



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



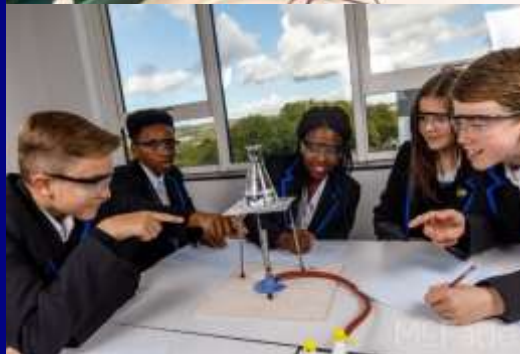
Wellbeing Learning Mentor

Candidate Information Pack



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

Ofsted September 2017





Whitcliffe Mount School

Enjoy • Achieve • Celebrate

Headteacher: Miss Jennifer Templar



"This school continues to be good" - Ofsted September 2017

Dear Candidate,

I am delighted that you are considering joining us at Whitcliffe Mount as a Wellbeing Learning Mentor. 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 Wellbeing Learning Mentor 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 **Wednesday 20th March 2019 at 12.00 noon**. Completed applications should be returned by email to 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

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
KS3	KS3	KS3	KS3	KS3	KS3	KS3	KS3	KS3
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
KS4	KS4	KS4	KS4	KS4	KS4	KS4	KS4	KS4
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
Deputy Directors of Learning								
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
HLTA/Faculty ETA (FETA)								
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
Technicians								
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

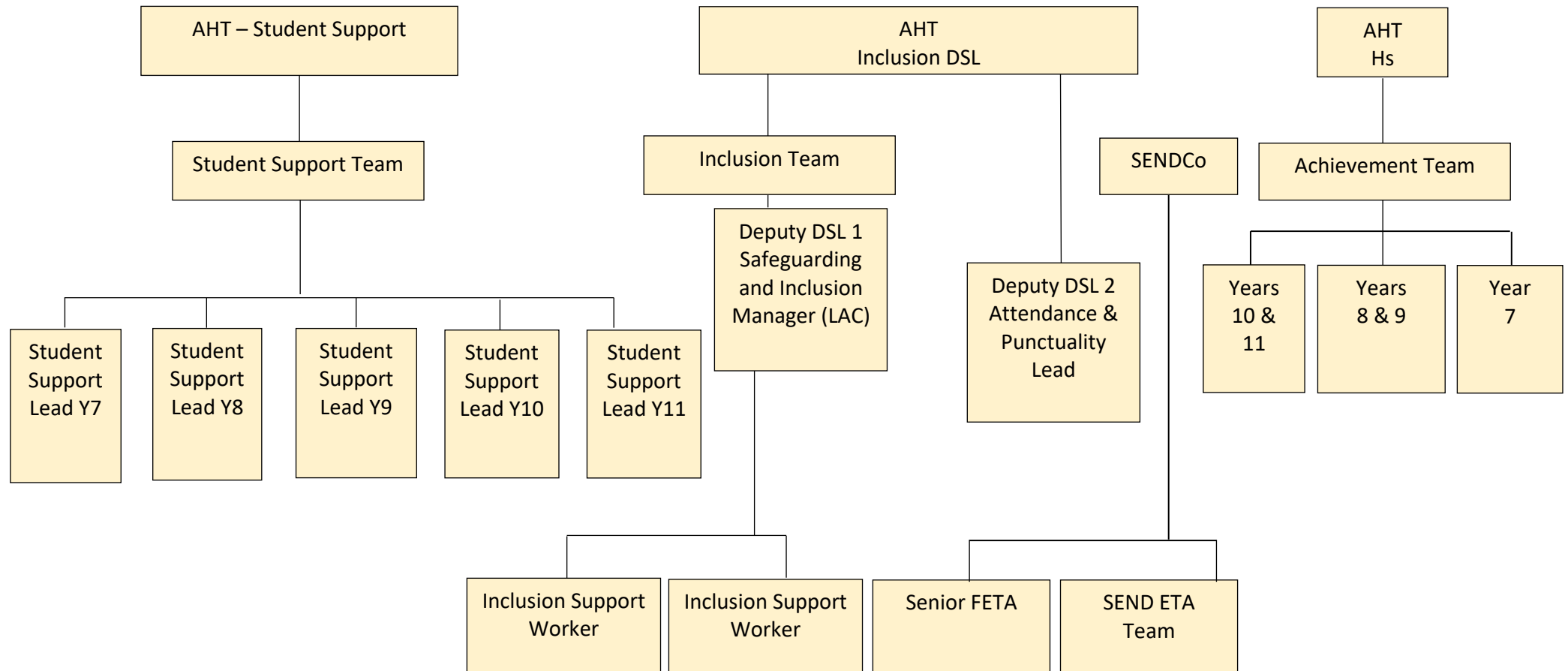
- 2.1 To raise achievement so throughout each year group and across subjects, including English and Maths, all students make substantial and sustained progress from their different starting points.
- 2.2 To ensure consistent application of the Rewards and Behaviour Policy.
- 2.3 To ensure all students 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.

