



**Application Pack**



# Westhoughton High School



**Teacher of Modern Foreign Languages  
(Spanish & French)**



**LEARN**

**LEARNING** today for a brighter tomorrow

# Letter from the Headteacher

**Dear Applicant**

**Re: Teacher of Modern Foreign Languages (Spanish & French)**

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 and unique opportunity to work in a forward thinking school and to make a contribution toward shaping its future and build on its successes.

We are looking to appoint a talented professional who has the experience or the potential to join our languages team and support us in creating and developing the longer term vision for the department and the school. This is a fabulous opportunity to work in an innovative department with a track record of improving teaching and learning, leading to better progress and outcomes for our students. The MFL department is well equipped with three large teaching rooms and a breakout room, a range of exciting resources and a leader with a clear vision for further developing the subject.

Here at Westhoughton High School, we believe it is important to speak a second language due to the increasing cultural and work-related exchanges between people from different countries. Currently we teach French but we are introducing Spanish from September 2016.

There is no doubt that people who can speak more than one language have a real asset for life. Learning and knowing a foreign language opens doors in all careers. It enriches peoples' working lives and leisure time whilst improving their intercultural understanding and life skills.

## **Key Stage 3**

Students cover a range of different engaging topics in Years 7 to 9 and our MFL team are committed to delivering active learning where students take ownership of their own progress. There is a strong focus on interactive learning opportunities and on building up students' confidence in pronunciation through phonics work. From 2016 we will be introducing Spanish into our KS3 curriculum offer.



## Key Stage 4

A growing number of WHS students are choosing to study French at GCSE. During this two year course they learn how to speak confidently about their free time, home, holidays, the environment, work and education. Assessment is via controlled assessments and two exams. Our intention is to introduce GCSE Spanish from September 2017.

If you believe you can help us on our journey to becoming an outstanding school, whilst inspiring a love of languages amongst our students, then I look forward to receiving your application.

Thank you in advance for the interest you have shown.



**Mr P J Hart**  
**Headteacher**



# Welcome to our school

**Westhoughton High School is a successful 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 sports events, 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. The student population is largely made up of young people from Westhoughton itself, but students also attend from the neighbouring communities of Blackrod, Bolton, Atherton and Hindley.

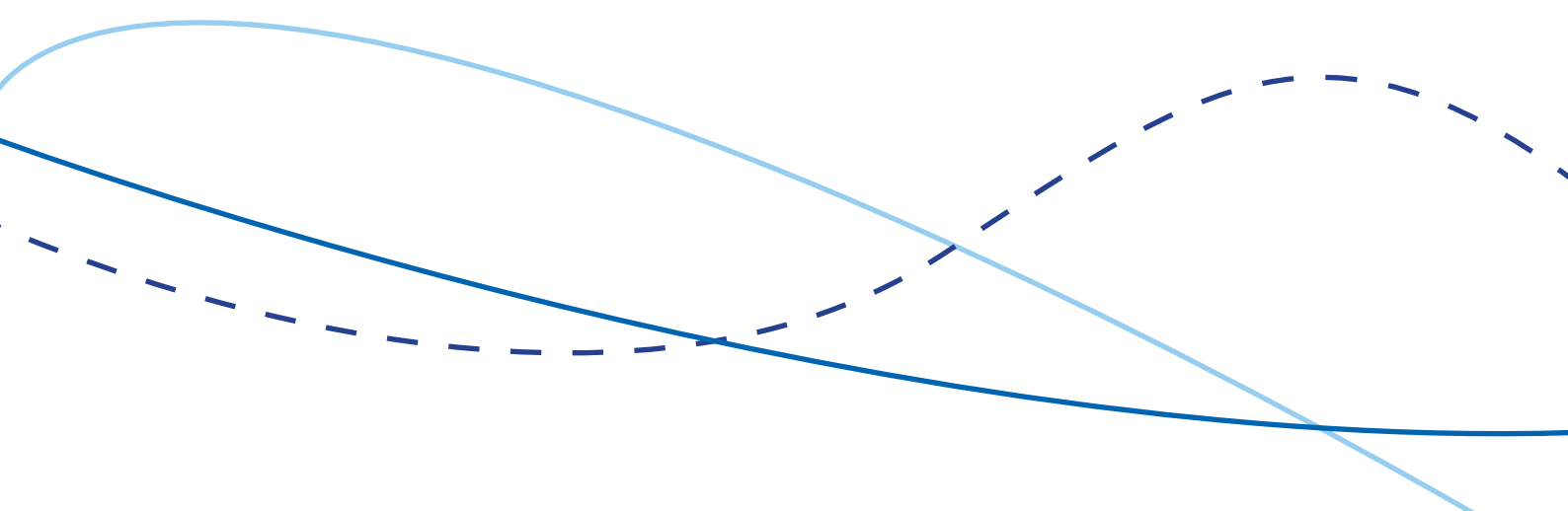
The school has undergone a transformation in recent years; we have made significant investment in our learning environment and considerably improved the facilities available to our students; GCSE examination results have improved year on year, so that all Westhoughton students can progress successfully 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 20-21st 2015 and awarded the school an overall grading of 'Good' with some outstanding features.

