

APPLICANT'S INFORMATION PACK

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For more information please visit the School's Website:

www.wrhs1118.co.uk

WHALLEY RANGE 11-18 HIGH SCHOOL
A member of Greater Manchester Education Trust

APPLICATION PROCESS

- 1.** Please complete the enclosed application form.
- 2.** Please return the application form on or before the closing date of 12 noon on Thursday, 4th May 2023. Electronic applications accepted.

INTERVIEW PROCESS

- 1.** If your application is successful, you will be notified by telephone and confirmation will be sent in a letter.
- 2.** You will not be informed immediately of the final choice of candidate and, therefore will be free to leave the school after the interview.

FORMAT FOR SELECTION

- 1.** Application Form
- 2.** An interview
- 3.** Lesson Observation

DATA PROTECTION STATEMENT

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form will be used to monitor the school's equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 2018.

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A MEMBER OF GREATER MANCHESTER EDUCATION TRUST

SCHOOL PROFILE

Whalley Range 11-18 High School is a popular high performing, diverse inner-city girls' comprehensive school, with a thriving Sixth Form, close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. The school has 1667 students on roll with 313 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching.

Whalley Range 11-18 High School is part of the Greater Manchester Education Trust, with Levenshulme High School, The East Manchester Academy and Parrswood High School. Co-operative values underpin our work and the Trust's values of Excellence, care and Respect are at the heart of all we do.

At Whalley Range 11-18 High School, we are proud of the progress and attainment made by our students whose exam results show a rising trend and match or exceed those of girls nationally across a wide range of subjects. Attainment has risen in every aspect of the work of the school and students make exceptional progress from Key Stage 2 to Key Stage 4, with a progress 8 score of well above national average. 'A' Level courses and vocational courses from Levels 1 to 3 are offered in the Sixth Form and are extremely successful, with students progressing into higher education, apprenticeships and employment.

The school is a vibrant and lively community. We work hard to maintain a high-quality learning environment. The school has ICT rich, state of the art facilities, including a Virtual Learning Environment (VLE) to enrich and extend learning. Our ethos and atmosphere are conducive to learning and expectations of attainment and behaviour are high, with all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

Our pastoral system is based upon year groups, with students also belonging to mixed year Houses. Student leadership in all aspects of our work has made a significant contribution to our improvements. We have created a school where students are happy, enjoy their learning and become confident citizens. We monitor every child's achievement and progress closely and challenge and support our students to achieve their best in all aspects of their academic work and personal development.

The school places great value on the need to work together as a team. Teams of teaching and support staff are all focused on ensuring every child achieves and develops the necessary skills and attitudes they need to thrive in the world. All staff are encouraged to develop their professional skills and leadership opportunities are available to all staff. Please visit our website (www.wrhs1118.co.uk) or follow us on twitter (www.twitter.com/wrhs1118) to learn more about our mission statement, our Ofsted report and recent events in school.

The school is at the forefront of innovative and challenging educational philosophy and is keen to continue to lead the field, developing research into most effective practice to further improve outcomes for students. The school works in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for enriched learning and achievement. It is essential that anyone applying for a post at the school sees their role as more than just a job and appreciates the great privilege of providing our young people with the best education possible and a positive start to their lives.

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GREATER MANCHESTER EDUCATION TRUST

Greater Manchester Education Trust is a newly-established multi-academy trust in South Manchester, created through the partnership between the Education and Leadership Trust and the Greater Manchester Learning Trust. There are currently 4 schools in the Trust.

Whalley Range 11-18 High School is a popular high performing, diverse inner-city girls' comprehensive school close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. We have created a school where girls are happy, enjoy their learning and become confident citizens. We enjoy excellent facilities for learning. The school has 1,667 students on roll with 313 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching. We are committed to developing and sharing leadership skills and cooperative values.

Levenshulme High School is a popular, outstanding, 11-16 inner city girls' comprehensive school in south Manchester, with a similarly diverse community. The school enjoys excellent facilities and beautiful grounds. Co-operative values underpin our work as a school and will continue to do so in the new Trust. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city. The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

The East Manchester Academy is a vibrant 11-16 secondary school serving families in the local community. We joined the Education and Leadership Trust in 2016, alongside Whalley Range High School and Levenshulme High School. As such we share a firm belief in the co-operative values co-operation, self-reliance, team work as absolute keys to success. The school has 1000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

Parrs Wood High School is a school at the heart of its community with a diverse population which truly reflects the culture of our city. Its collaborative, community ethos is a key feature of the school. The 1500 pupils on roll in the main school, plus a large and successful Post-16 college of over 400 students, achieve excellent outcomes both academically and personally year-on-year. There are over 200 staff working at the school.

