



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



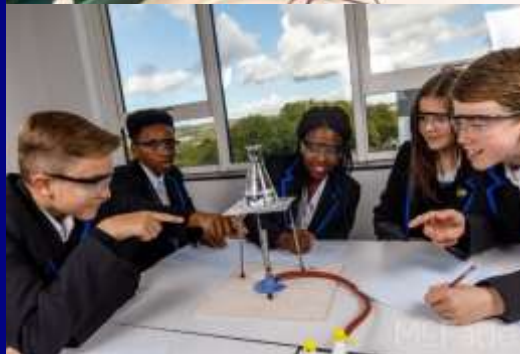
Science Lead Practitioner

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 Lead Practitioner in Science. 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 Science Lead Practitioner 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 20th May 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



Lead Practitioner

At present we have three Lead Practitioners and aspire to create, over the next two to three years, a team of Lead Practitioners.

Lead Practitioners will provide coaching and professional development for staff, to support our journey from good to great.

This will include:

- Creative use of technology to enhance teaching and learning.
- Use of research to develop teaching and learning.
- Contributing to staff development through the CPD programme and Green Light Alliance.
- Coaching staff across the school (including iRis).
- Supporting the development of the curricular teaching and learning in their faculty.

The successful candidate will be an excellent classroom practitioner and be enthusiastic about teaching and learning leading to great progress for students. They will be committed to their own professional development as well as supporting others.

Specific responsibilities:

- To assist the Director of Learning to develop innovative subject and curriculum area plans.
- To assist the Assistant Headteacher – Teaching and Learning, to secure and sustain effective teaching, learning and assessment that leads to great progress.
- To be a model of good practice and lead developments in coaching.
- To support the development of RQTs/NQTs/ITTs.

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

Science Faculty information for applicants

The Science faculty at Whitcliffe Mount is made up of a team of passionate and dedicated teachers who aspire for our students to develop extensive science skills and knowledge across the science curriculum.

At KS3 we follow the AQA Activate Scheme of Learning. At KS4 we follow AQA Trilogy and Separate Sciences.

Science lessons mainly take place in our eight brand new and purpose built laboratories and a science studio surrounding a large central preparation room. All of our science classrooms are equipped with Interactive Smart Boards and three are equipped with fume cupboards to allow us to demonstrate exciting chemical reactions in safety.

The Science faculty is led by the Director of Learning who is supported by two Deputy Directors of Learning (Science). The faculty is also supported by the invaluable expertise of science technicians (including lead technician) whose meticulous planning allows for a huge range of practical activities to be undertaken by students in all year groups and of all abilities. Students also benefit from access to our experienced and highly qualified science Faculty ETAs.

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) 2 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.



JOB DESCRIPTION

<u>NAME</u>	:	
<u>POST TITLE</u>	:	Science Lead Practitioner
<u>LOCATION</u>	:	Whitcliffe Mount School, Cleckheaton
<u>SALARY SCALE</u>	:	L1-L5
<u>RESPONSIBLE TO</u>	:	Headteacher via Director of Learning – Science

Purpose:

- To develop and implement Teaching and Learning initiatives and strategies throughout the faculty and school which raise the teaching practice of all members of staff and therefore raise student standards and progress.
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners, ensuring a centre of best practice and excellence.
- To take a lead role, working closely with the Senior Leadership Team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement.
- To undertake research into best practice in other schools.
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- To develop high quality teaching materials and schemes of learning.
- To contribute to staff development through the CPD programme and Green Light Alliance.
- To develop the creative use of teaching to enhance teaching and learning.
- To support underperforming teachers to enable them to improve their practise
- To be involved in the induction, support and CPD of all newly qualified teachers.
- To support Whitcliffe Mount School's initial Teacher Training programme and liaise with other Lead Practitioners/SLE.

As requested, to take on this role in other schools or in relation to teachers from other schools across the family of schools and/or locality.

Working Time:

Leadership time falls outside the normal directed time requirements. Whilst recognising the need to attain a healthy work-life balance there is an expectation to attend school events out of hours, to add value to the whole school community, to undertake any other duties as required and work hours commensurate with the grading of the job.

MAIN (CORE) DUTIES

Strategic Direction and Development:

- Contribute to ensuring high quality teaching and learning across the school.
- Support Teacher Development Plans and capability process for staff requiring to improve professional practice.

- Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practise, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement.
- Analyse school, local and national data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies. To report regularly to the Headteacher, Senior Leadership Team and Director of Learning on progress and plans.
- Use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning.
- Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.
- Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- Support curriculum developments within your faculty.