Effectiveness of leadership and management; the quality of teaching, learning and assessment; personal development, behaviour and welfare; 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, artistic 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, to Parliament or further afield with residential trips to Amsterdam, 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.



# 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 for most able students
- 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.





## Facilities

The school buildings have undergone significant renovations and refurbishment to ensure our students are taught in an environment fit for 21st Century learning. Our indoor sports facilities are superb; students have access to squash courts, a swimming pool, a large sports hall, dance studio and a high quality gym, (in both PE and Games lessons and also after school) in addition to netball courts, an all-weather pitch and fields outdoors. We have responded to our student voice to improve our cashless catering facilities including bringing in new menus, providing covered areas to eat outside and extending the dining areas through the addition of conservatories.

Student toilets have also been recently refurbished and we have an operative on site throughout the day ensuring that our facilities are clean and accessible. There are vending machines and water fountains available to students. Some students are involved in a garden project and have access to their own allotments on site. Specialist subject areas have bespoke classrooms available to them, including laboratories, technology rooms, workshops and computing suites, supported by non-teaching, qualified technical staff.



# Community

**We are a community school and 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 'Kindness' week!

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.



## Contact us

Westhoughton High School  
Bolton Road  
Westhoughton  
Bolton  
BL5 3DN

Tel - 01942 814 122  
Fax - 01942 817 792  
Email - [WHSOffice@westhoughton-high.bolton.sch.uk](mailto:WHSOffice@westhoughton-high.bolton.sch.uk)



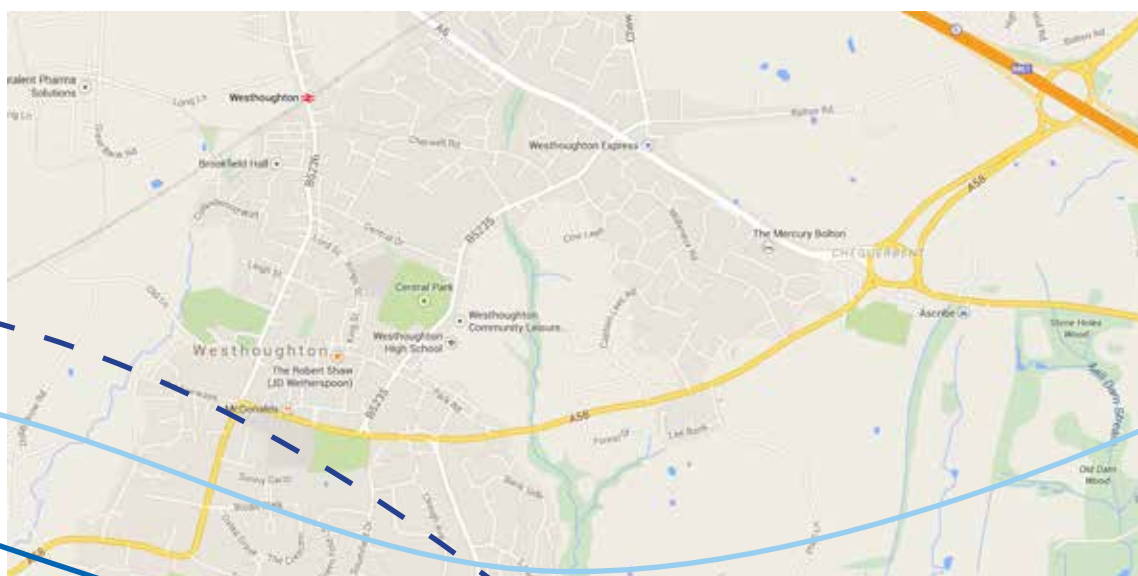
## Visit us by Car

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.



