



Whitcliffe Mount

*"A good school"*

Ofsted 2016

Behaviour & Safety of Pupils:	Good	✓
Leadership & Management:	Good	✓
Achievement of Pupils:	Good	✓
Quality of Teaching:	Good	✓

## Whitcliffe Mount School

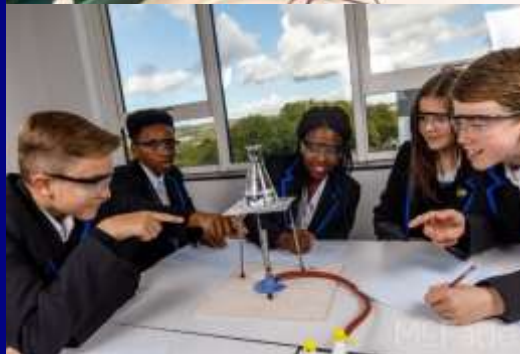


### Student Support Lead (Year 8)

### 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 as Student Support Lead 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 2018, with 53% of students achieving the new basics at grade 4+ in English and Maths, alongside this, an amazing 17% of students achieved 3 7-9 grades or equivalent.

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 Student Support Lead 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 **Monday 25<sup>th</sup> March 2019 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)

## Team Around the Child

We have a large Team Around the Child (TAC) to support our students. This includes 5 non-teaching Year Leads who follow their students through for the 5 years. This allows staff to:

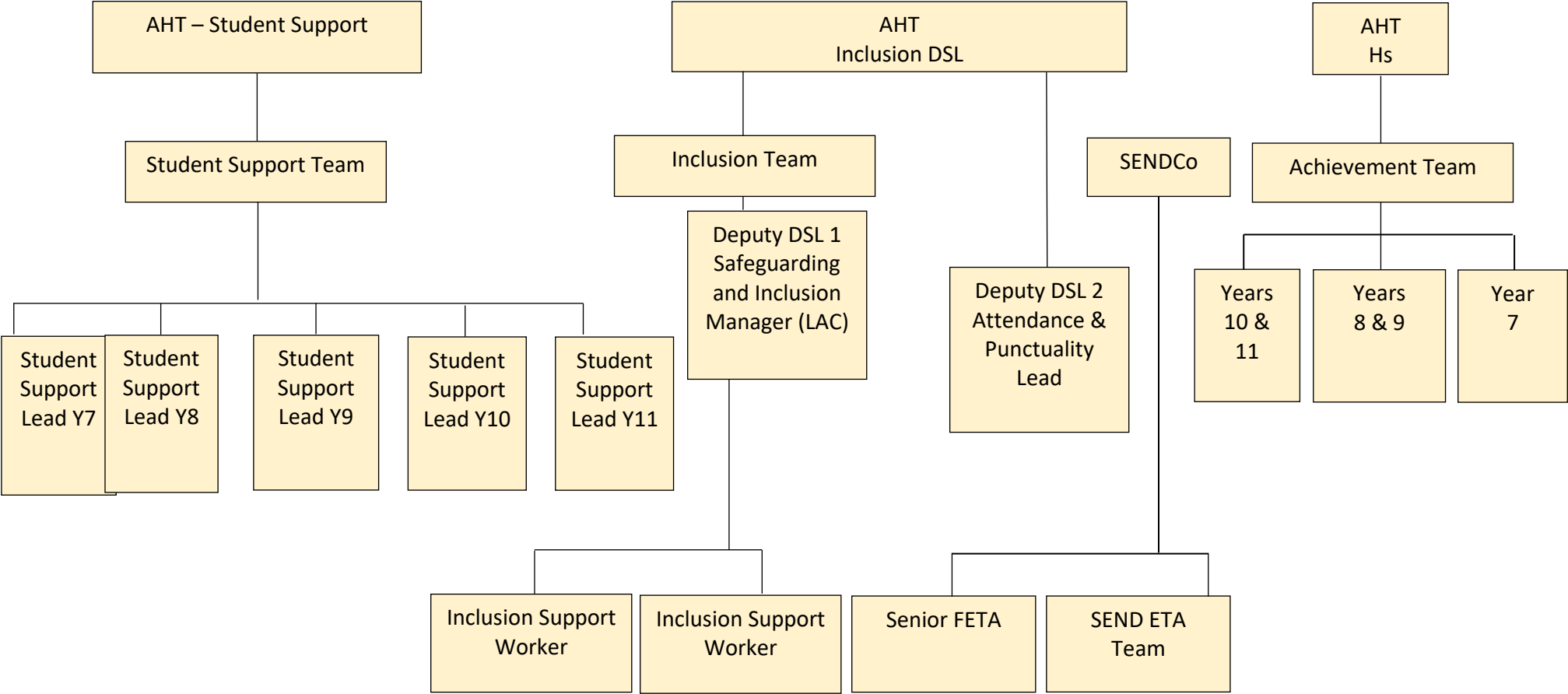
- Promote positive relationships between students, parents/carers and teachers.
- Build stronger partnerships.
- Allow ownership of year group to build a stronger sense of community.
- Improve communication and links with families.

