim is the best way to resolve them.

We have a range of services available to support young people including:

- Non-teaching Student Support Leaders (SSLs) who look after pastoral needs
- Student Progress Leaders (SPLs) who track and ensure academic progress
- Independent Careers Advice and guidance
- School nurse drop-ins
- Nurture groups
- Peer mentoring
- Buddying system
- Homework support clubs
- Enrichment programmes
- Learning Support Centre with specialist staff



Parents

We have high ambitions for our students and we are sure they are matched by parents' high aspirations for their children. We fully acknowledge that students are more successful at school if they are supported by their parents, with parents and school working together in partnership. Just as we need every child to fully engage with the school and everything it has to offer, we expect parents to play an active role in their child's career at our school.

All parents sign a home-school agreement before their child starts at the school which clearly outlines the support they can expect from us and what we expect from our parent group. In addition, we run several parent focus groups where parents can discuss with staff issues such as reporting and assessment and can help drive change.

Every year group has a Parents' Evening to discuss progress with teachers and there are additional events at key stages in your child's education. At times parents may need our support and we may need theirs – and in any active partnership, people support each other. This is because we both have the best interests of every child at heart.

Investing in Our Staff

Wellbeing is a central drive to many of our initiatives here at Westhoughton. You have an SLT that truly believe in developing and investing in our staff and the wellbeing of all who come through our doors. We have multiple activities that develop our staff wellbeing including a Wednesday wellbeing-focused briefing whereby we celebrate our staff, best practice and recognise staff who have supported other colleagues. We have staff activities such as a staff choir, staff yoga and workout sessions and a secret buddy system of supportive comments and gifts that our staff sign up to. We believe in continually reviewing our systems and protocols to ensure that we reduce workload in as many aspects as we can.

As of September 2020, our school week altered in order to have all students leave our school site at 2:10pm every Wednesday. We deliver our personalised CPD programme from 2:30pm each week which ties together our whole school priorities, personalised CPD opportunities and talent development programmes alongside our pastoral CPD programmes to ensure we build this into our school day and value the time together.

Community

We are a successful community school and strongly believe our young people should develop a good appreciation of their heritage and pride in their town and country. We have strong links with local primary schools who are regular visitors to the school; we are supported in the curriculum by local people, including members of the Rotary Club and local businesses, our MP, support agencies and voluntary groups, and our students reciprocate through participation in competitions such as Youth Speaks. Our young people regularly go out into the community to support others, raising awareness or funds for charities or just doing good deeds during focussed charitable projects.

Parents and friends of the school actively support the many school events running in the year, from Parents' Evenings to Careers Conventions via music and drama productions. It is also important that our young people develop a sense of the wider community and they have opportunities to work alongside students from other Bolton schools, for example in joint visits to Oxford and Cambridge Universities. Our students also have opportunities to communicate with their peers further afield through visiting other countries. The world has become a much smaller place in the 21st century and developing their ideas about community, both local and global, will ensure our students are best placed to take advantage of the many opportunities available to them as they grow into adulthood.





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Visit us by Car

Leave the M61 at Junction 5, and take the A58 Snydale Way. At the roundabout take the 4th exit and follow Manchester Road (the A6) until the first set of traffic lights. Then turn left onto Bolton Road. Follow the road for around half a mile and Westhoughton High School is situated on the left.

Visit us via Public Transport

Our school is close to both Westhoughton and Daisy Hill train stations and bus services run regularly here from Bolton town centre. To find out more, please visit the Transport for Greater Manchester website to plan your journey.



Contact us

Westhoughton High School
Bolton Road, Westhoughton, Bolton BL5 3DN
Tel - 01942 814 122
Fax - 01942 817 792
Email - WHSOffice@westhoughton-high.org





Job Description

Student Support Leader

Salary: Grade G (SCP 23-27)
Hours: 37 hours per week, term-time plus one week (5 days)

The Purpose of the Job:

This is a key non-teaching role within school, working with a team approach to maintaining the Governors' stance in supporting high standards of behaviour for learning and attendance across the school. This is secured by driving and contributing to individual student development and the overall school ethos by monitoring, managing and influencing student welfare, behaviour for learning and attitudes across the school to ensure all students are fully engaged with their learning, resulting in good or better progress and high levels of attainment. The post holder will be allocated a single year group and will need to work impactfully, both independently and also as part of the wider team.

Relationships:

Working closely and positively within the Student Support Team, the post holder will report directly to the Assistant Headteacher (Student Progress and Engagement), the Deputy Headteacher and Headteacher. The post holder will need to develop close working relationships with the Student Progress Leader for the designated year group. Administrative and information support for the post holder will be provided by the Student Services Team. The role demands effective working relationships with a wide range of stakeholders, including parents/carers and other wider agencies.