Team Around the Child



CONTEXT SHEET

Job Family	Student Support Worker
Role	Wellbeing Learning Mentor
Grade	7 (SCP 23 – 25)
What will your role be in addition to the duties in the Job Description?	
<p>A. Work with a targeted group of students across Years 7-11 to ensure their social and emotional wellbeing needs are met, in order to improve their learning and ensure they are on track, in lessons learning.</p> <p>B. Liaising with TAC (Team around the Child) and delivering interventions in Learning Support.</p> <p>C. Co-ordinate the day-to-day running and development of the School's Social, Emotional & Wellbeing (SEWL) Support including initial assessments to identify student needs.</p> <p>D. To assist the Safeguarding & Inclusion Manager with co-ordination and implementation of agreed programmes with individual students or groups of students including:</p> <ul style="list-style-type: none"> • Examination/general anxiety sessions • Anger Management • Self Esteem • Bereavement • Restorative Practice • Nurse led group sessions • Commissioned Counsellor 1:1 sessions • LGBT/Youth sessions <p>E. 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"> • To co-ordinate SEWL support under the direction of the Safeguarding & Inclusion Manager. • To work in collaboration with teaching staff/faculties to ensure effective systems are in place to allow students to access appropriate work/curriculum whilst in Learning Support. • Organise individual daily programmes of study that encourage and allow students to work independently in Learning Support. • Set clear expectations and boundaries for students in Learning Support. • Demonstrate a consistent approach to create and sustain a controlled, orderly environment in Learning Support. • Maintain records of student referrals into SEWL programmes & Learning Support. • Attend team meetings and contribute to the school's agenda to improve behaviour and safety. • Monitor/track student well-being, behaviour and progress, whilst in Learning Support, to inform reintegration. • Feedback information re students in Learning Support to Student Support Leads. 	

- Communicate and meet with parents/carers as and when required to discuss student SEWL concerns.
- Facilitate student inclusion back into lessons.
- Provide reports for TAC/Senior Leadership Team as and when requested.
- Provide support for after-school detentions as and when requested.
- On a rota basis, carry out duties in Learning Support, starting whole school detention, morning/afternoon duties.
- Attend TAC Keyworker meetings, be in corridors/on duty from 8.00am and be a corridor presence in a designated area at lesson change including lunchtime changeover and the end of the day.
- Implement behaviour and learning intervention and support strategies for your allocated targeted group of students across Years 7-11, in line with policy and procedures. Ensure they are in form rooms and timetabled lessons and spend as little time outside learning time as possible.
- Work to resolve all incidents in a restorative and supportive manner following the RESPECT strategy (Recover and reflect, Explain what happened, Say how you feel, Propose a solution, Expect support, Consequence, Time to move on).
- Collect identified students for intervention sessions to reduce the number of missed appointments.
- Ensure Reception are aware of outside agency appointments to support students in school and assist the Safeguarding & Inclusion Manager with room booking for outside agency appointments.
- Responsible for spare uniform and footwear.
- When required, be involved in post-isolation and post-exclusion support strategies for students including attending meetings with Student Support Leads and parents/carers.
- To undertake training in all aspects of the Student Support Worker role.
- To attend EWB network meetings at Northorpe Hall in conjunction with the Safeguarding & Inclusion Manager