# Job Description

**POST:** Teacher

**PAY RANGE:** T1-T9 £22,244 - £37,871 (starting salary negotiable on experience)

## **Job Purpose:**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

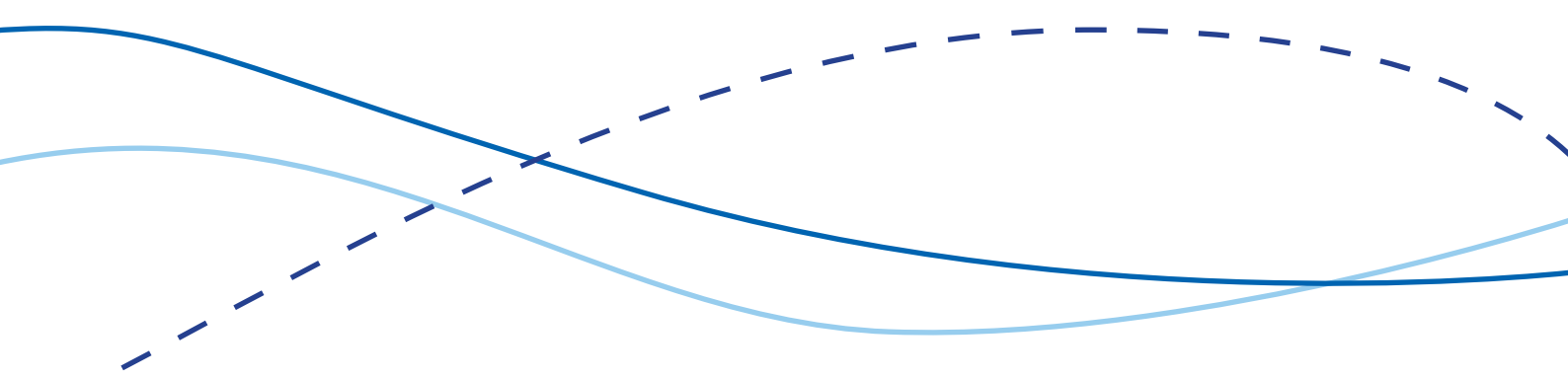
## **Primarily your purpose is:**

- To ensure that students are happy, engaged and making good progress, according to their age, interests, abilities and prior attainment
- To safeguard and promote the welfare of every child in the school
- To support the school in its commitment to the provision of equal opportunities for all students regardless of race, gender, disability or social background
- To support the school in establishing a positive learning environment and effective, co-operative working relationships between staff, students and parents
- To show passion and enthusiasm for learning and promote a high quality learning experience in lessons, independent learning and enrichment activities

## **Core Requirements of the Post:**

In fulfilling the requirements of the post, you will demonstrate essential professional characteristics and performance appropriate to your salary band, and in particular will:

- Improve the quality of students' learning so that they make expected or better progress resulting in good or better outcomes
- Build team commitment with colleagues and engage and motivate students
- Ensure 'whole school' implementation (and the development) of school policies by ensuring that you apply them consistently
- Promote the wider aspirations and values of the school
- Fulfil and build upon the professional characteristics (attributes, knowledge and understanding, skills) as laid down in the Professional Standards for Teachers (Sept 2012) defining your career stage against the school's career progression appraisal guidance
- Use the Appraisal process to advance student learning and enhance professional practice in line with the school's aspirations and priorities





