



**Whitcliffe Mount School**  
Enjoy • Achieve • Celebrate

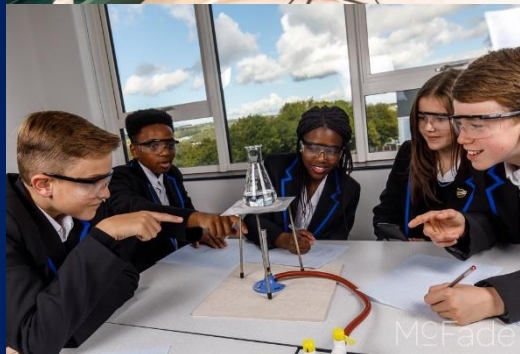
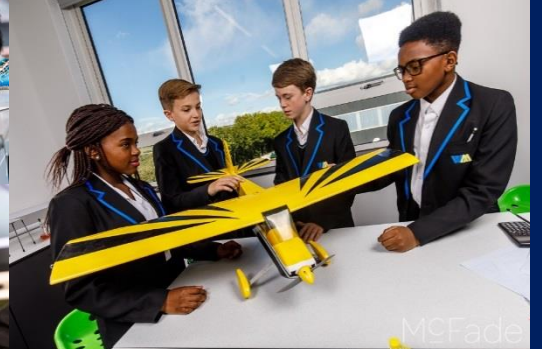


## **Assistant Headteacher (Quality of Education)**

### **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 as Assistant Headteacher (Quality of Education) at Whitcliffe Mount School. 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 2021, with 66% of students achieving the new basics at grade 4+ in English and Maths, alongside this, an amazing 30% 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 part of the Calderdale and Kirklees Teaching School Hub 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 Assistant Headteacher (Quality of Education) at Whitcliffe Mount, please complete all the relevant sections of the Kirklees application form. A CV is not required. You should also enclose a letter of application (no longer than two sides) which briefly summarises what particular experience, skills and abilities you can bring to this post and why you would be like to join us on our journey at Whitcliffe Mount.

The deadline for receipt of applications is **Wednesday 26<sup>th</sup> January 2022 at 12.00 noon**. 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 oversubscribed comprehensive school with over 1250 on roll. 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.

## Benefits of working at Whitcliffe Mount School

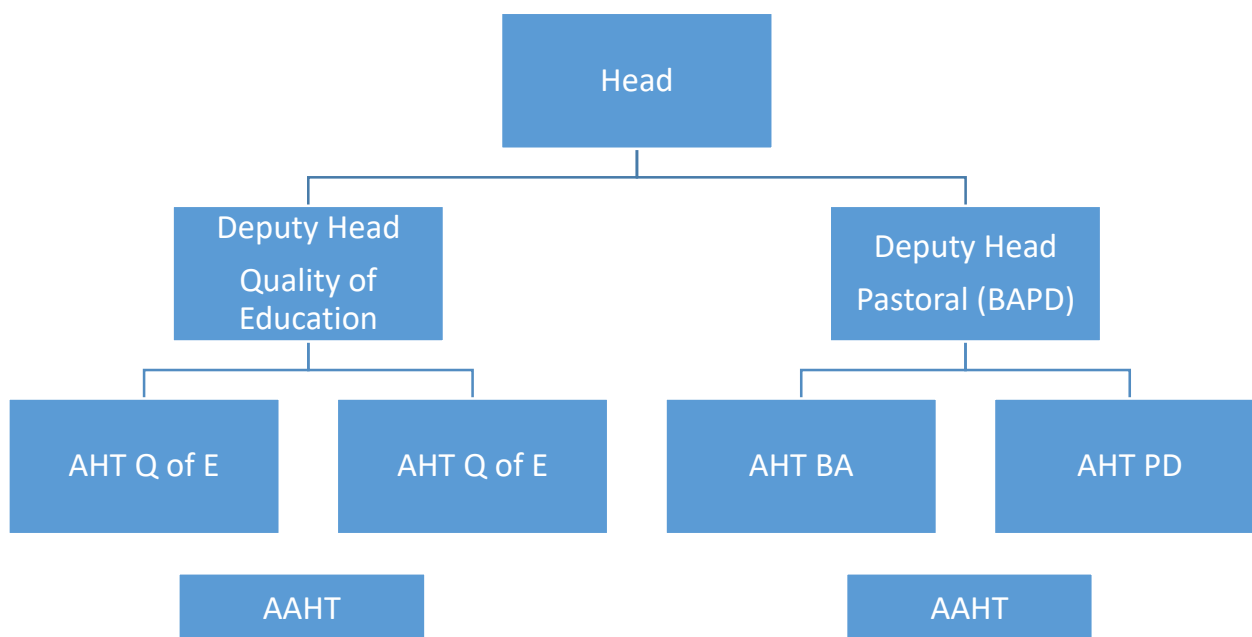
We believe in looking after our team. We do that by providing a number of employee benefits including:

- An attractive pension scheme for both Teaching and Support Staff.
- As part of Whitcliffe Mount's wellbeing commitment to employees we hold wellbeing INSET days and disaggregated days to give time for you. We also offer staff 'fat burn' fitness classes and hold regular staff meditation sessions.
- Employee Healthcare are the in-house occupational health and wellbeing department providing a range of services to employees. They offer support to help you stay healthy, prevent illness and cope with difficult and challenging times. This includes access to in-house counselling services, Physiotherapy and HEAL.
- All staff get access to our Employee Assistance Line - Care First is an independent provider of confidential workplace support and offers a professional telephone counselling, information and advice service about a range of matters.
- My Staff Shop - the home of our employee benefits, offering discounts on everything from groceries and shopping through to holidays, insurance, days out, restaurants and more.

