



# Weaverham High School

## Supplementary information for prospective candidates

Weaverham High School is an oversubscribed 11-16 foundation school in the heart of Cheshire and serves the communities of Weaverham and the surrounding area. We have just over 1160 pupils on our roll with lower than national SEND and PP pupils. Clare Morgan is the Headteacher who was appointed in September 2018. The senior leadership team comprises of a Deputy Headteacher responsible for Ethos, Climate for Learning & Personal Development, Deputy Headteacher responsible for Raising Standards, Assistant Headteacher responsible for T&L and an Assistant Headteacher responsible for Assessment & Intervention. There are 163 employees including 70 teachers, of whom 1 ECT and 1 RQT. Staff retention in 2020-21 was extremely high. We are fully staffed and all subjects are taught by qualified specialist teachers. Our staff are our most valuable asset and we are committed to supporting and developing our team to ensure their time in our school is a happy and rewarding one.

**We are a forward thinking and dynamic team who are fully committed to realising our school mission statement.**

Weaverham High School to be a vibrant, thriving and successful school where every member of our community feels valued, safe and supported to ensure they surpass their potential. We celebrate uniqueness and see individuals. We understand that our pupils have hopes and dreams, challenges and barriers and it our privilege to celebrate their worth and their potential. We want every child to enjoy their own journey of discovery, acquire a thirst for knowledge, creativity and imagination and develop a love for their learning. We want pupils to leave our school not just with qualifications showing their academic success, but also with the capacity to think clearly and deeply, a desire to act with integrity and to show kindness and empathy to others, and with the character and leadership experience they need to thrive in the world. Our staff work tirelessly to ensure individual barriers are overcome and pupils are challenged and supported in equal measure. We nurture talent, ability and ambition with energy, creativity, determination, relentless kindness and high expectations.

**"Be the best version of you"**

### Teaching and Learning

Our philosophy to secure the right outcomes for our pupils is simple. Outstanding leaders and teachers transform lives: they inspire by capturing imagination. Talented teachers awaken excitement, challenge thinking and embrace mistakes to enable deeper learning. Weaverham teachers do not settle for the mediocre but develop students who move from producing that which is secure and accurate, to that which is exceptional and polished. Our teachers build relationships and encourage young people to extend their boundaries and secure success.



The Weaverham Way of Learning ensures our practices are consistent and effective. Such an approach brings a sense of security to every classroom empowering pupils to transfer competent and effective learning habits.

At the forefront of our approach to teaching lies literacy; a passion for reading is at the core of all academic success. Understanding language, its precision and its nuances is vital. Quite apart from technical fluency, we want students to be able to manipulate language for different purposes and that means reading widely both fiction and non-fiction. Our universal literacy initiatives benefit all.

**The following information is taken from our staff handbook and aims to give you a flavour of our school. Please do visit the school website to find more information relating to policies, Ofsted and other key information you may need prior to applying.**

## Leadership & Management

### SAFE

- We will work in a consistent manner, using consistent language to ensure our goals are defined, measured are agreed and our impact is measurable
- We will be visible and approachable
- We will develop trust through consistent and effective practices

### READY

- We will show passion and pride in our vision to secure positive outcomes for every Weaverham pupil.
- We will support and value the contributions of others
- We will communicate our purpose and direction and clarity and energy

### RESPECT

- We will support and value the contributions of others
- We will give clear and honest feedback and support our staff to succeed
- We are committed to growing talent, nurturing it to benefit our whole community

## Quality of Education

### SAFE

- For pupils to experience a consistent approach in all lessons and across all areas of learning, with staff and pupils using consistent language for learning
- We will develop trust through consistent and effective practices
- Pupils will learn about staying safe and healthy



## READY

- We will show passion and pride in our vision to for the highest quality education to secure positive outcomes for every Weaverham pupil.
- We will have the highest expectations and we will strive to meet the needs of all our pupils
- We believe in growth mindsets and strive for our pupils to be resilient
- We will communicate our purpose and direction and clarity and energy

## RESPECT

- We are committed to growing talent, and strive for the very best for all our pupils
- The Weaverham community upholds British Values including: democracy, rights and responsibilities; equality and inclusion

## Behaviour and Attitude

### SAFE

- We believe in the importance of building positive relationships with one another
- We understand that all member of our community have the right to feel valued and secure in their learning environment
- We believe that pupils learn best in an ordered environment where success is celebrated and pupils are encouraged to take responsibility
- We believe that this environment is achieved where behaviour expectations are clearly stated with an emphasis on rewards along with appropriate sanctions when necessary