This also allows us to fully know all the students and their families. The focus on inclusion not exclusion, allows us to develop a greater understanding of families and students to support their learning.

The Year Lead works in collaboration with an Achievement Leader (teacher) to support students, allowing time to work more closely with individuals to support their learning and progress will allow us to get under the surface of issues instead of constantly 'reacting' to situations.

Please see full structure on next page.

Team Around the Child



### 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 Computing	Biology Chemistry Physics	Technology Art	History Geography	PACE Y7/8/9 – Personal and Citizenship Education RS Y7/8	Music PE Drama Y8/9	French Spanish	Skills SEN Pathways 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 Literature English Language	Maths Statistics ICT/Computing	AQA trilogy AQA separate science	Art Child Development Engineering DT Food	History Geography	RS HSC Business PACE/RS	Sports Science PE Music/Audio Production Performing Arts Drama	French Spanish	Employability Step up to English
<b>Deputy Directors of Learning</b>								
2 x TLR 2b 1 x LP	3 x TLR 2b (2 x maths, 1 x Computing) 1 x LP	2 x TLR 2b 1 x ALP	2 x TLR 2b 1 x TLR 2a (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		2 x FETA	1 x FETA	2 x FETA	1 x FETA	1 x FETA
<b>Technicians</b>								
1 x LRC Manager 1 x LRC Technician		1 x Snr Technician 1 x Technician	3 x Technician					



# Whitcliffe Mount School Improvement Plan September 2018 - July 2020



## Our Vision

We are on a journey from 'good to great' and our core principles to underpin this are:

**'Students to be the best they can be'**

Each student, regardless of ability, background or prior behaviour record, has the right to an outstanding education, care, guidance and support.

**'Staff to be the best that they can be'**

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.

## We Are Whitcliffe

We actively encourage our students to develop our 'We Are Whitcliffe' skills and House Activity events

Reflective Learner

Team Worker

Responsible Citizen

Independent Thinker

Creative Entrepreneur

## We are committed to

### Quality first teaching and learning

- 1.1 Improved quality of teaching that is consistent to ensure students achieve to be the best they can be.
- 1.2 CPD is meaningful and challenges staff at specific stages to be the best they can be.
- 1.3 A five year curriculum that ensures students make great progress, provides challenge for all, builds on prior knowledge, KS3 prepares students to be KS4 ready.
- 1.4 Form time is productive and models quality first teaching.

### High expectations at all levels

- 2.1 To raise achievement so throughout each year group and across subjects, including English and Maths, all students make substantial and sustained progress from their different starting points.
- 2.2 To ensure consistent application of the Rewards and Behaviour Policy.
- 2.3 To ensure all students have a thirst for education which results in excellent attendance and punctuality.
- 2.4 Deliver outstanding and consistent business support which underpins and enables the school to succeed.