Please visit the school website for further information:

[www.whitcliffemount.co.uk](http://www.whitcliffemount.co.uk)

## **SLT Structure – Easter/September 2022**



### **Roles and Responsibilities**

There are two Assistant Headteacher roles in the Quality of Education Team. On appointment we will agree the specific roles from the areas below:

#### **Quality Assurance**

- A key member of the QA team
- Line management of faculties
- Leading deep dives and other key QA activities
- QA of curriculum planning

#### **Curriculum and Assessment**

- Timetable
- Ebacc uptake
- Reading
- Options
- Calendar Assessment and Reporting.
- Target setting
- Student progress
- Key cohorts.

#### **Other**

- Website compliance
- Transition
- Primary Liaison
- Lead a duty team
- Attend SLT meetings and briefings
- Any other relevant duties

#### **Teaching and Learning**

- Supporting staff on coaching or development plans
- Identifying best practice to share
- Working with Lead Practitioners to strengthen teaching and learning
- Research
- Appraisal
- Extended home and remote learning.

#### **CPD**

- Early Careers Teachers/Initial Teacher Training
- Calderdale and Kirklees Teaching School Hub
- New staff induction.

#### **Pupil Premium**

- Contribute to whole school pupil premium strategy including recovery education.

## Curriculum Structure 2021-22

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 SENCO
Deputy Director of Learning x1	Deputy Director of Learning x 3  Lead Practitioner	Deputy Director of Learning x 2  Lead Practitioner	Deputy Director of Learning x 4	Deputy Director of Learning x 1  Lead Practitioner	Deputy Director of Learning x 1  Careers Lead	Deputy Director of Learning x 2		Nurture Teacher
<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 Skills Step up to English	Maths Computing	Biology Chemistry Physics	Technology Art	History Geography	Pace RS Y7/8	Music PE Drama Y8/9	French Spanish	SEND Inspire Interventions Skills
<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 Step up to English GEM	Maths Statistics Further Maths iMedia Computing GEM	Trilogy Biology Chemistry Physics	Art Engineering Food 3D Product Textiles	History Geography	RS HSC Business PACE	Core PE Music Audio Performing Arts Drama Sport Science	French Spanish	Princes Trust Step-Up SEND
<b>Faculty HLTA/ETA</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 1 x Wellbeing Mentor
<b>Technicians</b>								
LRC Manager		2 x Technician	3 x Technician					

\*FETA = Faculty Educational Teaching Assistant



## 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 of Education

- Students, particularly the most vulnerable, are helped to catch up on learning missed through school closures
- Delivering high quality remote learning if required
- Adopt and implement a highly ambitious curriculum
- Expect all students including those with special educational needs, those considered disadvantaged or other vulnerable children/young people, to achieve the highest academic standards
- There is a strategic, rigorous and sequential approach to the reading curriculum across the school.

### High expectations at all levels

- Students, particularly the most vulnerable, rarely miss school
- The school has high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently.
- Students feel safe in school and are better able to manage risks outside of school
- Students improve and/or maintain their mental health and learn about relationships, sex and health
- Students are ambitious about their learning and future career options
- The school's enrichment programme and wider work supports students to be confident, resilient and independent and to reinvigorate our ethos of Enjoy, Achieve, Celebrate, following Covid
- Leaders engage with their staff and are aware and take account of the main pressures on them.
- 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). This leads to great progress and outcomes for all our students.**



## Job Description

<b><u>POST TITLE</u></b>	:	Assistant Headteacher – Quality of Education
<b><u>LOCATION</u></b>	:	Whitcliffe Mount School, Cleckheaton
<b><u>SALARY SCALE</u></b>	:	Leadership L13-L17
<b><u>RESPONSIBLE TO</u></b>	:	Deputy Headteacher – Quality of Education

### **MAIN PURPOSE:**

#### **The Assistant Headteacher will:**

Have the professional duties of a member of the Senior Leadership Team in accordance with School Teachers' Pay and Conditions document and wider responsibilities relating to the development of quality of education, teaching and learning, student progress, quality assurance, leading and managing staff in consultation with the Headteacher.

**Please refer to roles and responsibilities on page 5**

#### **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.

#### **Safeguarding requirements**

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.