### READY

- We believe in placing high expectations on the progress of all our pupils
- We believe that every pupil needs to experience success in some aspect of school life in order to gain confidence and raise their self esteem
- We believe every child should receive praise and recognition for their positive contribution to our school community

### RESPECT

- We believe that we are all members of a learning community where everyone deserves respect, where we all have rights and responsibilities and where we all achieve most when we work in partnership.
- We believe that working together and supporting one another we can exceed our potential
- We believe in creating an environment where all our community can THRIVE

## Personal Development

### SAFE

- Pupils who exceed expectations of progress, irrespective of background or starting point, to achieve qualifications which provide maximum future opportunity and choice



- Pupils who have consistently high attendance, good behaviour and extensive participation in extra-curricular activities irrespective of background.
- Pupils who celebrate the talents of others and are proud to showcase their qualities and gifts

#### READY

- Pupils having a growth mind-set who recognise they can overcome challenges
- Pupils who recognise their own self-worth and enjoy positive well being
- Pupils who are fully prepared for life beyond Weaverham High School

#### RESPECT

- A strong school community which is inclusive in its success and recognition of diversity irrespective of learning needs, gender or socio-economic background
- Pupils who are proud to make the transition from Newcomer to Leader in the school community
- A happy community

#### The School Day.

365 days a year and 195 belong to school and 190 of them with our pupils. What can we achieve in one day – so much, if we plan and organise our time, if we focus on the tasks in hand and prioritise well. Sometimes we see each day as a separate unit, forgetting that one builds on the other and that rewards accumulate. We aim for a simple day through applying Consistent Practices across all areas of school – this will allow for the best work-life balance.

8.30 am Assembly / Tutor time 8.55 am Lesson 1 9.55 am Lesson 2 10.55 am BREAK 11.10 am Lesson 3 12.10 Notional break 12.15 pm Lesson 4 1.15pm Lunch 2.00 pm Lesson 5 3.00 pm End of school 3.10 pm Extra-curricular

#### Staff Wellbeing - Work-life Balance:

*“Imagine a workplace where everyone engages and contributes their full intellectual capacity; a place where people are healthier, and happier because they have more control over their work – a place where everyone is a leader” **David Marquet, Author of Turn the Ship Around! and Intent-Based Leadership Pioneer***

Work-life balance is quite unique and differs from person to person. In the first instance it depends on how we view the place of work in our lives and this is deeply personal. We all have to match our moral compass to the task in hand. Our capability and capacity affect our work-life balance as much as our attitude. The member of staff who relishes work, finds deep fulfilment and chooses to work long hours and the member of staff who brilliantly accomplish their work and close down are equal.



It is all personal. The truth is that teaching is demanding – there is no getting away from it, but my goodness it is more rewarding. Some of us will work harder than others though the chances are that we will all tell ourselves that we are working hard. The further truth is that some of us will work more quickly than others – that can have its advantages as we have leaders in all areas of school driving school change in a timely fashion. It can also have its disadvantages as some people may feel overwhelmed – if this is you, talk to us – together we will find the right balance and the solution to ensure everyone feels they can contribute. The following might be useful guidance on maintaining our well-being:

- ✓ Use this staff handbook to plan ahead– this will ensure there are no surprises.
- ✓ Digest and follow our Consistent Practices – this supports you in understanding what is expected of you each and every day.
- ✓ Plan for when you are at your most effective – ‘early’ or ‘late’ – what works for you?
- ✓ Work where you are most comfortable – School? Home?
- ✓ Organise a sustainable marking timetable (must include pupil feedback) – routine is imperative.
- ✓ If you ever encounter a problem – talk to someone – seek guidance and support – don’t let things worry you. A problem shared...you know the rest!
- ✓ There will be times when your ‘to do’ list feels enormous...breathe. Organise the list and start with the straightforward ones first. Ask for help with any that make you feel overwhelmed.
- ✓ Seek to do things well first time but try to keep things simple
- ✓ If you have a day where you feel tired – go home and rest or do an activity you know will alleviate any worry about work. You are in control.
- ✓ Avoid the tempting notion that perfection lies elsewhere. Focus on what you have achieved.
- ✓ Use Performance Management as a tool to address areas you know you want/need to develop – this will ensure your CPD plan for the year is understood and supported.