## Areas of Responsibility and Key Tasks:

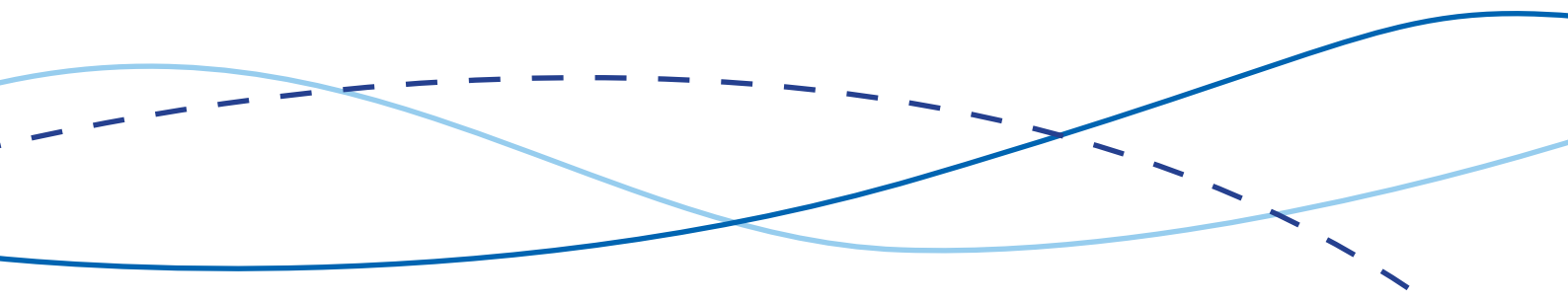
### Teaching, Learning and Classroom Management

You will effectively teach allocated students by planning to achieve expected progression of learning through:

- understanding and applying a range of effective teaching strategies
- understanding and applying effective classroom management strategies
- identifying and communicating clear learning objectives and specifying how they will be taught and assessed
- setting varied tasks which challenge all students and ensure high levels of interest
- setting clear targets that build on prior attainment ensuring that all student groups make good or better progress, with a particular focus on PPG students
- providing clear structures for lessons, maintaining pace, motivation and challenge
- ensuring thorough coverage of the relevant programmes of study
- maintaining discipline and rewards in accordance with the school's procedures and encouraging good practice with regard to attendance, punctuality, behaviour and standards of work
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating your own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support to promote student progress
- positively identifying, targeting and supporting individual learning needs
- effectively using homework and other extra-curricular learning opportunities
- demonstrating appropriate consistent progress:
  - for all groups of students
  - across all teaching areas
  - across all spectrums of background, ability and behaviour
  - that compares favourably with students in similar settings

### Monitoring, Assessment, Recording and Reporting

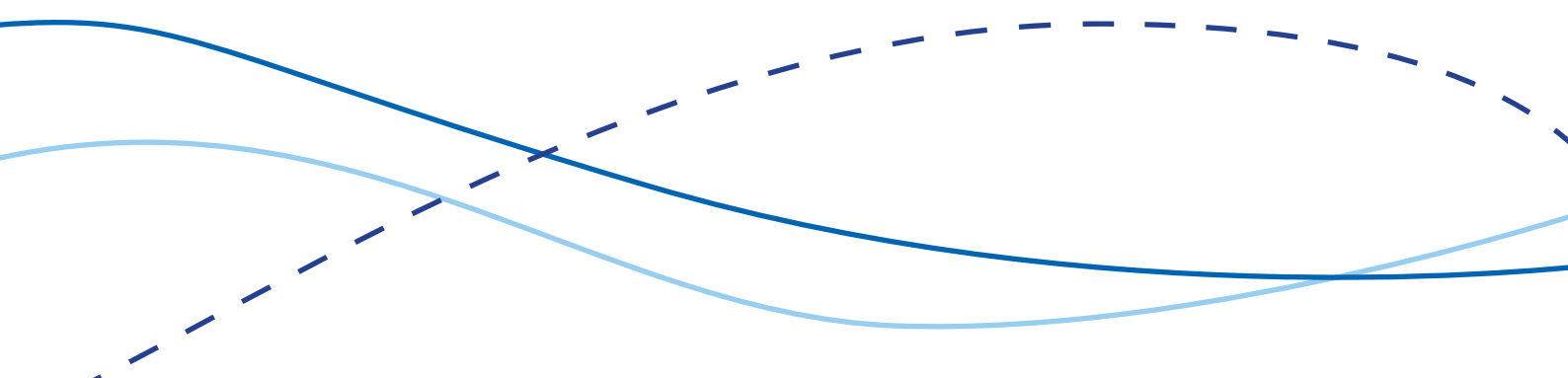
- by adhering to agreed data collection procedures (and timelines), provide assessment and performance data, which enables the evaluation of students' progress and set appropriate targets for improvement
- use 'assessment to support learning' to inform planning, guide teaching and support effective learning
- by adhering to agreed reporting policy (and timelines), provide accurate and informative reports on student progress to all stakeholders



