



BRIGHOUSE HIGH SCHOOL



Teacher of Humanities and English MPR/UPR

Start date: September 2024



'Pupils, including students in the sixth form, are proud to attend the school. They feel safe and cared for. Positive relationships are a cornerstone of the school'
Ofsted February 2022



Welcome to Brighouse High School

TOGETHER IN LIFE TOGETHER IN LEARNING TOGETHER IN LIFE TOGETHER IN LEARNING



Thank you for your interest in joining Brighouse High School and Sixth Form College; we are very much looking forward to welcoming you to our school.

Brighouse High School was one of the initial converter academies in 2006 and was the founding member of the Valley Learning Partnership. We are proud to be an 11-19 school and deliver a wide range of courses across key stages 3, 4 and 5.

Our school is oversubscribed and has consistently served the community of Brighouse and the surrounding area, always developing and building on consistent good practice and ensuring that positive experiences of student and staff development are partnered with good outcomes for the students. Our School Direct Programme is strong as we move to ensure that we engage, train and retain the best teachers for our students.

Pupils, including students in the sixth form, are proud to attend the school. They feel safe and cared for.

Pupils feel they can speak to any member of staff if they have concerns or worries.

Positive relationships are a cornerstone of the school and allow pupils to express themselves with confidence.

Pupils believe the school takes their well-being seriously.

One pupil told an inspector, 'Everyone cares at Brighouse.' The atmosphere around school and in lessons is calm.

Pupils behave well and engage positively in lessons.

Pupils are polite and respectful towards each other and staff.

Ofsted 2022

Our commitment to a broad and balanced curriculum has never faltered; we have always ensured that students are offered the broadest range of opportunities to succeed in an inclusive and supportive environment. We are consistently amongst the highest achieving secondary schools in Calderdale for enabling our students to progress with the benchmark qualifications required to access their next steps in education, employment or training.

Our ethos is simple; we value and are proud to be a comprehensive school which serves all of our local community. The core purpose of our school is to raise achievement for all and to do this within a framework of positive behaviour and relationships. We consistently strive to ensure that Brighouse High School is a happy place to learn and work and that there is equality of opportunities for all. We put the welfare and achievement of our pupils at the core of all our decisions.

Our vision remains clear; we aim to provide for our students an education and support that is second to none.

Our sense of togetherness is important to us and to our community and it is often quoted that 'the best thing about Brighouse High is the people in it'.



Humanities and English (MPR/UPR)



Required from September 2024 in this successful and oversubscribed Comprehensive School, a Teacher of Humanities and English.

We are looking to appoint an enthusiastic and well-qualified Teacher of Humanities (Geography and/or History) and English. The successful candidate would have an ability to teach to GCSE, as well as a commitment to contributing to all aspects of school life.

This is an excellent development opportunity to join the Brighouse High team. We are a stand-alone academy, which is proud to have retained its identity at the heart of the community and we are now expanding our collaborative working as a founder member of the Valley Learning Partnership. OFSTED recognised that we are a school which has high expectations and is uncompromising in working to meet the needs of individual pupils. Inspectors reported that *"there is a strong sense of 'togetherness' across the school" and that pupils "feel part of a caring school community that is fully inclusive with a trusting ethos. Pupils feel valued as learners"*

Geography Department

Geography is a popular and a very successful subject at GCSE and A Level which has resulted in a large uptake at both Key Stage 4 and Key Stage 5. The department works hard to maintain its excellent standards by reviewing and developing new schemes of work in order for students to remain challenged and engaged by Geography.

Teaching in KS3 is in mixed ability form groups in years 7 – 9. Teaching in KS4 is in mixed ability option groups. At KS4 and KS5 students follow the AQA exam specification.

Elements of fieldwork have been built into all courses ranging from local work with years 7 - 9 to work in other locations in KS4 and 'A' level. Fieldwork locations include the Holderness Coast, The Deep, Salford Quays, Yorkshire Wildlife Park and Morecambe.

The Geography department is staffed by a group of committed and hardworking teachers who work together as a team to develop new initiatives and programmes of study.