General Duties:

The post holder will be required to develop and maintain effective relationships with individual students, families and with the year group as a whole in order to ensure student welfare and to promote positive attitudes around attendance and behaviour for learning. The post holder may occasionally be required to supervise whole classes.

Specific Responsibilities:

Within their area of work, the post holder's key responsibilities will be:

- Leading and managing the allotted team of tutors to ensure that all students are effectively supported and challenged in line with whole school expectations.
- Supporting and challenging staff in ensuring positive behaviour for learning and engagement in lessons by encouraging student self-discipline and upholding the high expectations of the school.
- Supporting and challenging students in their learning and encouraging positive attitudes and behaviour for learning around school at break and lunchtime.
- Driving and monitoring high levels of punctuality and attendance: liaising with the Attendance Administrator, Form Tutors, Student Progress Leaders and Leaders of Learning, with particular emphasis on vulnerable groups; ensuring first day absence contact as required.
- Being the first port of call for parents/carers, after the Form Tutor, in relation to student behaviour for learning, welfare and attitudes.
- Celebrating and rewarding achievement, behaviour, attitudes and attendance.
- Delivering and/or co-ordinating appropriate mentoring and/or counselling for students as required in a timely and efficient manner.
- Administering and effective monitoring of daily behaviour reports for those students who are in need of intervention in a timely and efficient manner.
- Driving and monitoring adherence to the school's uniform code and other policies.
- Developing and maintaining effective home/school links: encouraging and developing parental relationships with the school, working especially with those families who are hard to reach; conducting home visits as required to ensure progress through improved attendance and behaviour.



- Taking a leading role on issues of inclusion, including liaison with the Assistant Headteacher, Engagement and SEND staff.
- Taking a lead role on issues of Child Protection within the year group.
- Liaising with the Local Authority and other outside agencies as appropriate.
- Liaising with individual teachers and Leaders of Learning in relation to the behaviour and welfare of individuals and groups of students.
- Developing the role of the Year Councils and promoting the active involvement of students in the life of the school through Student Voice activities.
- Encouraging the wide provision and take-up of extra-curricular activities.
- Supporting the organisation of and being present at student reviews under the schools' current SEND policy.
- Supporting the transition process between any key stages as appropriate.
- Taking assemblies for the year group to promote our school ethos and a learning culture.
- Drafting, monitoring and reviewing documentation such as Early Help Assessments for students and families.
- Overseeing behaviour for learning data to ensure effective rewards are organised and delivered within the agreed school policies and cycle.
- Driving the use of behaviour and attendance data within the allotted year group; ensuring prompt and effective actions are taken as a result of its analysis.
- Organising and/or contributing to Parents' Evenings, Commendation Assemblies and Awards Ceremonies.
- Occasionally supervising whole classes.

The post holder may also be required to carry out other duties appropriate to their post, as negotiated with the Student Support Team Leader or Headteacher.

Accountabilities:

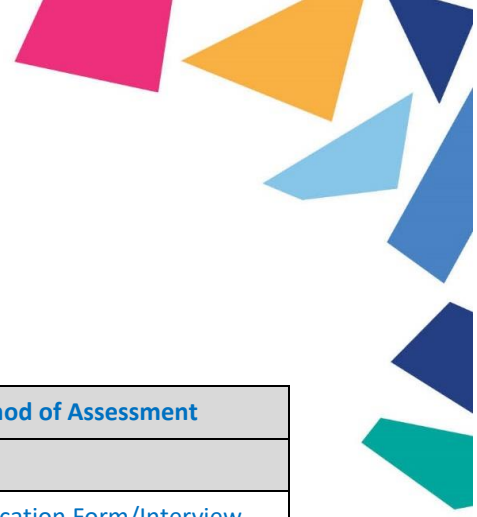
- Following the agreed school child protection policies and protocols.
- Ensuring the engagement of the allotted year group including its strong adherence to the agreed Respect to Learn Behaviour Policy, Uniform Code and associated protocols.
- Ensuring high levels of attendance within the year group and ensuring that interventions are employed timely when required.
- Maintaining effective home school relationships.
- Reporting to the Deputy Headteacher (Student Support and Progress) with an accurate overview of the allocated year group.
- Working efficiently and effectively with outside agencies as and when required.

Training:

The post holder will be expected to undertake development and training appropriate to the post to build upon both personal skills and impact within the role.