### **Student Support Duties**

- be a Form Tutor to an assigned group of students, effectively executing the agreed responsibilities which accompany this role, which include:
- working with the assigned Student Support Leader and Student Progress Leader, promote the academic progress and well-being of individual students and of the Tutor Group as a whole
- engaging in agreed student reporting procedures to support students and colleagues in ensuring compliance with agreed school standards
- liaising with Student Support Staff to ensure the effective implementation of the school's support systems
- registering students, accompany them to assemblies, encouraging their full attendance at all lessons and their participation in other aspects of school life
- alerting appropriate staff to problems experienced by students and making recommendations as to how these may be resolved
- communicating, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff

### **Other Professional Requirements**

- have a working knowledge of teachers' professional duties and legal liabilities
  - operate at all times within the stated policies, practices and standards of the school
  - maintain an up-to-date knowledge of good practice in subject (or specialism) teaching pedagogy
  - take account of wider curriculum developments, including changes to national strategies
  - contribute positively and effectively to the Every Child Achieves Agenda
  - undertake Continual Professional Development to enhance teaching and students' learning
  - co-operate with other staff to ensure the sharing and effective use of resources to the benefit of the school, faculty or department and students
  - contribute to the corporate life of the school through effective participation in meetings and management systems
  - take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review Days, Enrichment Days and events with partner schools
  - take responsibility for your own professional development and duties in relation to school policies and practices
  - liaise effectively with parents, Governors and other stakeholders where appropriate
  - you will carry out any other reasonable duties designated by the Headteacher
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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 standards for Qualified Teacher Status and Class Teachers and other current legislation.

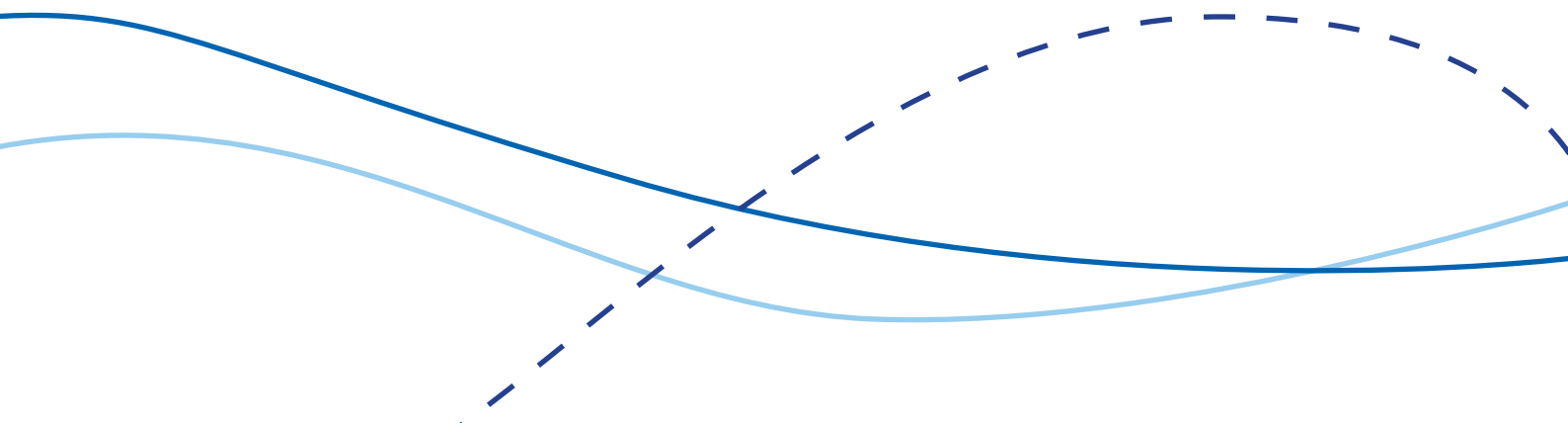
The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and young people 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 a 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.