All our schools are vibrant and lively learning communities. At the heart of all our work in developing excellence for pupils is a firm foundation of evidence-based practice for colleagues which all schools share. In order to deliver great outcomes for our pupils we ensure that our colleagues receive high-quality professional development which is aligned with successful research. There are opportunities for our colleagues to network and collaborate with each other and also to influence practice beyond our own Trust as they build their expertise.

We work hard to maintain a high- quality learning environment. The schools have well-developed VLEs to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

The schools are at the forefront of innovative and challenging educational ideas and methods and are keen to continue to lead the field. Our schools work in partnership with regional and national organisations and collaborate closely with other Trusts to enrich their own knowledge and to support the success of more children in our context. There are close links with businesses, sport and community organisations, local, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post within

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the Trust sees their role as one of continuous professional improvement and appreciates the great privilege of providing young people with the best education possible.

Safeguarding Children

Greater Manchester Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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WHALLEY RANGE 11-18 GIRLS' HIGH SCHOOL

Faculty of Social Sciences & Community Learning

The Social Science and Community Learning Faculty has 10 staff within the faculty. The faculty is at the forefront of many curriculum initiatives and works across both key stages 4 and 5. A wide choice of subjects are offered at KS4 including BTEC Tech Award in Health and Social Care, Cambridge OCR Level 2 Child Development, GCSE Sociology and GCSE Psychology. Courses offered at KS5 include BTEC Health & Social Care at both Level 2 and Level 3, A Levels in Psychology and Sociology and applied A Level in Criminology.

The subjects offered are extremely popular with the students. There is excellent student progression within the faculty from Level 1 to 3 and from KS4 to KS5. Post 18 many students progress to undertake Higher Education courses in our subject areas. The faculty enjoys excellent links with local universities and outside agencies.

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CHILD PROTECTION POLICY

AIMS:

- To establish a safe environment in which children can learn and develop.
- To ensure we practice safer recruitment in checking the suitability of staff and safeguard students when deploying volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support students who have been abused in accordance with his/her agreed child protection plan.

WE WILL:

- Follow guidance on procedures and practice set out by Manchester City Council and the DfE and respond to relevant legislation.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure we have a designated member of the Senior Leadership Team responsible for child protection (the Designated Safeguarding Lead – DSL), who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection, and are aware of the procedures to be followed.
- Ensure Child Protection procedures are included in the Staff Handbook and that every member of staff, teaching and support will be given a copy of this document.
- Undertake Child Protection training as part of the induction process for all new staff appointed to the school.

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- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safer recruitment practices are always followed.

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DISCLOSURE

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| Post: Teacher of Health & Social Care |
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| Level of Disclosure Required | Enhanced |
|-------------------------------------|-----------------|

The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service before the appointment is confirmed.

The Trust is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE TRUST CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The Trust will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Trust's full Policy on Employment of Ex-Offenders is included in the Trust's Recruitment Policy. The Code of Practice issued by the Disclosure & Barring Service, which guides the Trust's use of Disclosures in Recruitment, is available from the HR Office upon request.

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***DIRECTIONS TO THE SCHOOL
BY ROAD
FROM THE NORTH***

Aim for the M60 then leave the motorway at Jct.5, following the signs for Manchester City Centre (A5103 – known as ‘Princess Road’).

*Stay in the centre lane until you have crossed ‘Barlow Moor Road’ when you should take the left hand lane. When you reach the traffic lights at ‘Mauldeth Road’ go straight on and then take the next left turn onto ‘Wilbraham Road’. Our school is immediately on your left and the entrance is on the left leading to the car park.

