



Westhoughton  
HIGH SCHOOL

# Application Pack

Deputy Headteacher

Director of Teaching, Learning and Assessment



## Letter from the Headteacher

Dear Potential Colleague

I am delighted that you have shown an interest in our position which will be vacant from September 2019. This is an important role and one which is crucial to the strategic leadership of the school.

Our school is a genuine community school, with the vast majority of our students living within a mile radius of our site. Generations of families have attended the school, which enables deep and connected relationships to be formed.

We believe it is our job to ensure that our students, regardless of ability, aptitude, background or faith, take pride in themselves and leave us well qualified, and possessing the confidence, attitude and aptitudes to take on the competitive and ever changing world in which they will live. To facilitate this, we need to ensure that we meticulously plan and maintain a broad and balanced curriculum to meet the diverse needs of our students which, when delivered through consistent high quality teaching, learning and assessment, will secure positive progress and strong GCSE outcomes for all. To us, the curriculum stretches beyond the formal classroom walls and is strengthened through a wide range of additional activities and personal experiences. You will get a flavour of this through reading our most recent newsletter which is included in this pack.

Educational standards are of paramount importance and is the essential aspect of this role. The successful candidate will lead a group of talented senior and middle leaders, charged with providing the very best for our students. We are looking for someone who can demonstrate high impact in their current role and the potential to deliver on our key priorities for improvement.

Our school is a great place to work. We have high expectations of our staff but they are strongly supported; we place a large emphasis on CPD and also staff wellbeing. Our learning environment has been transformed over recent years and we are about to undertake a significant building and improvements programme which will accommodate an increased capacity to 1350 students by 2023, reflecting the increasing popularity of the school and applications for places as our reputation within the local and wider communities grows.

The successful candidate is highly likely to be an aspiring Headteacher and they will be supported to achieve this ambition through appropriate NPQH/Future Leaders training.

I would advocate a visit to our school, held on a one to one basis with myself. You will get the opportunity to tour the school, meet some of our students and hopefully get a feel for what working in our school can offer.

Finally, I would like to thank you for showing an interest in this role and look forward to receiving your application in the near future. If you are the successful candidate, I know that you will be joining a strong team who will deliver great things for our community.

Yours faithfully



Mr P J Hart  
Headteacher

## Welcome to our school

Westhoughton High School is a successful and expanding 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 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 and beyond. The student population is largely made up of young people from Westhoughton itself, but students also attend from the neighbouring communities of West Bolton, 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, 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 in October 2015 and they awarded the school an overall grading of 'Good' with some outstanding features.

Effectiveness of leadership and management; the quality of teaching, learning and assessment; 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, creative 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 or further afield with residential trips to London, 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.

## Standards

As a school, we strive for the best outcomes for all our students, regardless of individual circumstances. To do this we require each and every lesson to be the highest quality with an appropriate impact on student progress. We have high expectations as to what the 'daily diet' of our students should be but have strong and robust systems in place to support us all in delivering our ambitions. To develop staff throughout their careers, we invest heavily in professional development focussing on teaching, learning and assessment to improve classroom impact and in addition, leadership development for both experienced and aspirant leaders. We are pleased that staff retention for both teaching and associate staff is strong, as we believe that this reflects the culture and ethos of the school.

Whilst we are proud of the progress that we have made in improving the GCSE outcomes and life chances of our students, we are clear where further improvements can be made to ensure that more students realise their full potential. Whilst performance measures change continually, we have retained a curriculum designed to meet student needs and not secure league table position. This remains one of our core values.

The school seeks verification of its high expectations and delivery whenever possible and as such, we are proud to hold a number of quality standards. Others are planned for the future but below are those secured to date:





## 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
- 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

In 2017, our new, multi-use, all-weather, floodlit, training pitches were completed and are used enthusiastically by both the school and the local community.

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, a basketball court 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 successful community school and strongly 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 focussed charitable projects.

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.



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## 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.



## Contact us

Westhoughton High School  
Bolton Road, Westhoughton, Bolton BL5 3DN  
Tel - 01942 814 122  
Fax - 01942 817 792  
Email - [WHSOffice@westhoughton-high.org](mailto:WHSOffice@westhoughton-high.org)



## Job Description

**Post:** Deputy Headteacher  
Director of Teaching, Learning and Assessment

**Main Scale Pay Range:** L20-L24 (Starting salary negotiable)

### Core Purpose:

The Deputy Headteacher, under the direction of the Headteacher, will take a key role in:

- Formulating the strategic vision of the school, which reflects its ethos and values, and ensures a high quality of education
- Establishing, implementing and monitoring policies for achieving these aims and objectives
- Managing staff and resources to that end, especially the senior leadership team Teaching and Learning sub group
- Monitoring progress towards the achievement of the schools aims and objectives
- If the Headteacher is absent, the Deputy Headteacher will deputise, as directed by the governors