Job description prepared in January 2016

Signed  (Headteacher)



# Person Specification

Experience	Essential/ Desirable	How Identified
To have successfully taught in an inclusive comprehensive school setting, creating high quality learning experiences for young people which have had a clear and measurable impact on student outcomes resulting in 'adding value' to students	E	A/S
Understanding of emotional intelligence and motivational skills for teaching, mentoring and coaching	E	A/S
Monitoring, reviewing, assessing and evaluating to aid the development of teaching and learning practice to promote high levels of student achievement	E	A/S
Teaching in an informative, engaging and imaginative manner	E	A/S
Innovative project work or teaching activity	D	A/S
Evidence of developing current pedagogy	E	A/S
Experience of professional development and training in teaching, learning and assessment which has had a measurable impact on own practice	D	A/S
Skills and knowledge	Essential/ Desirable	How Identified
High-level teaching skills which can demonstrate high levels of student progress across the school	E	A/S
Sound understanding of current issues relating to teaching, learning and assessment	E	A/S
Ability to form positive relationships and be able to communicate effectively with all people at all levels	E	A/S
High-level organisational and managerial skills	D	A/S
Excellent communication and presentation skills, both written and oral	E	A/S
A solution focused approach to all situations	E	A/S
Evidence of developing current pedagogy	E	A/S
Awareness and understanding of the Every Child Achieves Agenda	E	A/S
High level of ICT competence	D	A/S
Evidence of continuing development of skills and knowledge as a teacher and potential team leader	D	A/S
Special Knowledge	Essential/ Desirable	How Identified
An ability to teach a second modern foreign language	E	A/S
How to motivate and inspire students	E	A/S
Current best and developing pedagogical practices	E	A/S
Strategies of Assessment to Support Learning and how they can be embedded	E	A/S
What good or better learning looks like in the classroom	E	A/S
Strategies to raise levels of achievement for all groups of students	D	A/S
Curriculum	Essential/ Desirable	How Identified
Knowledge of current curriculum developments including assessment to support learning in specialist area	E	S
Ability to contribute towards the continuing development of effective schemes of work	E	S
Understanding of new National Curriculum developments in 14-19 education and qualifications system	D	S



Other Key Qualities and Attributes	Essential/ Desirable	How Identified
In good health with an excellent record of attendance and punctuality	E	A/S
Positive attitude and professional approach to learning	E	A/S
A sense of humour and a passion for teaching	E	A/S
Enthusiasm for working with children and young people	E	A/S
A good level of personal organisation and presentation	E	A/S
Ability to put things into perspective	E	A/S
Ability to both lead and work as part of a team	E	A/S
Willing to be involved in all aspects of school life, extra-curricular activities, lunch duties, maintaining a high profile within and around school	E	A/S
Ability to work under pressure and meet deadlines	E	A/S
Good team working skills and the ability to relate well with staff and students	E	A/S
Commitment to observing the school's Equal Opportunities Policy at all times	E	A/S
A commitment to personal CPD, to ensure continued improvement in own practice	E	A/S
Commitment to the ethos of the school and belief in comprehensive education, commitment to equal opportunities, involving parents, Governors and the local community	E	A/S
A candid but compassionate approach to all working relationships	E	A/S
An understanding of our inclusion ethos and commitment to caring for all members of the school community	E	A/S
An aspiration to progress own career at some point in the future	D	A/S
Qualifications	Essential/ Desirable	How Identified
Qualified Teacher Status	E	A/C
A good degree	E	A/C
Further related qualification	D	A/C
ICT qualification to at least Level 2	D	A/C
Relationships	Essential/ Desirable	How Identified
Ability to form and maintain appropriate relationships and personal boundaries with staff, parents, young people and other stakeholders	E	A/S
Evidence of ability to create a challenging and effective learning environment for all ages and abilities	E	A/S
A belief in comprehensive education, commitment to equal opportunities, involving parents, Governors and the local community	E	A/S
Work Related Circumstances	Essential/ Desirable	How Identified
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	E	S
The school has a Smoke Free Policy and expects all staff to comply with this policy	E	S

Key

A – Application Form and Letter

C – Original Certificates

S – Selection Process and Interview

# 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 to [WHSOffice@westhoughton-high.bolton.sch.uk](mailto:WHSOffice@westhoughton-high.bolton.sch.uk) or posted to:

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

**Closing Date: Wednesday 10th February 2016**

**Interview Date: Week commencing Monday 22nd February 2016**

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](http://www.westhoughton-high.org).

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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



## Visits

Visits to the school are warmly welcomed and can be organised by contacting Miss A Hodson on the telephone number above.

## 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.

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