**As part of meeting these goals we need to ensure:**

**Consistency (including professionally challenging and supporting each other)**

**These lead to great progress and attainment for all our students.**

## CONTEXT SHEET

Job Family	Educational Teaching Assistant
Role	Student Support Lead
Grade	8 (SCP 26 – 28)
What will your role be in addition to the duties in the Job Description?	
<p>A. To provide intensive support to students to ensure they are back on track and are in lessons learning.</p> <p>B. To be a member of the Student Support Inclusion Panel, providing feedback on live cases, contributing to the implementation of intervention strategies and support to ensure the good behaviour and emotional and social wellbeing of students in the year group.</p> <p>C. To be a nominated key worker for a case load of students across all year groups and liaise closely with TAC members to distribute cases to Inclusion Support Worker (ISW). To provide intensive support and intervention to students to ensure they are in lessons learning and making progress.</p> <p>D. To undertake further training as requested, to regularly review and evaluate behaviour policy/procedures with the Assistant Head – Student Support and be involved in restorative practices/behaviour work/training for staff.</p> <p>E. To keep updated information on the year group for the Student Support Information Booklet (SSIB) and SIMS, and to provide QA behaviour data for the Assistant Head – Student Support and Governors Wellbeing Committee as and when requested.</p> <p>F. To ensure staff implement agreed programmes with individual students or groups of students including:</p> <ul style="list-style-type: none"> <li>• Work programmes for fixed term exclusions</li> <li>• School partnership</li> <li>• Monitoring the use of Ed Lounge (off-site)</li> <li>• Targeted support</li> </ul> <p>G. To carry out all other reasonable and appropriate tasks as identified and requested by the Headteacher.</p>	
Specific Duties	
<ul style="list-style-type: none"> <li>• To ensure that all students across the year group are fully supported in school and are in lessons learning.</li> <li>• To receive and respond to phone calls/emails/meetings from parents/carers of students in the year group re pastoral/wellbeing issues and liaising with TAC members for resolutions via close working with the student and involving parents/carers as appropriate.</li> <li>• To update and liaise with form tutors as appropriate.</li> <li>• To support with first day calling to address whole school attendance, contributing to improving attendance.</li> <li>• To monitor daily behaviour records and respond in line with policy involving ISWs if allocated.</li> <li>• Working closely with the Team around the Child (TAC) at the Student Support Inclusion Panel to allocate key workers to students in all year groups at agreed trigger points in the Behaviour Policy and PSP (Pastoral Support Programme) procedure.</li> <li>• Work closely with all members of TAC to cover absent colleagues.</li> <li>• Present information on caseloads at weekly Student Support Inclusion Panel to ensure full intervention is covered including recommendation for SEWL Levels 1, 2 or 3 etc.</li> </ul>	



- Work closely with all members of the Team around the Child in all aspects of intervention, including behaviour policy/procedures, the writing of Risk Assessments, PSPs, MSPs, RA, SPRs (and referral forms for additional external support) contacting/meeting parents/carers (difficult conversations). Promoting restorative practices and the philosophy behind the TAC including the need for all children to be present learning in all lessons, visiting caseloads in lessons and entering data on SIMS.
- Record and monitor the caseloads of ISWs to ensure fair distribution.
- Arranging and attending post fixed term internal and external exclusion meetings (including partnership placement) with Key Stage Co-ordinator/Assistant Head – Student Support.
- Attending relevant Parents/Carers evenings.
- To be responsible for ensuring the TAC respond to all aspects of community behaviour problems including liaison with the police and members of the community. To be the first point of contact in school for their year group.
- To maintain year group daily records and all relevant data for school detention, SLT 1 + 2, isolation (internal and external partnership placements), respite, managed transfer and alternative provision placements.
- Undertake the role of ISW for an identified caseload of students across all year groups in line with the specific requirements of the ISW role.
- To prepare up to date case studies and supporting documentation for Ofsted (and any additional internal or external inspection) on various aspects of student behaviour/achievement issues that have arisen in school.
- To collect identified students for school detentions.
- To be involved in post-isolation and post-exclusion meetings (including school partnership support; Isolation, Respite and or Managed Transfer), offering support strategies and working with all stakeholders.
- To be pro-active and work with targeted students in; the classroom, 1-1 and small groups to improve their attitude and approach to learning, growth mind-set, BfL and RP, supporting and encouraging them to responsibilities for their own actions.
- Chase up outstanding behaviour logs.

Responsible to: Head Teacher / Line Manager : Assistant Head - Student Support

Responsible for: None

# KIRKLEES COUNCIL

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

**SECTION:** SCHOOL SPECIFIC – ETA

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**JOB TITLE:** Student Support Lead – Year 8 (rolling)

**GRADE:** 8, (SCP 26-28)

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Please note that this Job Description is a generic JD, and you will be required to undertake most, though not all, the duties outlined in the JD. The specific responsibilities of the post in addition to those identified on the JD are outlined in the attached context sheet.

### **PURPOSE OF JOB**

To work as part of a team to support the learning and behaviour of students who need help to overcome barriers to learning, in order to achieve their full potential.

