



Westhoughton
HIGH SCHOOL

Application Pack

Teacher of Business Studies and Computing



*LEARN*ing today for a brighter tomorrow

Letter from the Headteacher

Dear Potential Colleague,

Teacher of Business Studies and Computing

Thank you for expressing an interest in joining Westhoughton High School. Within this pack you will find information about the school, job vacancy and the application process. This is an exciting and unique opportunity to work in a forward thinking school and to make a contribution toward shaping its future and build on its successes.

We are looking to appoint a talented professional who has the experience or the potential to join our KS4 Business Studies and KS3 (potentially KS4) Computing teams to support us in creating and developing the longer term vision for the departments and the school. This is a fabulous opportunity to work in innovative departments with a track record of improving teaching and learning, leading to better progress and outcomes for our students.

Key Stage 3

Our Key Stage 3 Computing curriculum works towards meeting the National Curriculum requirements for Computing standards within a three year KS3 curriculum. At present, the Year 7 students complete schemes of learning that develop their understanding of Digital Citizenship whereby they learn of the organization within computing and the basic proficiencies. Additionally, in Year 7 students are introduced to basic software skills and legislation. In Year 8, students build to this knowledge from Year 7 whilst being introduced to Scratch, Data Representation, Control Technologies and podcasting. We have altered our curriculum and have found our students are heavily engaging in the new curriculum topics. Within in Year 9, students are introduced to how devices and computers work alongside an introduction to graphics software and Python. We aim for the highest engagement and digital understanding within our students and are driving towards a greater uptake of Computer Science and Digital Media within our female cohorts.

Key Stage 4

At Key Stage 4, our current Year 10 and 11 students are studying BTEC Enterprise, GCSE Computer Science and BTEC Digital Media.

We are supportive departments focused on helping our students achieve their potential through high expectations, developing positive relationships and an enjoyment of the subjects.

If you believe you can help us on our journey to becoming an outstanding school, whilst inspiring a love of learning amongst our students, then I look forward to receiving your application.

Thank you in advance for the interest you have shown.

Yours faithfully,



Mr N S Coe
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 on November 16th – 17th 2021 and there has been no change to the school's overall judgement of **good** that we received in our last Ofsted inspection.

We are pleased to see that the hard work of our curriculum leaders and subject teachers for recent **developments in the quality of curriculum is recognised** in the report as this has been a significant undertaking.

The quotations below will give you the flavour of our Ofsted report that accurately reflects our school.

Ofsted said:

- Students **enjoy** coming to school.
- Most **students feel safe**. This is because they know they can **share any worries** with adults in school.
- Leaders have **high expectations for students' achievement**.
- Leaders are **ambitious for all students to do well**.
- **Students enjoy a varied range of enrichment opportunities**. They enjoy attending the Roald Dahl club, the European studies club, youth band and completing challenging activities in The Duke of Edinburgh's Award.
- There is a clear policy and procedure in place to deal with bullying. Staff believe that students are safe in school and that leaders **deal effectively with any form of bullying**.
- Leaders ensure that **students receive useful careers information, advice and guidance**. Students get to know about the different careers which may suit their interests.
- **Students benefit from an effective personal development programme**. This builds their understanding of how to keep **safe and healthy**.
- They **learn to appreciate and respect** the differences between themselves and others.
- Leaders **identify those students with SEND effectively**. Teachers use suitable resources and provide additional support to ensure that these students access the same learning as their peers.
- Members of the **governing body are supporting leaders** to improve the quality of education that students receive. Leaders and Governors **pay due attention to staff's wellbeing**.

LEARN^{ing}

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.

Investing in Our Staff

Wellbeing is a central drive to many of our initiatives here at Westhoughton. You have an SLT that truly believe in developing and investing in our staff and the wellbeing of all who come through our doors. We have multiple activities that develop our staff wellbeing including a Wednesday wellbeing-focused briefing whereby we celebrate our staff, best practice and recognise staff who have supported other colleagues. We have staff activities such as a staff choir, staff yoga and workout sessions and a secret buddy system of supportive comments and gifts that our staff sign up to. We believe in continually reviewing our systems and protocols to ensure that we reduce workload in as many aspects as we can.