The Department has three classrooms on the main site and one at the Sixth Form Centre. We have access to the ICT Room via a booking system



Humanities and English (MPR/UPR)



History Department

History is a popular, successful and growing subject at Brighouse High School.

We are fortunate at this school that all students at Key Stage Three are allocated two lessons each week each lasting one hour.

History is one of the most popular option choices at Key Stage Four for both girls and boys. Again we are very fortunate in that students are timetabled for three hours of History in Year 10 and in Year 11. Our students achieve good results at GCSE. The chosen GCSE syllabus is Edexcel. The Units we teach are Crime and Punishment 1000-present day including a study of Whitechapel: Crime, Policing and the inner city 1870-1900, Weimar and Nazi Germany 1919-1939, International Relations 1945-1991 and Anglo Saxon and Norman England 1060-88.

The growing strength of GCSE History has led to a large number of students opting to study A Level History. We teach **Modern (Edexcel)**: South Africa 1948-96, Britain & Ireland 1774 – 1923, America 1917 – 1996 & coursework on Russia

Again our results are excellent and improving. We have achieved a high ALPs grade 3 in 2019.

The department is staffed by a team of very experienced and committed teachers. As a department we are very open to new ideas and believe in the use of a variety of teaching and learning strategies as well as the use of technology to enable our students to reach their own potentials. We work collaboratively and are a very supportive team to work in. We are looking for someone who has a passion for making history accessible to the students, who has innovation and commitment, who can build on the good practice that already exists and who can contribute to the growth and success of the department.



Humanities and English (MPR/UPR)



English Department

The English department is staffed by a group of committed teachers who work together closely as a team. Our key aim is to develop every student's ability to use language as sensitively, flexibly and effectively as possible, for all pupils to succeed in the world beyond school. This has enabled the department to develop a strong academic tradition, so that there are always successful GCSE and A level classes producing excellent results.

The department delivers Key Stage 5 courses in English Language, English Literature and Media Studies; these courses are popular with students and results are always very strong. The English department is a particular strength of the school. Teaching in Key Stage 3 and 4 is supported where necessary by the use of learning support staff and the special needs department works closely with the English department to help in the production of suitable materials in order to raise attainment of all pupils. A key focus for the school is to further develop targeted literacy support.

The department has the use of eight classrooms, which are kept almost exclusively for the teaching of English and which are used to showcase student work. The department is well stocked with audio-visual equipment, with all teaching rooms having projectors and whiteboards.

Examination results are consistently significantly above the national and local averages and the department is always seeking to develop strategies to further improve pupil performance. There is always an emphasis on maintaining high levels of progress and attainment across all key stages and on ensuring student's experiences are positive.

OFSTED, in 2017, reported that there is a strong sense of 'togetherness' across the school" and that "support for literacy development is particularly strong"



Our Priorities

Brighouse High School



Our People

As an inclusive comprehensive school working in partnerships, we recognise that the single, most important resource we have is our people. As we have consistently stated, the best thing about our school is the people in it. They make our ethos a reality through their day-to-day work. By our people, we mean every person that works with us across our partnerships, irrespective of role.

With this in mind, and in an environment where teacher recruitment remains a challenge, we are committed to enhancing the work of the Valley Learning Partnership School Direct in order to recruit and improve our staff through a programme of high-quality, continuous professional development.

We are also committed to maintaining a high level of retention. This can be via our engagement with the early careers framework and a high quality CPD programme, as well as the numerous professional opportunities that we aim to offer; supporting our employees in seeking wider experience across our partnerships, supporting applications for further professional qualifications and to initiatives such as the leaders in education programmes.

We are committed to recognising and rewarding high performance, as well as ensuring that the wellbeing of all staff is always considered in the decisions we make.

Of course, the people who make Brighouse High School what it is are also our students who, alongside the staff, are at the forefront of every decision we make. What we do, we do because it is right for our students, our staff and our community.

Our Systems

We have never subscribed to the 'one size fits all' approach in our school and have repeatedly described our approach as being led by 'systems with a heart'.

We believe that what works exceptionally well should be rolled out across our organisation and consistently applied as it drives continuous school improvement, but we are always mindful of the need for a heart in all we do. We value our identity as an inclusive school that works relentlessly to raise the aspirations and achievement of all of our students.