## Classroom Culture at WHS

### Learning the Weaverham Way.

<b>Entry to the Lesson.</b>	<ul style="list-style-type: none"> <li>Teachers greet pupils at the door.</li> <li>Pupils enter the classroom in a calm and purposeful manner.</li> <li>The learning environment is calm, interesting and purposeful.</li> <li>If applicable, LSAs are in the classroom ready to support learning.</li> </ul>
<b>Connect</b>  ‘The 5 Min Challenge’.	<ul style="list-style-type: none"> <li>Pupils are on task, completing a Connect task within the first 5 mins.</li> <li>The register is taken whilst initial Connect task is completed.</li> <li>Pupils are hooked into learning and the scene is set for the lesson.</li> <li>Key enquiry question or learning objective and success criteria is shared.</li> <li>Key terminology is written down as part of the learning objective/success criteria.</li> <li>Teachers place the lesson in a sequence of learning for pupils.</li> </ul>



	<ul style="list-style-type: none"> <li>• Routine low stakes testing: To assess and embed core curriculum knowledge, including tier two and tier three vocabulary.</li> <li>• Initial Q+A may be used to consolidate prior learning and link to new learning.</li> <li>• Initial stimulus will be used to engage and excite pupil curiosity.</li> </ul>
<b>Convey</b>  ‘Expert knowledge and skills delivered by Experts’.	<ul style="list-style-type: none"> <li>• Teachers teach expert knowledge and skill to pupils.</li> <li>• Teachers confidently deliver content in ways that are challenging and appropriate to pupil ability and learning need.</li> <li>• Range, breadth and depth of knowledge and skill is considered when teaching.</li> <li>• Teachers deliver lessons from carefully planned and ambitious Curriculum Plans.</li> <li>• Interleaving of learning is delivered by teachers to ensure all content is current and skills develop across time.</li> <li>• Learning for Linear is considered by teachers when delivering content and skills.</li> <li>• Teachers are aware of National Curriculum and Exam Specification requirements.</li> <li>• Home-learning tasks may be set as per our Schemes of Home-Learning.</li> </ul>
<b>Create</b>  M - Meaning A - Application P - Practice	<ul style="list-style-type: none"> <li>• Pupils demonstrate their knowledge, understanding and skill in a range of ways.</li> <li>• Pupils answer high level questions (directed, volunteer, peer) throughout.</li> <li>• Pupils participate in a range of tasks offering cognitive challenge and complex thinking.</li> <li>• Pupils participate in high level discussion and peer interactions driven by complex thinking.</li> <li>• Pupils complete independent written tasks in silence, ensuring quality presentation.</li> <li>• Pupils apply knowledge, understanding and skill in a range of ways.</li> <li>• Pupils measure learning, rectify misconceptions and respond to feedback.</li> </ul>
<b>Consolidate</b>  Revisit and Reinforce.	<ul style="list-style-type: none"> <li>• Teacher returns to the enquiry question, learning objective and success criteria.</li> <li>• Pupils complete tasks that consolidate knowledge, understanding and skill.</li> <li>• Pupils may complete ‘low-stakes’ tests for recall and memory.</li> <li>• Interleaving may be used to consolidate learning over time.</li> <li>• Further Home-learning may be set if required in order to rectify any misconceptions that have become apparent during the lesson.</li> <li>• Teacher will make links to next lesson to encourage lesson preparation and flip-learning.</li> </ul>
<b>Exit from the Lesson</b>	<ul style="list-style-type: none"> <li>• Teacher will verbally inform pupils of their BfL if required and progress achieved.</li> <li>• Pupils will be dismissed in an orderly manner, row by row or group by group.</li> <li>• Where possible the teacher will stand at the door to say good bye to pupils.</li> </ul>

Consistent Language – Every classroom, every corridor.

Leadership & Management	Quality of Education
<ul style="list-style-type: none"> <li>• Be the Best Version of You.</li> </ul>	<ul style="list-style-type: none"> <li>• Be the Best Version of You</li> </ul>