As of September 2020, our school week altered in order to have all students leave our school site at 2:10pm every Wednesday. We deliver our personalised CPD programme from 2:30pm each week which ties together our whole school priorities, personalised CPD opportunities and talent development programmes alongside our pastoral CPD programmes to ensure we build this into our school day and value the time together.

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.





Westhoughton
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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

Job Description

Post: Teaching
Main Scale Pay Range: T1-T9 (Starting salary negotiable)

Job Purpose:

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Support for the Student:

- To ensure that students are happy, engaged and making good progress, according to their age, interests, abilities and prior attainment
- To safeguard and promote the welfare of every child in the school
- To support the school in its commitment to the provision of equal opportunities for all students regardless of race, gender, disability or social background
- To support the school in establishing a positive learning environment and effective, cooperative working relationships between staff, students and parents
- To show passion and enthusiasm for learning and promote a high quality learning experience in lessons, independent learning and enrichment activities

Core Requirements of the Post:

In fulfilling the requirements of the post, you will demonstrate essential professional characteristics and performance appropriate to your salary band, and in particular will:

- Improve the quality of students' learning so that they make expected or better progress resulting in good or better progress at GCSE outcomes
- Build team commitment with colleagues and engage and motivate students
- Ensure 'whole school' implementation (and the development) of school policies by ensuring that you apply them consistently and to expectations
- Fulfil and build upon the professional characteristics (attributes, knowledge and understanding, skills) as laid down in the Professional Standards for Teachers (Sept 2012) defining your career stage against the school's career progression appraisal guidance
- Use the Appraisal process to advance student learning and enhance professional practice in line with the school's aspirations and priorities

Areas of Responsibility and Key Tasks:

Teaching, Learning and Classroom Management

You will effectively teach allocated students by planning to achieve expected progression of learning through:

- understanding and applying a range of effective teaching strategies
- understanding and applying effective classroom management strategies
- identifying, planning and communicating clear learning objectives and specifying how they will be taught and assessed
- setting varied tasks which challenge all students and ensure high levels of engagement
- setting clear targets that build on prior attainment ensuring that all student groups make good or better progress, with a particular focus on PPG students
- providing clear structures for lessons, maintaining pace, motivation and challenge
- ensuring thorough coverage of the relevant programmes of study
- maintaining discipline and rewards in accordance with the school's procedures and encouraging good practice with regard to attendance, punctuality, behaviour and standards of work
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating your own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support to promote student progress
- positively identifying, targeting and supporting individual learning needs

- effectively using homework and other extra-curricular learning opportunities
- demonstrating appropriate consistent progress:
 - for all groups of students
 - across all teaching areas
 - across the spectrums of background, ability and behaviour
 - that compares favourably with students in similar settings

Monitoring, Assessment, Recording and Reporting

- by constantly and consistently using 'assessment to support learning' to inform planning, guide teaching and support effective learning and teaching
- by adhering to agreed data collection procedures (and timelines), provide assessment and performance data, which enables the evaluation of students' progress and set appropriate targets for improvement
- by adhering to agreed reporting policy (and timelines), provide accurate and informative reports on student progress to all stakeholders
- by adhering to the agreed marking policy of the school to promote student progress

Student Support Duties

Most teaching staff will be expected to act as a form tutor assigned to a group of students, effectively executing the agreed responsibilities which accompany this role, which include:

- working with the assigned Student Support Leader and Student Progress Leader, promote the academic progress and well-being of individual students and of the Tutor Group as a whole
- engaging in agreed student reporting procedures to support students and colleagues in ensuring compliance with agreed school standards
- liaising with Student Support Staff to ensure the effective implementation of the school's support systems
- registering students, accompany them to assemblies, encouraging their full attendance at all lessons and their participation in the wider aspects of school life
- alerting appropriate staff to problems experienced by students and making recommendations as to how these may be resolved
- communicating, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- contribute/deliver CEIAG activities according to school policy