This post requires the post-holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

#### **Responsibilities for all members of the Senior Leadership Team**

Standards to be achieved: The standards follow those described in the [National Standards for Headteachers 2020](#).

#### **Section 1 : Ethics and Professional Conduct**

Assistant Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Assistant Headteachers must uphold and demonstrate the Seven Principles of Public Life (<https://www.gov.uk/government/publications/the-7-principles-of-public-life>) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership



Assistant Headteacher's must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As senior leaders of their school community and profession, Assistant Headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

**Section 2: Headteachers' Standards – Our Senior Leadership Team all work towards the Headteacher Standards which form an integral part of our appraisal and self-evaluation process.**

### **1) School Culture**

**Assistant Headteachers:**

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### **2) Teaching**

**Assistant Headteachers help to:**

- establish and sustain high- quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### **3) Curriculum and Assessment**

**Assistant Headteachers help train teachers and leaders so they are able to:**

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

#### **4) Behaviour**

##### **Assistant Headteachers help train teachers and leaders to:**

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

#### **5) Additional and Special Educational Needs and Disabilities:**

##### **Assistant Headteachers help train teachers and leaders to:**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regards to the SEND code of practice

#### **6) Professional Development:**

##### **Assistant Headteachers:**

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognized career and professional frameworks and programmes to build capacity and support succession planning

#### **7) Organisational Management**

##### **Assistant Headteachers:**

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

#### **8) Continuous School Improvement**

##### **Assistant Headteachers:**

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

#### **9) Working in Partnership**

##### **Assistant Headteachers:**

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **10) Governance and Accountability**

### **Assistant Headteachers:**

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationships with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

The person undertaking this role is expected to work within the policies, ethos and aims of Whitcliffe Mount School and to carry out such other duties as may reasonably be assigned by the Headteacher.

The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

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.



## Assistant Headteacher Employee Specification

Relevant Experience	Essential	Desirable	Assessment
Proven experience of successful leadership and management in a relevant school environment, at senior/middle leadership level.	✓		AF/I/R
Proven experience of successful leadership of teaching and learning and impact in addressing underachievement.	✓		AF
Proven experience of sustained excellent performance as a classroom teacher.	✓		AF/I/R
Proven experience of ongoing commitment to own continuing professional development.	✓		AF/R
Experience of quality assurance and evidence of impact.	✓		AF/I/R
Qualifications	Essential	Desirable	Assessment
Honours degree and teaching qualification	✓		AF
Qualified Teacher Status	✓		AF
Evidence of further professional study e.g. MA or NPQSL		✓	AF
Good honours degree	✓		AF
Special Knowledge and Skills			
Highly successful classroom practitioner with high expectations including evidence of high level student achievement	✓		AF/I/R
Excellent team player	✓		AF/I/R
Exceptional organisational, communication and interpersonal skills	✓		I/R
Leadership and management skills appropriate to the requirements of the post	✓		I/R
Knowledge and understanding of relevant national and local changes to education, legislation and guidance	✓		AF/I/R
Clear vision for Quality of Education	✓		AF/R
Understanding of and commitment to Whitcliffe Mount's vision and the challenges and opportunities facing the school	✓		I/R
Readiness to identify and respond to new challenges with good judgements and perseverance	✓		AF/R
Ability to challenge, influence and motivate others	✓		AF/I/R
Experienced coach		✓	AF/I
Qualities			
A positive attitude to work and life	✓		AF/I/R
Strong commitment to the ethos and values of Whitcliffe Mount School	✓		AF/I
Absolute honesty and integrity	✓		AF/I/R
A calm and clear-thinking approach to problem-solving	✓		AF/I/R
Ability to adapt quickly to changing circumstances and take speedy appropriate action when circumstances require it	✓		AF/I/R
Ability to innovate and lead on new initiatives, leading	✓		AF/I/R



to clearly demonstrable outcomes			
Creative and innovative	✓		AF/I/R
Confident in handling information of an exceptionally confidential nature	✓		AF/I/R
Exceptionally hard-working, resilient and professional but with an appreciation of the need to maintain a work-life balance	✓		AF/I/R
Commitment to own continuing professional development and to supporting the continuing professional development of others	✓		AF/I/R
A passion for helping young people develop, learn and be the best they can be	✓		AF/I/R
<b>Any additional factors</b>			
Passionate belief in the potential of all young people to aspire and achieve.	✓		AF/I/R
Relentless positive attitude towards young people.	✓		I/R
Understanding and experience of restorative practices	✓		AF/I
Ability to model mutual respect for and trust of students and adults.	✓		I/R
Strong belief in the vision and ethos of the school.	✓		I/R
Ability to provide inspirational leadership to students, staff and community.	✓		I/R
Energy and enthusiasm.	✓		I/R
Attention to detail.	✓		I/R
Ability to delegate responsibility effectively.	✓		AF/R
Ability to deal sensitively with people, negotiate effectively, influence and resolve conflicts.	✓		AF/I/R

AF – Application Form

I – Interview

R – References



**Whitcliffe Mount School**  
**Headteacher - Jennifer Templar**

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