### **KEY AREAS**

1. Teaching Support
2. Student Support
3. Work Coordination
4. General

### **DUTIES AND RESPONSIBILITY**

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

- 1.1 To provide intensive support to students to ensure they are back on track and are in lessons learning
- 1.2 To participate in the comprehensive assessment of all students entering and returning to school to identify those who need extra support to overcome barriers to learning both inside and outside school.
- 1.3 To liaise closely with teaching staff of an assigned student to ensure that they understand the support strategies being used by the Senior/ETA staff (behaviour).
- 1.4 When required, to work closely with SEN Teachers and other members of staff, to ensure the needs of all students are met.

- 1.5 To promote the speedy and effective transfer of student information from schools and to ensure the arrangements for those leaving school mid term before 16 are properly managed.
- 1.6 To maintain accurate records of students' progress and this relates to the learning objectives/goals for students.
- 1.7 To meet regularly with teaching staff/ line manager to report on progress of assigned students.
- 1.8 To have a full knowledge and understanding of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.
- 1.9 To work closely with the local community and business mentors and take an active role in coordinating and supporting the work of voluntary mentors, both in and out of school, to meet students' needs in a focused and integrated way.
- 1.10 Develop effective working relationships with a wide range of external agencies, as appropriate to support the progress of individual students.

## **2. Student Support**

- 2.1 To identify students who would benefit most from support and working with other staff, draw up and implement behaviour plans, individual educational plans and teaching strategies etc. to maximise their achievements.
- 2.2 To develop one to one mentoring relationship with students requiring particular support to achieve goals defined in the action plan.
- 2.3 To provide programmes for individuals and small groups of students on social skills, anger management and emotional literacy.
- 2.4 To maintain regular contact with parents/carers of students in need of extra support, to keep informed of their child's needs and progress, and to secure positive family support and involvement.

## **3. Work Coordination**

- 3.1 To be responsible for the day to day coordination and allocation of work to other staff members as required.
- 3.2 To provide guidance and expertise to other staff as required.
- 3.3 To ensure staff implement agreed programmes with individual students or groups of students.

#### **4. General**

4.1 The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.

As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young. Please refer to the Employment page, 'More about working for Kirklees Council' on the Kirklees website. Please click [here](http://www.kirklees.gov.uk/beta/working-for-kirklees/about-kirklees.aspx) to read our safeguarding policy.

Alternatively go to: <http://www.kirklees.gov.uk/beta/working-for-kirklees/about-kirklees.aspx>

4.2 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

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**RESPONSIBLE TO:** **Head Teacher/Line Manager: Assistant Head Student Support**

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**RESPONSIBLE FOR:**

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<b>JD Reference No</b>	SS/ETA08/BS
<b>JD Prepared / Amended</b>	OCT 2009
<b>Refers to Estab(s)</b>	





## Student Support Lead - Employee Specification

Relevant Experience	Essential	Desirable	Assessment
Previous experience of providing classroom/behavior support, working with children/young people preferably within a school environment.	✓		A/I
Previous experience of providing classroom/behaviour support, working with children/young people preferably within a secondary school environment.		✓	
Experience of monitoring and developing learning strategies.	✓		A/I
Experience of administrative procedures with evidence of capability to work on own initiative.	✓		A/I
Qualifications	Essential	Desirable	Assessment
Educated to GCSE C level or above including English and Maths or be able to demonstrate equivalent experience at that level.	✓		A/I
Educated to Level 3 in a relevant discipline.	✓		A/I
Special Knowledge and Skills			
Ability to produce documents and reports using ICT or other similar resources.	✓		A/I
Ability to communicate effectively both verbally and in writing with colleagues and students and visitors to the school.	✓		I
Ability to contribute to the effective working of a team and as an individual.	✓		A/I
Ability to produce accurate work whilst working to tight deadlines.	✓		I
Ability to work efficiently and flexibly and respond positively to the demands of a varied workload.	✓		I
Understanding of and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the job.		✓	I
Understanding of the basic principle of Customer Care.	✓		I
Understanding of need to maintain strictest confidentiality about all matters concerning school.	✓		I
A knowledge and understanding of Keeping Children Safe in Education		✓	A/I
Ability to interpret data to identify trends and potential intervention cohorts		✓	A/I
Good working knowledge of secondary school curriculum and qualifications.		✓	
Any additional factors			
Commitment to ongoing training and development.	✓		
Ability to adapt and be flexible to the needs of the school.	✓		
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