FROM THE SOUTH/WEST

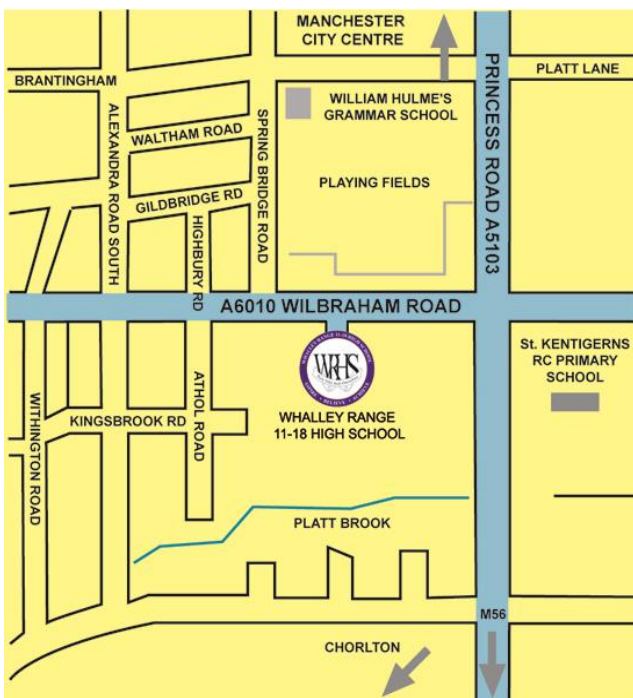
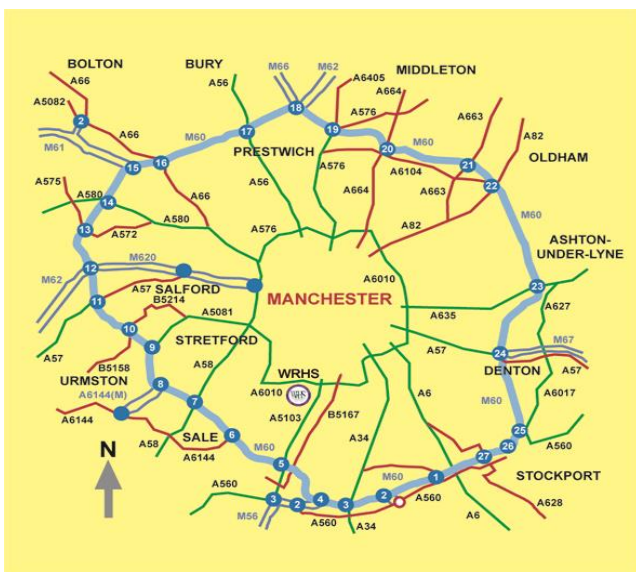
Aim for the M56 Northbound and look for Jct.3 where the road becomes the A5103 ‘Princess Road’

Now follow the ‘From the North’ directions after the*

FROM THE EAST

Aim for the M60 then leave the motorway At Jct.5, following the signs for Manchester City Centre, (A5103 – known as ‘Princess Road’).

Now follow the ‘From the North’ directions after the *



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PERSON SPECIFICATION

POST: Teacher of Health and Social Care – Temporary for one year

| QUALITIES AND ATTRIBUTES | ESSENTIAL | DESIRABLE | EVIDENCED BY |
|---|------------------|------------------|-----------------------|
| TEACHING | | | |
| Qualified Teacher Status at Secondary Level | ✓ | | Application |
| Honours degree or equivalent | ✓ | | Application |
| Effective classroom practitioner | ✓ | | Application/Interview |
| Ability to teach KS4 and 5 | ✓ | | Application/Interview |
| Ability to teach Level 3 and 3 HSC BTEC | | ✓ | Application/Interview |
| KNOWLEDGE/UNDERSTANDING | | | |
| Appreciation and application of current research on professional development, teaching and learning – curriculum, pedagogy and assessment | ✓ | | Application/Interview |
| Secure knowledge and understanding of all National Curriculum requirements, behaviour, attendance and safeguarding strategies | ✓ | | Application/Interview |
| Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4/5 and of how this relates to other faculty subjects and the whole school curriculum | ✓ | | Application/Interview |
| Experience of internal verification of BTEC coursework or a willingness to undertake training in this area | ✓ | | Application/Interview |
| MANAGEMENT | | | |
| Evidence of good student management and behaviour | ✓ | | Interview |
| A commitment to raising standards | ✓ | | Application/Interview |
| Evidence of good people skills | ✓ | | Application/Interview |
| Excellent organisational and planning skills | ✓ | | Interview |
| Ability to analyse data for form and teaching groups | ✓ | | Application/Interview |
| GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS | | | |
| An effective team player, but can think and work independently | ✓ | | Interview |
| Able to motivate students and staff | ✓ | | Interview |
| Commitment to undertake personal and professional development | ✓ | | Interview |
| Strong interpersonal skills, with good sense of humour | ✓ | | Interview |
| Enthusiastic, ambitious and resilient | ✓ | | Interview |
| An effective decision maker | ✓ | | Interview |
| Willingness to support colleagues | ✓ | | Interview |
| Able to work under pressure and meet deadlines | ✓ | | Interview |
| Commitment to school's co-operative and British values | ✓ | | Interview |
| Behave in a way which will not bring the school into disrepute | ✓ | | Interview |
| Commitment to the school and Trust's aims and strategies for improving standards | ✓ | | Interview |

