Westhoughton
HIGH SCHOOL

Application Pack

Teacher of Science

Scale T1-T9

Westhoughton
HIGH SCHOOL

Letter from Westhoughton High School

Dear Potential Colleague,

Thank you for expressing an interest in joining Westhoughton High School. Within this pack you will find information about the school, the job vacancy and the application process. Application processes are two-way, it is just as important that you find out about us, and how we work, as it is that we find out more about you.

We are a large 11-16 school that draws from a diverse catchment area in and around Westhoughton. Our aim is to be truly inclusive and ensure that learning comes first for all our learners – every child, every classroom, every day.

Coming to school here, and working here, means something. If you are thinking of applying for this post it is wise to look at our website and undertake some research on our school, but more than that, I urge you to come and visit us. This is the only way that you will really know if we are the right school for you.

I wish you every success with your application and thank you in advance for the interest you have shown in our school community.

Yours faithfully,

Westhoughton High School

Westhoughton HIGH SCHOOL

Department profile

Welcome from Science

On behalf of our department, we would like to thank you for your interest in joining Team Science here at WHS. Our department has been on a real journey over recent years, and we are constantly aiming for excellence in all that we do. Whilst we work and strive for continuous improvement, we are also a team who care for one another and are always there to support when needed.

Our intent in Science is clear; we want to enable learners to LEARN and understand the world around us through the specific disciplines of biology, chemistry, and physics.

We aim to bring this knowledge and understanding to life, to enjoy Science and develop a sense of curiosity and excitement about natural phenomena. Our team strive to encourage learners to aim high, ignite and nurture a passion for science to ensure that we are preparing them for occupations that do not even exist yet.

Learners never stop discovering about the nature, processes, and methods of science through scientific enquiry and practical work over the 5 years of study. We equip our them with the ability to answer scientific questions about the world around them and make informed decisions.

Within our curriculum, we tackle some of life's big questions enabling learners to respect alternative viewpoints with structured debate around ethical issues and consider how to look after each other by thinking about how science impacts the world around them.

So, if you're enthusiastic about science and love working with young people, we can't wait to hear from you!

Number of teaching staff	12
KS3 curriculum	Cells, energy, atoms, elements & the periodic table, particles, respiration, chemical reactions & compounds, electricity, reproduction, pure & impure substances, forces, nutrition & digestion, acids & alkalis, magnetism, muscular & skeletal systems, metals & their reactions, waves, ecosystems, energetics, space, genetics, earth's resources
KS4 curriculum	AQA Combined Science Trilogy AQA Biology AQA Chemistry AQA Physics
Extra-Curricular	STEM Club External speakers School trips

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Getting to know our school

Community

Our community is central to the work that we do here. Our school badge carries two symbols from our community heritage – a cow's head and the Pretoria Pit wheel. A quick google of our town will tell you the stories that sit beneath these symbols. These symbols were chosen by our learners when the school uniform was redesigned several years ago. The cow's head reminds us to think differently and own our decisions; the pit wheel is a nod to a unique community that have always worked hard and looked after each other.

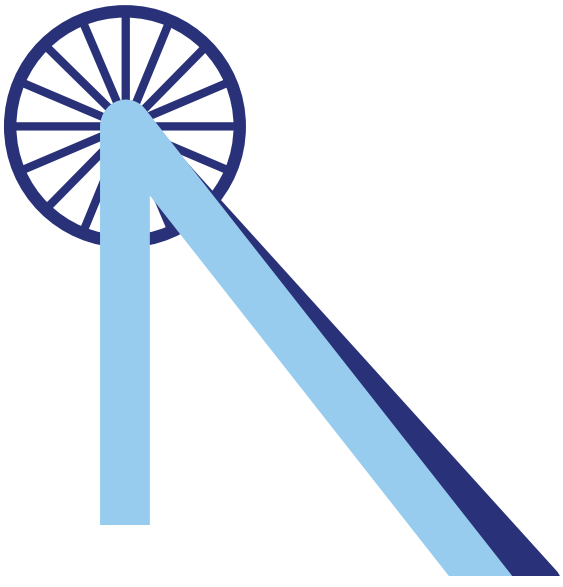
We are incredibly proud of our work within and beyond our school community. If you choose to visit us, you will hear about the work of our Anti-Bullying Ambassadors and our Kindness Army. Our community campaigns "Let's Share Christmas" and "Bring the Spring" are always incredibly successful and are known throughout the town.

Staff Wellbeing

Wellbeing is a central drive to many of our initiatives here at Westhoughton. We invest in staff development through a shorter teaching day each Wednesday. Learners leave the school site at 2:15pm to allow for professional learning of all colleagues in school.

Our staff wellbeing includes:

- An Employee Assistance Programme
- A Health Care Cash Plan
- Secret Santa
- Cover Plus Initiative (leading to time off in lieu)
- Access to support services (counselling)
- Wellbeing Wednesdays (early finish, no CPD)
- Draws for 100% attendance
- Duvet Days for long service





Westhoughton HIGH SCHOOL

Job Description

Post: **Teaching**
Main Scale Pay Range: **T1-T9**

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.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Date Job Description prepared/updated: November 2026

Job Description prepared by: The Headteacher

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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
• 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	• Related further professional qualifications • Evidence of continuing development of skills as a potential Leader	• Application Form • Original Certificates • References • Selection activities

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

Essential	Desirable	Evidence
• Establishing and sustaining a safe and stimulating environment, rooted in mutual respect • Setting targets and goals that stretch and challenges students of all background's 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	• Evidence of working in a fully inclusive school	• Application Form • Selection activities • References

Demonstrates good subject and curriculum knowledge by:

Essential	Desirable	Evidence
• 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		• Application Form • Selection activities • References

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		

Promotes good student progress and outcomes by:

Essential	Desirable	Evidence
• 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	• Impactful innovative project work or teaching activities	• Application Form • Selection activities • References

Plan and teach well- structured and impactful lessons by:

Essential	Desirable	Evidence
• 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		• Application Form • Selection activities • References

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		

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

Essential	Desirable	Evidence
• 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		• Selection activities • References

Make accurate and productive use of assessment by:

Essential	Desirable	Evidence
• 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	• External marking experience • Wider assessment experience	• Application Form • Selection activities • References

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

Essential	Desirable	Evidence
• Having a commitment to consistently engage with the agreed processes and protocols within the school to establish appropriate routines and expectations		• Selection activities • References

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		

Fulfil wider professional responsibilities by:

Essential	Desirable	Evidence
• 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	• Demonstrating an aspiration to progress own career • Committing to organising and delivering wider learning opportunities for students to engage positively outside of the classroom	• Application Form • Selection activities • References

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Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others - Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies - Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity - Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care - The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety - Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality - Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty - Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours - The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding - This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.

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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. CVs will not be accepted.

Please ensure that you provide a current email address and contact number with your application to ensure that we can get in touch with you. The completed application form should be emailed to: info@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.

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.

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.