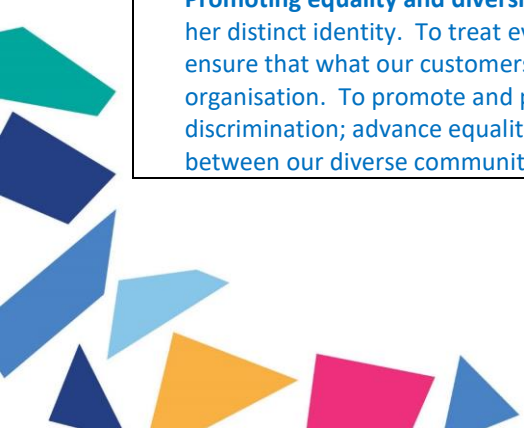
The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to enhanced Disclosure and Barring Services checks. The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council's Emergency Management Plan is activated, you could be required to assist, or assist others, in the continued maintenance and delivery of key council services and of support to the community. This could require working outside of routine working hours and could entail working from place other than your normal place of work. NB emergencies requiring activation of Bolton Council's Emergency Management Plan only occur very infrequently. If you are asked to respond to an emergency, your personal circumstances at the time will be taken into account.



Person Specification

Minimum Essential Requirements	Method of Assessment
1. Skills and Knowledge	
<p>Understanding of emotional intelligence and motivational skills for supporting, mentoring and coaching positive values, attitudes and behaviours.</p> <p>Ability to form positive relationships and be able to communicate effectively with all people at all levels.</p> <p>An ability to retain a positive attitude towards children and young people.</p> <p>Excellent communication and presentation skills, both written and oral.</p> <p>An ability to relate effectively to students, staff, parents, members of the community and external agencies.</p> <p>A solution focused approach to all situations.</p> <p>Awareness and understanding of the Every Child Achieves Agenda.</p> <p>ICT competence.</p> <p>Effective prioritisation, time management and organisational skills.</p>	Application Form/Interview
<p>Special Knowledge</p> <p>How to motivate and inspire students.</p> <p>Current expectations around safeguarding vulnerable young people.</p> <p>The secondary school environment, culture and procedures.</p> <p>Behaviour management strategies.</p>	Application Form/Interview
<p>Other Key Qualities and Attributes</p> <p>In good health with an excellent record of attendance and punctuality.</p> <p>A personal commitment to the Healthy Lifestyles agenda, with an ability to actively promote this across the school.</p> <p>Positive attitude and professional approach to supporting students and young people.</p> <p>A sense of humour and a flexible approach.</p> <p>A good level of personal organisation and presentation.</p> <p>Ability to prioritise, work independently and put things into perspective.</p> <p>Ability to both lead and motivate a team.</p> <p>Willing to be involved in all aspects of school life, extra-curricular activities, lunch duties, maintaining a high profile within and around school.</p> <p>Ability to work under pressure and meet deadlines.</p> <p>A commitment to personal CPD, to ensure continued improvement in own practice.</p> <p>Commitment to the inclusive ethos of the school and belief in comprehensive education.</p> <p>An understanding of our inclusion ethos and commitment to caring for all members of the school community and involving all stakeholders.</p>	Application Form/Interview
<p>Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.</p>	Application Form/Interview
<p>Promoting equality and diversity - To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect and to ensure that what our customers tell us is valued by reporting it back into the organisation. To promote and participate in the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations between our diverse communities.</p>	Application Form/Interview





Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.



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Application Process

Please download, complete and return the application form by the closing date specified. Candidates are asked to complete all the relevant sections of the application form and to submit a supporting statement, addressing the criteria listed on the person specification. This should be no longer than 2 sides of A4 paper. You may include examples from previous paid, unpaid or voluntary experience.

Please ensure that you provide an up to date email address with your application as we often contact candidates electronically rather than by post. The completed application form should be emailed:

WHSOffice@westhoughton-high.org or posted to:

Miss A Hodson, PA to the Headteacher,
Westhoughton High School, Bolton Road, Westhoughton, Bolton BL5 3DN

For further details, please contact the school office on 01942 814122 or for additional information about the school please visit the website www.westhoughton-high.org. This job description will be reviewed annually and may be amended at any time following consultation with the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities of the post, you will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. Depending on the needs of the school, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and relevant Governors' Policy Documents.

This post is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required

Background Checks and Safeguarding Students

Westhoughton High School is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

It is a criminal offence to apply for this post if you are included in the Children's Barred List held by the DBS.

Please find a link to our [Safeguarding Policy](#)

Thank you for considering Westhoughton High School and we look forward to receiving your application.