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies, practices and standards of the school
- maintain an up-to-date knowledge of good practice in subject (or specialism) teaching pedagogy
- take account of wider curriculum developments, including changes to national strategies
- contribute positively and effectively to the Every Child Achieves Agenda
- undertake Continual Professional Development to enhance teaching and students' learning
- co-operate with other staff to ensure the sharing and effective use of resources to the benefit of the school, department and students
- contribute to the corporate life of the school through effective participation in meetings and management systems
- take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review Days, Enrichment Days and events with partner schools
- take responsibility for your own professional development and duties in relation to school policies and practices
- liaise effectively with parents, Governors and other stakeholders where appropriate
- you will carry out any other reasonable duties designated by the Headteacher
- 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 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 2022

Mr N S Coe
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 teacher will be able to demonstrate the following knowledge, skills and attributes.

Qualifications, Experience and Knowledge

Essential	Desirable	Evidence
<ul style="list-style-type: none"> A good first Degree Qualified Teacher Status A commitment to own continuous professional development Successful practice in accordance with specified teaching standards 2012 (including training practice) within the 11-16 age range Understanding of child safe-guarding issues and successful measures that promote and ensure the safe-guarding of children Knowledge of current legislation, guidance and developments relating to subject area 	<ul style="list-style-type: none"> Related further professional qualifications Evidence of continuing development of skills as a potential Leader 	<ul style="list-style-type: none"> Application Form Original Certificates References Selection activities

Sets high expectations and inspires, motivates and challenges all students by:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> Establishing and sustaining a safe and stimulating environment, rooted in mutual respect Setting targets and goals that stretch and challenges students of all backgrounds abilities and dispositions Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students An ability to form positive relationships and be able to communicate effectively with people at all levels 	<ul style="list-style-type: none"> Evidence of working in a fully inclusive school 	<ul style="list-style-type: none"> Application Form Selection activities References

Demonstrates good subject and curriculum knowledge by:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> Having secure knowledge of the relevant subject(s) and curriculum areas Fostering and maintaining student interest in the subject and addressing misunderstandings Demonstrating a critical understanding of developments in the subject(s) and curriculum areas and promoting the value of scholarship 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 Teaching in an informative and engaging manner 		<ul style="list-style-type: none"> Application Form Selection activities References

Promotes good student progress and outcomes by:

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

Plan and teach well- structured and impactful lessons by:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> • Understanding of what good or better learning looks like in the classroom • The delivery of lessons which impart knowledge and develop understanding through effective use of curriculum time • Promoting a love of learning and children's intellectual curiosity • Planning and setting homework and other activities which consolidate and extend the knowledge and understanding students have acquired • Being a reflective teacher to improve practice • Contributing to the design and provision of an engaging curriculum within the relevant subject(s) • Taking responsibility for improving teaching through appropriate professional development, responding appropriately to advice and feedback from colleagues 		<ul style="list-style-type: none"> • Application Form • Selection activities • References

Adapt teaching to respond to the strengths and needs of all students by:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome them Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively Having a clear understanding of the needs of all students taught, 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 		<ul style="list-style-type: none"> Selection activities References

Make accurate and productive use of assessment by:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessments requirements Making use of formative and summative assessment to secure student progress Using relevant data to monitor progress, set targets and plan subsequent lessons Providing students with regular and informative feedback, both orally and through accurate marking and encouraging students to respond positively to that feedback 	<ul style="list-style-type: none"> External marking experience Wider assessment experience 	<ul style="list-style-type: none"> Application Form Selection activities References

Manage behaviour effectively to ensure good and safe learning environment by:

Essential	Desirable	Evidence
<ul style="list-style-type: none"> Having a commitment to consistently engage with the agreed processes and protocols within the school to establish appropriate routines and expectations within the classroom to ensure impactful Behaviour for Learning Taking responsibility for promoting good and courteous behaviour at all times around the school and wider community in accordance with school policy Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary Knowing and understanding any specific health and safety requirements for subject area(s) or other activities undertaken 		<ul style="list-style-type: none"> Selection activities References

Fulfil wider professional responsibilities by:

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

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. 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.