Our focus for some time has been on developing our practice in areas such as curriculum, Quality Assurance and Monitoring (QAM) processes, effective assessment and use of data, intervention strategies and developments in teaching and learning, with high quality in-house CPD and appropriate Behaviour for Learning (BfL) policies.

All of our systems are under constant review and amended if necessary. If something does not work, we change it; if it does, we invest in it and promote it for the good of all of our community.

Our Priorities

Brighouse High School



Our Organisation

Our partnership working grew from our one secondary school to then two secondary schools and was six cross-phase schools in just over one year. Although the partnership has formally ended the partnership work has not. We have continued to work closely with a range of cross phase schools and our collaboration makes us stronger.

Our primary concern has always been, and will always be, Brighouse High School but real strength and real potential to improve the outcomes for our students lies in strong partnerships. We had a modest growth plan where the Valley Learning Partnership was concerned, but our reputation was strong and has grown and we have built on those strengths to welcome other schools into the organisation and consequently helped to strengthen their position too.

Our next steps, beyond our own school, will be to help shape effective policies and procedures concerning finances and HR services, as well as Health & Safety and facilities management support, which will not detract from but will complement the main business of improving the outcomes of the young people in our school and those who work with us.

One further important priority for us, in terms of the organisation, has always been the effectiveness of governance. We have focused the effectiveness of our LGB; the next step is to incorporate further training to inform and support governance to increase the impact of their challenge and support.

Our Wider Partnerships

A strength of our school is the partnership between home and school as well as the many other partnerships we are developing.

Our own school improvement work, as well as school improvement across our partner schools, remains our primary focus for the coming years but alongside this important work are a number of initiatives including work focusing on improving recruitment and retention through the school direct programme.

We understand the importance and benefits of real collaboration and are building a network of partners as well as deploying our own colleagues to further support other schools in SLE and SIP work across neighbouring authorities.

We will continue to build these networks and partnerships where they will benefit our school and enhance the wider opportunities of our staff and young people.



What We Can Offer You

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If appointed, you will be joining a strong and dedicated team and a focused and supportive wider staff body who are fully committed to delivering the best outcomes for our students. We aim to both challenge and support our students and staff to push the boundaries of their achievements, to contribute to the wider life of the school and its community and to be role models in all that they do.

We offer you the opportunity to join a strong and developing team at a time when challenge and reward are in abundance; most of all we offer you a happy place to work in a role which can really shape futures.

This is a fantastic opportunity to make a real difference.

We are looking for a candidate who is seeking to establish themselves in an exciting role and we can fully support you on that journey.



Our Staffing Profile



The school currently employs 97 members of teaching staff and 86 members of support staff.

Senior Team

The senior team currently comprises of the Headteacher, three Deputy Headteachers, one Associate Deputy Headteacher and six Assistant Headteachers.

Curriculum Leaders

Heads of Department lead curriculum areas, with core curriculum areas also having additional TLR holders within the leadership of that area.

Pastoral Structure

Each Year group is headed by a Head of Year, Assistant Head of Year and has the support of a member of the senior team. Each key stage has the additional support of a non-teaching Pastoral Assistant. HOYs move with their Year group throughout KS3 or KS4. A team of tutors works with each HOY and remains with their form group through each key stage.

The Sixth Form is led by the Assistant Headteacher - Head of Sixth who works with a Head of Year 12 and a Head of Year 13. The Sixth Form team are supported by a full-time administrator.

Support Staff

The school has an extensive array of support staff in student support, administration, IT, technical support and premises. Student support includes:

- Children with additional needs who are supported through the SEND department which includes 11 Learning Support Assistants.
- Vulnerable students are supported through a full-time Additional Needs Coordinator and a Pupil Premium Champion.
- Underachieving students are also supported through various support structures across the key stages.
- Safeguarding Leads and Counsellors to support EWB and Child Protection.
- Pastoral Administrators to support our extensive pastoral structure.



Job Description

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Responsible to:

The Headteacher via the Line Management System. You are required to carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions document.