Teaching and Learning:

- Ensure a high standard of Teaching and Learning across the school in liaison with the Assistant Headteacher through coaching and mentoring of staff.
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's QA cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary.
- To provide targeted coaching for other teachers as part of the weekly timetable. To co-plan and teach lessons to illustrate effective practice across a range of subjects with the aim to develop colleagues to become more effective practitioners.
- To teach a timetable within specialism, appropriate to the demands of the role and the need of the school.
- To develop the creative use of technology to enhance teaching, learning and assessment.

Leading, Motivating and Developing:

- Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice and deliver demonstrative lessons.
- Participate in quality assurance activities.
- Contribute to the professional development (and appraisal where appropriate) of all colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction).
- Disseminate materials and advise on practice, research and CPD provision.
- Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observations to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.
- To support whole-school Training Days and events by providing workshops, presentations and training sessions for colleagues on effective teaching and learning strategies.
- To support the induction and mentoring of ITTs and NQTs.

Pastoral System:

- To monitor and support the overall progress and development of students in your form group.
- To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act an Academic Mentor and carry out the duties associated with the role as outlined in the generic job description.
- To assist in the implementation of the Behaviour Management system in the Faculty and School so that effective learning can take place.

Additional Duties:

To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

Cross-reference:

In having a clear grasp of the expectations of this role, the postholder should make close reference to the *Teaching Standards (DfE 2012)*

Other Specific Duties:

- To encourage students to take a full part in the school's extra-curricular programme.
- To actively promote the school's policies.
- To continue your own journey of professional development as agreed.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the job, each individual task undertaken may not have been identified.

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed

Signed (Headteacher)

Date

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>



Science Lead Practitioner Employee Specification

Relevant Experience	Essential	Desirable	Assessment
Relevant experience as a successful teacher in Science in a secondary school.	✓		Letter of application. Reference.
Use of strategies to promote good learning relationships and high attainment in an inclusive environment.	✓		Letter of application and interview.
Strategies to enhance teaching and learning.	✓		Letter of application and interview.
Use of intervention strategies to address identified issues for development.	✓		Letter of application and interview.
Awareness of the latest developments and initiatives in education.	✓		Letter of application and interview.
Creative use of ICT to enhance teaching, learning and assessment.	✓		Letter of application and interview.
Use of assessment and attainment information to improve practice and raise standards.		✓	Letter of application and interview.
Vision for the developments of Teaching and Learning.		✓	Letter of application and interview.
Education and Training	Essential	Desirable	Assessment
Qualified Teacher Status.	✓		Letter of application. Reference
Degree in Science or related subject.	✓		Letter of application. Reference
Established and evidenced practice as an outstanding teacher over a prolonged period.	✓		Letter of application. Reference
Higher qualifications such as a Masters Degree or evidence of pursuit of further professional qualifications.		✓	Letter of application. Reference
OTP.		✓	Letter of application. Reference
Coaching qualification.		✓	Letter of application. Reference
SLE.		✓	Letter of application. Reference
Special Knowledge and Skills			
Outstanding classroom practitioner.	✓		Letter of application, reference and interview.
Experience of leading teaching and learning initiatives beyond their own classroom.	✓		Letter of application, reference and interview.
Excellent understanding of the components which comprise outstanding teaching and learning.	✓		Letter of application, reference and interview.
Experience of coaching and mentoring colleagues.	✓		Letter of application, reference and interview.
Experience of conducting lesson observations.	✓		Letter of application, reference and interview.
Excellent interpersonal and communication skills.	✓		Letter of application, reference and interview.

The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience.	✓		Letter of application, reference and interview.
Developing high quality learning strategies and monitoring learner progress to raise attainment.	✓		Letter of application, reference and interview.
Evidence of high achievement in teaching across the Key Stages.	✓		Letter of application, reference and interview.
Working effectively as a personal tutor.	✓		Letter of application, reference and interview.
Experience of contribution to the professional development/mentoring of colleagues.	✓		Letter of application, reference and interview.
Effective use of Assessment for Learning to engage learners as partners in their learning.	✓		Letter of application, reference and interview.
Ability to plan and resource effective interventions to meet curricular objectives.	✓		Letter of application, reference and interview.
Proven ability to raise standards in classrooms other than their own.		✓	Letter of application, reference and interview.
Experience of giving effective feedback to colleagues about professional performance.		✓	Letter of application, reference and interview.
Working effectively as a middle manager or currently leading a key responsibility/development within a team.		✓	Letter of application, reference and interview.
Ability to establish curriculum development, assessment, co-ordination and coaching.		✓	Letter of application, reference and interview.
Development of partnerships with other schools, business and the community.		✓	Letter of application, reference and interview.
Any additional factors			
Evidence of a commitment to own professional development.	✓		Letter of application and interview.
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.	✓		

