



Whitcliffe Mount

*"A good school"*

Ofsted 2016

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

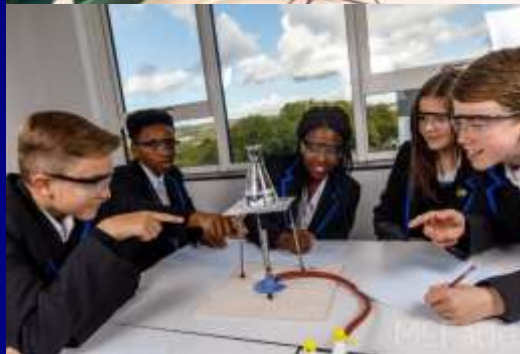
## Whitcliffe Mount School



### Inclusion Support Worker

### 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 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 Inclusion Support Worker 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 **Tuesday 21<sup>st</sup> May 2019 at 3.00pm**. Interviews will be held **Thursday 23<sup>rd</sup> May**. 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.

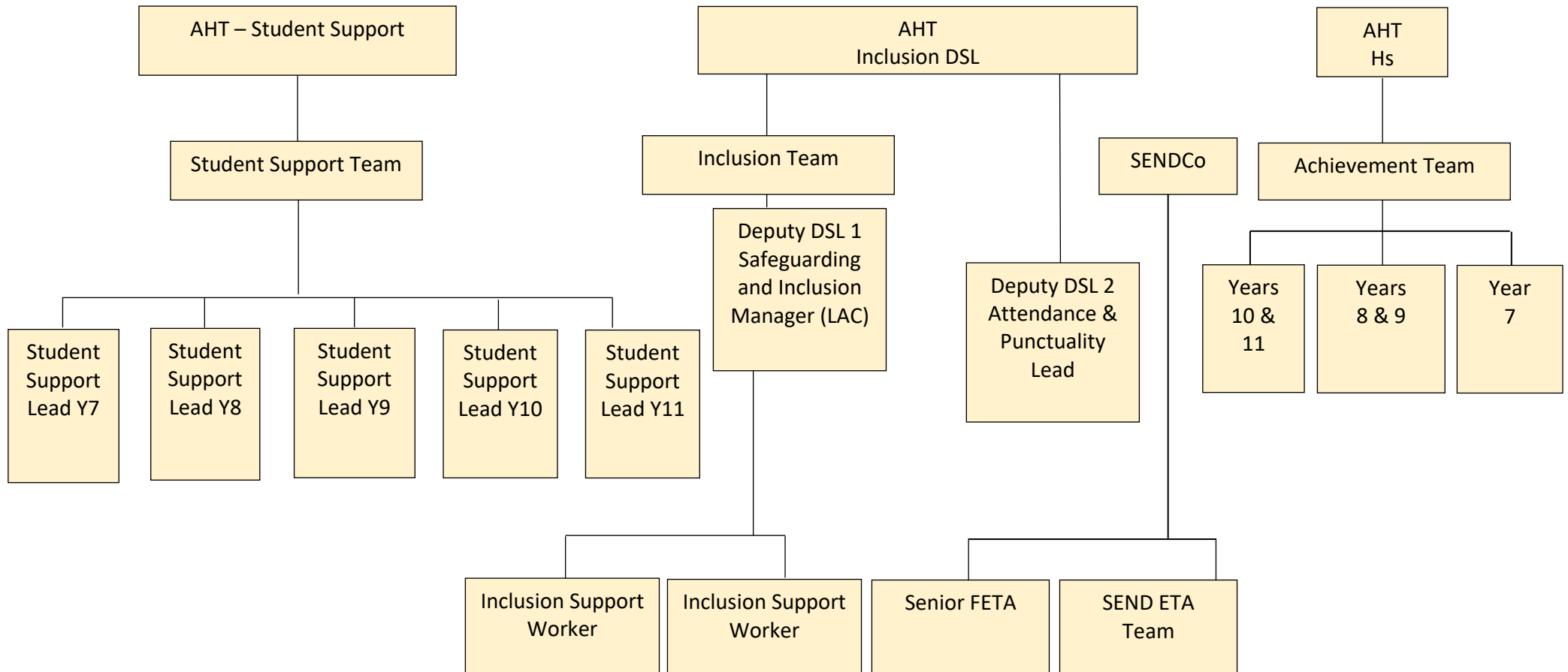
We actively encourage young people to develop a range of skills including teamwork, creativity, positive thinking, independence and reflective skills both within the curriculum and in our 'We Are Whitcliffe' and House Activity events. Alongside this we ensure our students develop confidence and responsibility 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



### 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.**

# KIRKLEES COUNCIL

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

**SECTION:** ALL SCHOOLS MODEL - ETA

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**POST TITLE:** Inclusion Support Worker

**GRADE:** GRADE 7 (SCP 23-25)

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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 POST**

Working as part of a team to support the learning and behaviour of pupils. Provide practical support for individual pupils and work with the whole school to promote positive behaviour management.