<ul style="list-style-type: none"> <li>• Challenge for all.</li> <li>• Breaking Barriers.</li> <li>• Thrive.</li> <li>• Aspire to Inspire.</li> <li>• Our 4Cs.</li> <li>• Endeavour – Our more able programme.</li> <li>• Strive – Our challenge for all programme.</li> <li>• PDG – Professional Development Groups.</li> <li>• SIG – Strategic Improvement Group.</li> <li>• Inspire to Aim Higher: WHS Leadership Programme.</li> <li>• WHS Strong Foundations Programme – Early Career Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge for all.</li> <li>• Breaking Barriers</li> <li>• Learning the Weaverham Way.</li> <li>• Our 4Cs – Connect, Convey, Create, Consolidate</li> <li>• Our Complex Thinking Strategy – 6 Strands.</li> <li>• Every Second Counts.</li> <li>• Lasting Learning not just Lesson Learning.</li> <li>• Creative Coaches.</li> <li>• Power Hour.</li> <li>• Endeavour and Strive.</li> <li>• Home-school teaching and learning group. (Parents T+L group)</li> <li>• Home-learning - Do it! Know it! Practise it!</li> <li>• The 6 Imperatives and the Non-negotiables.</li> </ul>
<b>Behaviour &amp; Attitude</b>	<b>Personal Development</b>
<ul style="list-style-type: none"> <li>• Be the Best version of You.</li> <li>• Safe, Ready, Respect.</li> <li>• Thrive.</li> <li>• Trauma Informed Language.</li> <li>• Calm, consistent adult behaviour.</li> <li>• Trauma informed practice</li> <li>• Child centered approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Be the Best version of You.</li> <li>• Safe, Ready, Respect,</li> <li>• Thrive.</li> <li>• Trauma Informed Language.</li> <li>• Aspire to Inspire</li> <li>• Leadership programme</li> <li>• Enrichment</li> <li>• Careers aspiration. (Gatsby benchmark)</li> </ul>



## Trauma Informed Language

The use of language when working with young people is very important. Especially for children who have experienced trauma. Every time we are heard talking about a child, we are sending a message. By being consciously careful about our use of language, we can ensure the message we send is positive, caring and supports the young person.

Developing a *Trauma Informed Practice* in the classroom can improve the school experience and outcomes for all students, especially those who are affected by traumatic experiences.

If we accept this and understand why it is true, then we have a responsibility to ensure it is embedded in the practice of every adult working at Weaverham High School.

Below are 7 phrases / words school staff use when talking about children, by altering the language used, we demonstrate our commitment to the young people.

Current Language	New Language and Understanding
Challenging behaviour	Distressing behaviour
Unacceptable behaviour	Understandable behaviour (seeing behaviour in the context of the individual's trauma)
Attention seeking	Needing security
Aggressive	Frightened
Defiant	In fight mode, coping with a threat, struggling to conform.
Treat and deal with ....	Respond to and enable ....
Not engaging	Does not feel safe enough yet to...



# Weaverham Life Beyond the Classroom

Our school prides itself in providing a stimulating and wide-ranging selection of extracurricular activities, which take place either after school or at lunchtimes. Experiences outside the classroom matter as much as those inside – esteeming experiences support our pupils to grow as individuals, recognise the importance of teamwork, lead others and feel a sense of belonging and achievement. We need your support in ensuring all pupils benefit from these experiences.

The **Extracurricular Programme** is put together during the first two weeks in September, and is then checked and updated later in the year in time for the beginning of the Summer term after Easter. Staff inform Karen Bryer, Extended Services Co-ordinator, of their club details and the Programme is available to view in booklet form, on the noticeboard in school and on the website under Curriculum. It can be updated easily at any time if a club starts during the year, and promotional emails to parents can be sent if a new club is starting up.

The Programme includes a wide range of sports and music activities, mainly run by school staff, and also other clubs. Staff are encouraged to run clubs to inspire pupils within their disciplines or to utilise and spread to our young people other interests and skills that they might have.




**GCSE support sessions** are also run by staff for Year 10 and Year 11 pupils, and a programme for this is produced for pupils and parents information. Again, the details of these sessions need to be given to Extended Services to be collated in September.

We also offer individual **Instrumental Tuition lessons**, provided by peripatetic tutors, which parents pay for but are generously subsidised by school. These take place during the school day, on a rota basis, so staff should be aware of pupils needing to leave or arrive late to lessons on occasion in order to attend them.


An **Extracurricular Audit** of numbers of pupils attending activities takes place every October, to give a snapshot of uptake. Particular interest is taken of numbers of Pupil Premium pupils taking part. Where there is a barrier to participation, we are creative in our approach to find a solution. **We know there is a direct correlation in those pupils who make expected progress and those who engage in our enrichment offer.**

All staff should encourage pupils to take up these opportunities when they can, due to the excellent benefits they offer, both academically, socially and mentally. We should especially encourage our more disadvantaged pupils, and for any activities that incur a cost, including Instrumental Tuition, a reduced rate can be arranged.



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Behaviour and Attitudes.	Personal Development.
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