### To be responsible for:

- The quality and impact of student academic standards and interventions across the school
- Ensuring that high quality teaching and learning is consistently delivered across the school
- Accurate and effective assessment of whole school student achievement
- Whole school curriculum structure and the effective deployment of staff within the agreed financially planned curriculum metrics
- Deputising for the Headteacher
- Any additional duties that the Headteacher might reasonably request for the effective leadership and management of the school

### Strategic Direction:

- The strategic approach for learning and teaching across the school
- Designing and leading the delivery of the INSET programme, which addresses the identified whole school priorities and promotes professional pathways
- The quality and development of the curriculum and its impact on the outcomes for students
- Group and individual student intervention systems and procedures

### Specific Responsibility:

- The impact of teaching, learning and interventions on student progress across the school and especially on KS4 outcomes
- To lead on a robust programme Improving the Quality of Teaching and Learning, which includes the quality assurance of academic standards and assessment
- To ensure the school has a strategic approach to target setting
- To lead on the monitoring of student progression in relation to targets and develop appropriate intervention strategies for underperforming groups and individuals
- To strategically lead and manage the school curriculum, ensuring it meets the needs and aspirations of students and fulfils government statutory guidelines and performance measures





- To lead on the effective and efficient deployment of staff and advise the Headteacher on recruitment in relation to curriculum demands following robust finance led modelling
- To lead on the strategic planning, review and impact of the school timetable
- To lead on and work with Leaders of Learning on curriculum planning and enrichment
- To oversee the reporting cycle to parents on student achievement
- To produce appropriate reports for the school, governors, trustees or other agencies as required
- To contribute to the review, writing and ownership of the SEF and SIP
- To play a significant role in the school teacher appraisal systems

### **Leading and Managing People:**

- To line manage Assistant Headteachers as required
- Manage and monitor the effectiveness and quality of performance management arrangements in your area of responsibility
- Be accountable for the performance of your area of responsibility and of your team and its impact on overall school performance

### **General Duties:**

As a member of the leadership group, to have a shared responsibility for:

- Promoting, upholding and embedding the positive ethos of the school through the consistent display of ethical and effective leadership behaviours
- Actively addressing our own professional development needs, hence retaining a thirst for self-improvement and progression
- Promoting, upholding and embedding a positive school ethos and a culture where all can achieve
- Contributing to the smooth day to day running of the school
- Supporting staff regarding issues of student behaviour and engagement in learning
- Participating in and supporting staff in duties
- Taking assemblies
- Participating in performance management reviews
- Leading and managing whole school self-evaluation
- To seek and make links with external agencies/groups that would positively benefit either our students or staff
- To attend, contribute to and, when required, lead meetings at all levels including departmental, whole school and governors
- Contribute to the maintenance and extension of active and constructive links with parents/carers and members of the wider community
- Positive representation/promotion of the school in meetings of the Bolton Learning Alliance and any other wider agencies
- Promote and support extra-curricular provision and the broader life of the school and the community
- Assist with and, when appropriate, lead the organisation and administration of the day to day, termly and annual routines of the school and special occasions
- To contribute to the review and writing of school policies

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document.

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 February 2019.



Mr P J Hart  
Headteacher



## Person Specification

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.

An effective and impactful leader and teacher will be able to demonstrate the following knowledge, skills and attributes.

### Qualifications and experience:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> <li>• A good first Degree</li> <li>• Qualified Teacher Status</li> <li>• A good track record as a classroom teacher</li> <li>• Effective and active leadership experience within a teaching and learning responsibility</li> <li>• Experience of safeguarding processes and procedures within a school</li> <li>• Proven experience of improving the impact of teaching, learning and assessment</li> <li>• Experience of implementing systems to improve engagement</li> <li>• Experience of implementing systems to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Related further professional qualifications</li> <li>• Evidence of continuing professional development as a leader</li> <li>• Experience of delivering training to others</li> <li>• Additional, relevant qualifications in safeguarding training</li> <li>• experience of delivering impact on boys outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Original Certificates</li> <li>• References</li> <li>• Selection activities</li> </ul>