Responsible to: Headteacher / Line Manager : Inclusion and Safeguarding Manager

Responsible for: None

KIRKLEES COUNCIL

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

SERVICE AREA: EDUCATION

SECTION: ALL SCHOOLS MODEL

POST TITLE: LEARNING MENTOR (SECONDARY)

GRADE: GRADE 7 (SCP 23-25)

PURPOSE OF POST

To support the school in addressing the needs of children to overcome barriers to learning to achieve their full potential, both inside and outside the school.

KEY AREAS

1. Mentoring
2. Liaison
3. Provision of Information
4. General

DUTIES AND RESPONSIBILITIES

1. **Mentoring**
 - 1.1 In conjunction with the teaching and pastoral staff, participate in the comprehensive assessment of all children entering or returning to school.
 - 1.2 Identify students who need extra help to overcome barriers to learning inside and outside school at the end of Years 7 and 9.
 - 1.3 Identify students who would benefit from a Learning Mentor.
 - 1.4 In conjunction with others, draw up and implement an action plan for each student who needs particular support.
 - 1.5 Develop a one to one mentoring relationship with students requiring particular support to achieve goals defined in the action plan.
 - 1.6 Where appropriate work with small groups of students.
 - 1.7 To maintain accurate records of work with each assigned student and update these at least weekly.
 - 1.8 To develop and use creative strategies to raise attendance.

- 1.9 To work with students at risk of not gaining at least 5 GCSE Grades A-G.
- 1.10 To provide support and mentoring at Homework Clubs and study support centres and develop after school activities.

2. **Liaison**

- 2.1 To promote the speedy and effective transfer of student information from schools and ensure the arrangements for those leaving school mid-term before 16 are managed properly.
- 2.2 To maintain regular contact with families/carers of students in need of extra support to keep informed of the students needs and progress and to secure positive family support and involvement.
- 2.3 To meet regularly with the designated Line Manager to report on progress with assigned students.
- 2.4 To liaise closely with the teachers of an assigned student to ensure teachers understand and support the strategies being used.
- 2.5 Work closely with the staff responsible for Special Educational Needs and Gifted and Talented to ensure the needs of these students are met.

3. **Provision of Information**

- 3.1 To understand the range of activities, courses, opportunities and individuals that could be used to provide extra support for students.
- 3.2 To share information between local agencies, schools, authorities and other Learning Mentors.
- 3.3 Act as a single point of contact for accessing a range of community and business based programmes and specialist support services.
- 3.4 To network with other Learning Mentors and share best practice.
- 3.5 To work closely with local community and business mentors to co-ordinate and support the work of voluntary mentors to meet the students' needs in a focused and integrated way.
- 3.6 In conjunction with the Assistant Head – Pastoral, plan, deliver and evaluate training sessions for members of the teaching and support staff.
- 3.7 Working in line with school policy, develop the effective use of praise and sanctions.
- 3.8 Contribute to the development of the positive behaviour policy.
- 3.9 Assist and coach staff on the implementation of training provided.

4. **General**

Carry out your duties with due regard to current and future Council 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 Council communications.

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](#) to read our safeguarding policy.

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

RESPONSIBLE TO: Assistant Headteacher - Pastoral

RESPONSIBLE FOR: None

JD Reference No	RM BP 7
JD Prepared / Amended	05 March 2019
Refers to Estab(s)	



Wellbeing Learning Mentor - Employee Specification

Relevant Experience	Essential	Desirable	Assessment
Previous experience of providing classroom/behaviour 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 displays 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
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. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	✓		A/I

- AF – Application Form
 I – Interview
 R – References