### **KEY AREAS**

1. Support to Pupils
2. Support to Staff
3. Behaviour Improvement Activities
4. General

### **DUTIES AND RESPONSIBILITIES**

1. **Support to Pupils**
  - 1.1 To provide individual support or activities for pupils in danger of becoming disaffected or disengaged, in lessons, during break times and on educational visits as appropriate.
  - 1.2 To manage challenging and extreme behaviour of individual pupils.
  - 1.3 To calm and diffuse difficult situations involving pupils.
  - 1.4 To promote positive behaviour management by modelling and suggesting effective strategies with pupils in class and around school, including during break times.
  - 1.5 To provide programmes for individuals and small groups of pupils on social skills, anger management and emotional literacy.
  - 1.6 To provide within class support for targeted pupils or groups of pupils on a short term basis or in particular lessons where there are barriers to learning for the targeted pupils.
  - 1.7 To contribute to individual pupil's plans (additional needs plans, pastoral support plans, IEPs, personal education plans, behaviour support plans etc)
  - 1.8 To maintain contact with and provide support for parents as appropriate.

## 2. **Support to Staff**

- 2.1 To provide positive models for other support staff.
- 2.2 To maintain dialogue with key people around individual children's needs (classteacher, education social worker).
- 2.3 To provide, for other adults in school, additional support in behaviour management through observation, shared planning and working alongside.
- 2.4 To prepare materials and resources where necessary.

## 3. **Behaviour Improvement Activities**

- 3.1 Undertake activities in accordance with the ethos of the Behaviour Improvement Programme.
- 3.2 In conjunction with Neighbourhood Enrichment Officers and School Community Development Workers, learning mentors and others to identify and provide programmes on behaviour management for parents and carers.
- 3.3 To attend network meetings and training.
- 3.4 To undertake selected duties from the above according to the needs of the school and as determined by the Headteacher or Line Manager.

## 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.

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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 Councils 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>

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**RESPONSIBLE TO: Headteacher /Line Manager: Inclusion and Safeguarding Manager**

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**RESPONSIBLE FOR: None**

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<b>JD Reference No</b>	RM BP 5
<b>JD Prepared / Amended</b>	13 May 2019
<b>Refers to Estab(s)</b>	

## CONTEXT SHEET

<b>Job Family</b>	<b>Educational Teaching Assistant</b>
<b>Role</b>	<b>Inclusion Support Worker</b>
<b>Grade</b>	<b>7 (SCP 23 – 25)</b>
<b>What will your role be in addition to the duties in the Job Description?</b>	
<p>A. Liaising with TAC (Team around the Child) in Respect, Isolation and on call.</p> <p style="padding-left: 40px;">Co-ordinate the day-to-day running and development of the School's Respect and Isolation Unit.</p> <p>B. Work with a targeted group of students across Years 7-11 to ensure their good behaviour and social and emotional wellbeing, in order to improve their learning and ensure they are on track in lessons learning.</p> <p>C. To ensure staff implement agreed programmes with individual students or groups of students including</p> <ul style="list-style-type: none"> <li>• Behaviour for Learning/Ready for Learning</li> <li>• Work programmes in Isolation/Respect</li> </ul> <p>D. To carry out all other reasonable and appropriate tasks as identified and requested by the Headteacher.</p>	
<b>Specific Duties</b>	
<ul style="list-style-type: none"> <li>• To manage Isolation and Respect on a daily basis.</li> <li>• 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 Isolation and Respect.</li> <li>• Organise individual daily programmes of study that encourage and allow students to work independently in Isolation and respect.</li> <li>• Monitor/track student behaviour and progress, whilst in Isolation and respect, to inform reintegration.</li> <li>• Communicate with parents as and when required to discuss student behaviour.</li> <li>• Set clear expectations and boundaries for students in Isolation and respect.</li> <li>• Demonstrate a consistent approach to create and sustain a controlled, orderly environment in Isolation and respect.</li> <li>• Facilitate student inclusion back into lessons.</li> <li>• Maintain records of student referrals into Isolation and Respect.</li> <li>• Attend team meetings and contribute to the School's agenda to improve behaviour and safety.</li> <li>• Provide reports for TAC/Senior Leadership Team as and when requested.</li> <li>• Provide support for after-school detentions as and when requested.</li> <li>• On a rota basis, carry out duties on call, in Isolation, Respect, starting whole school detention, morning/afternoon duties.</li> <li>• Attend TAC Keyworker meetings, be in corridors/on duty from 8.00 am and be a corridor presence in a designated area at lesson change including lunchtime changeover and the end of the day.</li> </ul>	

- 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).
- Feedback information re students in isolation and respect to Student Support Leads.
- Contact parents/carers by telephone and meet as appropriate.
- Collect identified students for school detention to reduce the number of isolations and risk of fixed term exclusion when required.
- 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 inclusion support worker role.
- When required, investigate community behaviour issues.

Responsible to: Head Teacher / Line Manager : Inclusion and Safeguarding Manager

Responsible for: None



## Inclusion Support Worker - 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 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. <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