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JOB DESCRIPTION

Role: Teacher of Health and Social Care – Temporary for one year

Accountable to: Head of Social Sciences and Community Learning

Grade: Teachers' Main Pay Scale

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| PURPOSE | The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject teacher and will be required to exercise his/her professional judgement to carry out, in a collaborative manner, the professional duties set out below. | |
| | | Key Standards or KPIs |
| Key Performance Area 1 | Knowledge, Understanding and Personal Development | |
| | Knowledge and understanding of: <ul style="list-style-type: none"> • The characteristics of high-quality pedagogy and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students; • Professional responsibilities in relation to all school policies and practices • The implications of the Code of Practice for Special Education Needs and Disabilities (SEND) for teaching and learning; • The need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught • How to achieve challenging and professional goals • How to be a good role model to the students in all aspects of the professional role. • The relationship of the subject to the curriculum and the development of literacy and numeracy skills • Safeguarding practice | <ul style="list-style-type: none"> • Lesson plans and resources in place • Staff handbook • Learning Plans and differentiated lesson plans in place • Quality Assurance |
| Performance Area 2 | Planning, Assessment and Evaluation | |
| | <ul style="list-style-type: none"> • Ensure that good quality lesson plans with clear learning intentions are in place, with associated resources • Mark and monitor students' class and homework, providing constructive verbal and written feedback, setting clear targets for students' progress, in line with faculty/whole school practice. • Analyse students and school data, including prior attainment or achievement to inform policy and practice, target setting, teaching and learning, always ensuring high expectations. • Work with the Inclusion Faculty to set subject specific targets for identified students who have SEND. • Contribute to the production of the Faculty Development Plan, as required. • Contribute to the development of faculty curriculum design and implementation | <ul style="list-style-type: none"> • Lesson plans and resources in place • Books marked regularly and curriculum targets set, in line with school and faculty policy • Action is taken to support delivery |

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| | | of IEPs/learning plans |
| Key Performance Area 3 | Teaching, Learning and Achievement | |
| | <ul style="list-style-type: none"> • Ensure effective teaching of whole classes, groups and individuals so that teaching intentions are met, pace and challenge is maintained and best use is made of teaching time. • Set high expectations of student behaviour and engagement, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships. • Use pedagogy which keep students engaged and challenged, including stimulating students' intellectual curiosity, effective questioning, modelling and response, clear presentation and good use of resources. • Through concise and consistent planning and assessment of lessons, secure progress towards student targets. | <ul style="list-style-type: none"> • Lesson plans/ Observations • School procedures followed re: Behaviour for Learning • Feedback provided to students via marking/ assessment and discussions • Data on SIMS and SISRA |
| Key Performance Area 4 | Resource Management | |
| | <ul style="list-style-type: none"> • Promote an ethos of team work and a culture of sharing good practice. • Provide an effective role model in terms of classroom practice. • Select and make use of textbooks, ICT and other learning resources which enable teaching objectives to be met. | <ul style="list-style-type: none"> • Meeting with support staff, colleagues and others |
| Key Performance Area 5 | Developing Others and Wider Responsibilities | |
| | <ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues, including support staff and our wider community. • Through whole school assessment practice, develop secure 'reporting to parents/carers' practice. • Develop and engage in additional learning opportunities through extra-curricular practice. • Contribute to the impact of the school's co-operative values and the British values. | <ul style="list-style-type: none"> • Assessment procedures followed |

This job specification may be reviewed by the Academy Headteacher, as necessary, and may be amended at any time after consultation with you.