### Knowledge and skills – the ability to:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> <li>• Knowledge of current legislation, guidance and research relating to impactful teaching, learning and assessment</li> <li>• Through detailed knowledge, strategically plan and deliver a broad and balanced curriculum for all students</li> <li>• Use current research to plan and oversee effective intervention strategies</li> <li>• Ability to establish good working relationships with staff, students, parents/carers and wider stakeholders</li> <li>• Ability to demonstrate consistently, the positive attitudes, values and behaviour which are expected of everyone</li> <li>• Ability to successfully deploy and lead a wide range of impactful and cost effective teaching and learning strategies</li> <li>• Ability to strategically plan and lead the delivery of whole school teacher CPD</li> <li>• Ability to communicate effectively with people at all levels</li> <li>• Ability to support and challenge staff and students in maintaining consistent high academic standards</li> <li>• Ability to effectively lead a sub group of the SLT to ensure the right outcomes for students are achieved</li> <li>• Demonstrate a commitment to equal opportunities</li> <li>• Ability to encourage students to effectively develop high aspirations, academic resilience and a strong work ethic</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of working in a fully inclusive school</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Selection activities</li> <li>• References</li> </ul>

**Demonstrates good subject and curriculum knowledge by:**

Essential	Desirable	Evidence
<ul style="list-style-type: none"> <li>• Having secure knowledge of own relevant subject(s) and curriculum area(s)</li> <li>• Fostering and maintaining student interest and addressing misunderstandings</li> <li>• Demonstrating a critical understanding of developments in curriculum areas and promoting the value of scholarship</li> <li>• Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's subject specialism</li> <li>• Teaching in an informative, engaging and impactful manner</li> </ul>	<ul style="list-style-type: none"> <li>• Ability/experience of more than one subject area</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Selection activities</li> <li>• References</li> </ul>

**Promotes good student progress and outcomes by:**

Essential	Desirable	Evidence
<ul style="list-style-type: none"> <li>• Having sound understanding of current issues relating to whole school teaching, learning and assessment</li> <li>• High level teaching skills which are impactful on student progress at all levels</li> <li>• Engaging in professional development in teaching, learning and assessment which has had a measurable impact on own practice and that of others</li> <li>• Demonstrating knowledge and understanding of how students learn and how this impacts on teaching</li> <li>• Employing effective strategies to raise levels of achievement for all groups of students</li> <li>• Being aware of student capabilities and potential, their prior knowledge and planning learning to build on these</li> <li>• Guiding students to reflect on the progress they have made and to own their emerging needs</li> <li>• Encouraging students to take responsibility and conscientious attitude to their own work and study</li> <li>• Being accountable for student's attainment, progress and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Impactful innovative project work or teaching activities</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Selection activities</li> <li>• References</li> </ul>

**Respond to the strengths and needs of all students by:**

Essential	Desirable	Evidence
<ul style="list-style-type: none"> <li>• Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome them</li> <li>• Knowing when and how to differentiate appropriately, using approaches which enable students to be supported effectively</li> <li>• Having a clear understanding of the needs of all students, including those with SEND; those of high ability, boys, those with EAL; those with disabilities; and to be able to evaluate distinctive teaching approaches to engage and support them</li> </ul>		<ul style="list-style-type: none"> <li>• Selection activities</li> <li>• References</li> </ul>



Manage behaviour for learning effectively to ensure good and safe learning environments by:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> <li>• Having a commitment to continually shape and consistently drive the agreed processes and protocols within the school to establish appropriate routines and expectations within all classrooms to ensure impactful Behaviour for Learning</li> <li>• Taking responsibility for promoting good and courteous behaviour at all times around the school and wider community in accordance with school policy</li> <li>• Maintaining good relationships with students, staff and parents/carers, exercising appropriate authority, and acting decisively when necessary</li> </ul>		<ul style="list-style-type: none"> <li>• Selection activities</li> <li>• References</li> </ul>

Fulfil wider professional responsibilities by:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> <li>• An ability to form and maintain appropriate relationships and personal boundaries with staff, parents, young people and other stakeholders</li> <li>• Having a solution focused approach to all situations</li> <li>• Demonstrating high level personal organisation and management skills</li> <li>• Demonstrating an ability to work under pressure and to tight deadlines</li> <li>• Maintaining a positive, motivational attitude and professional approach to education</li> <li>• Maintaining an appropriate perspective, a sense of humour and a passion for the role</li> <li>• Demonstrating an enthusiasm for working in an inclusive comprehensive school environment</li> <li>• An ability to be an effective team member, knowing how and when to draw on advice and specialist support</li> <li>• Understanding emotional intelligence and motivational skills for teaching, mentoring and coaching</li> <li>• Deploying specialist support staff effectively</li> <li>• Communicating effectively with parents with regards to student achievements and wellbeing</li> <li>• Having a commitment to equal opportunities, involving parents, governors and the local community where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating an aspiration to progress own career</li> <li>• Committing to organising and delivering wider learning opportunities for students to engage positively outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Selection activities</li> <li>• References</li> </ul>

## 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:

WHSOffice@westhoughton-high.org or posted to:

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

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). 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

## 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.