The key tasks associated with this post are as follows:-

Teaching

- to teach to the National Curriculum through the programmes of study effectively, mindful of the needs and responses of the pupils
- to ensure appropriate assessment and regular monitoring of pupils
- to form effective relationships with pupils, teaching staff, parents and other professionals
- to promote and develop good working and learning habits in pupils
- to provide an attractive and stimulating classroom environment through display and classroom management
- to assess and record pupils' work, progress and attainment in line with school and examination board policies
- to make full use of a variety of materials, books and equipment
- to ensure that stock materials are used wisely and equipment is used with care and consideration
- to be aware of Health and Safety Issues

Curriculum and Development

- to contribute to the planning of programmes of study and schemes of work appropriate to the needs of all pupils through ongoing review and evaluation
- to ensure that appropriate techniques and materials are used
- to keep abreast of professional and subject developments
- to participate in professional meetings and training programmes and to share the benefits with colleagues
- to participate in arrangements for Performance Management



Job Description



Pastoral and Community

- to interpret to pupils the values, standards and expectations of the school
- to promote equality of opportunity for pupils and staff
- to perform the duties of class teacher and form tutor, as outlined in the Staff Handbook
- to contribute to the life of the community according to your talents and skills, including a willingness to undertake the organisation of any extra-curricular activity
- to exercise responsibility for the conduct and behaviour of pupils within the classroom and within the school as a whole
- to participate in the arrangements made for the supervision and safety of pupils between lessons and at the start and end of the school day
- to attend scheduled meetings with colleagues and parents

Administration

- to take responsibility for some aspect(s) of departmental administration, agreed with the Head of Department
- to record pupils' progress in line with school policy
- to contribute to the evaluation and effectiveness of administrative and departmental routines
- to maintain an up-to-date teaching and attendance record
- to assist as required with arrangements for public examinations
- to help ensure up-to-date and appropriate display in the departmental area
- to undertake other such duties as may reasonably be required

This job description will be reviewed from time to time and in response to changing circumstances after consultation with the post holder.



Person Specification

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Attributes	Essential (unless otherwise stated)	How identified A - Application R - Reference I - Interview
Physical Attributes	• Clear and expressive voice • Smart appearance	I I
Education, Training and Qualifications	• Appropriate degree • Qualified Teacher status	A / R A / R
Experience	• Successful experience of teaching a Humanities subject in Key Stages 3 and 4 • Successful teaching practice in a Secondary School	A / R / I A / R / I
Attitudes	• Enthusiasm for teaching Humanities and English and developing cross-curricular links • Interest in and enjoyment of working with children • A willingness to teach SEND pupils • Orderly, safe, methodical and well-structured approach to teaching, including punctuality to school and lessons and care of the classroom and resource materials • Commitment to the job, lesson preparation, marking, assessing, recording, researching and attendance at meetings • Willingness to become involved in and contribute to the department and take some responsibility for some aspects of its work • Initiative, creativity and flexibility • Evidence of having given thought to the teaching of English and recent developments in the subject • Commitment to equal opportunities • Good environment management • An awareness of the National Curriculum • Ability to work independently as well as part of a team	A / R / I A / R / I A / R / I R / I R / I A / I R / I A / R / I I A / R A / R / I I

Person Specification



Attributes

Essential (unless otherwise stated)

How identified A - Application R - Reference I - Interview

Skills

- Good relationships with pupils
- Good classroom discipline
- Co-operative relationships with staff
- Good organisational skills

R / I
R / I
R / I
R / I

Other

- Interest in and willingness to contribute to extra-curricular activities of some kind
- Recent INSET (if not ECT) - desirable

A / I
A / I

Application Process

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Please note, all applicants must complete the application form, downloadable from the school website: <https://www.brighthouse.calderdale.sch.uk/join-us/work-for-us/>

Completed applications should be emailed directly to Mrs Kath Jackson by **12 noon** on Wednesday 22nd May 2024 using the following address: kath.jackson@brighthouse.calderdale.sch.uk

Interviews will be held on Friday 24th May 2024

Candidates wishing to visit the school prior to application should contact the Headteacher's PA, Mrs Kath Jackson using the following address: kath.jackson@brighthouse.calderdale.sch.uk

