



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

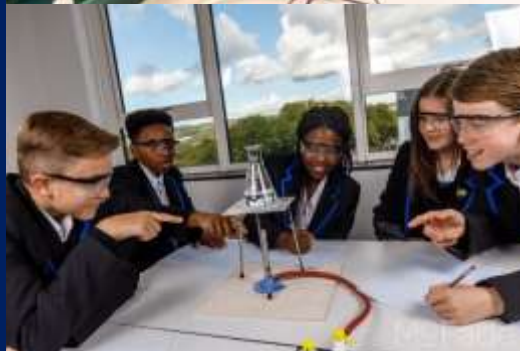


# **Teacher of Performing Arts (Music with Drama)**

## **Candidate Information Pack**











# Whitcliffe Mount School

Enjoy • Achieve • Celebrate

Headteacher: Miss Jennifer Templar



"This school continues to be good" - Ofsted September 2017

Dear Candidate,

I am delighted that you are considering joining us as teacher of Performing Arts (Music with Drama) at Whitcliffe Mount. We are proud of our track record of ensuring our students enjoy their time at school and achieve highly, so that we can celebrate their successes. We are a good and improving school and ensure that students enjoy, achieve and celebrate their time at Whitcliffe Mount. I joined the school as Headteacher in September 2013 and I can honestly say it is a fantastic place to work – staff and students have made me feel extremely welcome!

In December 2013 we were visited by OFSTED who judged us as being good across the board. In September 2017 they revisited and confirmed that "Whitcliffe Mount continues to be good". The Ofsted team spoke very highly of our students who were fantastic ambassadors for Whitcliffe Mount during the inspection and we were proud to receive feedback on our students' excellent behaviour, their active participation in a range of school activities and clubs, the respect they show to others and the welcoming environment. Our students spoke openly with inspectors, explaining they felt safe and happy and that they were making good progress at Whitcliffe Mount. We have always celebrated our students' talents and achievements both academically and socially, but it is nevertheless fantastic to have this endorsed by Ofsted.

Student achievement is rising rapidly in the school. We expect a high standard of achievement, behaviour, attendance, punctuality and appearance from all our students. We believe that Whitcliffe Mount provides the ideal environment for our students to reach their potential in all areas. We also promote excellence in terms of examination results. I am delighted that all our young people achieved a qualification in 2020, with 65% of students achieving the new basics at grade 4+ in English and Maths, alongside this, an amazing 21.4% of students achieved 3 7-9 grades or equivalent.

To ensure our staff are fully supported we have a comprehensive, personalised CPD programme and an excellent induction programme. We are also a strategic partner of the Green Light Teaching School Alliance which offers opportunities for cross school working and further professional development opportunities.

Whitcliffe Mount has a very strong tradition of extracurricular activities and curriculum support activities with particular strengths in both Sport and Performing Arts, where students develop confidence and independent learning skills. OFSTED said 'The development of students' social, moral, spiritual and cultural skills is a strength of the school. This is promoted through students' participation in a wide range of school events, clubs, activities and trips that are timetabled to take place in every week of the school year.'

If you would like to apply for the post of teacher of Performing Arts (Music with Drama) at Whitcliffe Mount, please complete all the relevant sections of the Kirklees application form. A CV is not required. You should also enclose a letter of application (no longer than two sides) which briefly summarises what particular experience, skills and abilities you can bring to this post and why you would be like to join us on our journey at Whitcliffe Mount.

The deadline for receipt of applications is **Monday 19<sup>th</sup> October 2020 at 12.00 noon**. Completed applications should be returned by email to [recruitment@whitcliffemount.co.uk](mailto:recruitment@whitcliffemount.co.uk) or by post to Mrs C Clough, Headteacher's PA.

We look forward to hearing from you.

Yours sincerely,

Jennifer Templar  
Headteacher

Rebecca Hesmondhalgh  
Headteacher



## Background information

Whitcliffe Mount School is an 11-16 oversubscribed comprehensive school with over 1250 on roll. The school is located on a pleasant green-field site on the outskirts of Cleckheaton, a medium-sized town which provides a wide range of reasonably priced housing. Junction 26 of the M62 (Chain Bar) is only one mile away and communications are good. The school is within easy reach of Leeds, Bradford and Huddersfield (all within 30 minutes travelling time) whilst Manchester, the Pennines, Yorkshire Dales and a wide range of countryside can all be reached easily.

The Student Support Team in the school is built around the child. The students are all a member of a form group organised by Year group. Alongside this, the school House system is organised in 5 sections which are grouped vertically through the school and add a competitive element to school life and provide a clear sense of belonging to a specific house.

The school's ethos is based upon a view that all students and staff should ENJOY, ACHIEVE & CELEBRATE at Whitcliffe Mount. We are committed to raising standards of student achievement, but in an environment which sees education as an exciting and enjoyable activity.

We actively encourage young people to develop a range of skills including teamwork, creativity, positive thinking, independence and reflective skills both within the curriculum and in our 'We Are Whitcliffe' and House Activity events. Alongside this we ensure our students develop confidence and responsibility promoting a love of learning and are ready for the wider world of education and work when they leave school.

In September 2017, Whitcliffe Mount moved into a brand new school, built under the Priority Schools Building Project. Students and staff have been delighted with the brand new facilities.

## Benefits of working at Whitcliffe Mount School

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

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

Please visit the school website for further information:

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

## **Performance Faculty**

As part of a whole school curriculum re-structure two years ago, the Physical Education (PE), Drama and Music Departments were brought together as the Performance Faculty. All three subject areas having the common themes of being very practical in nature and where students work is live. The faculty is led by the Director of Learning (DoL) who also leads PE. The DoL is supported by Deputy DoLs in each of the subject areas of Drama, Music and PE. Specialist faculty teaching staff devote an incredible amount of time and effort in providing students with an extensive range of learning experiences. The faculty has two specialist Teaching Assistants who support and further complement the work of the faculty.

The reputation and work of the faculty is very high profile around school and is also recognised in the local area and wider community. The faculty organises a number of large events that celebrate the work of our students. For example, Sports Day, School Production, Dance Festival, Drama/Music Showcases and Sports Presentation Evening. Further enrichment opportunities exist such as theatre/sports and residential visits. The faculty extra-curricular programme is extensive and offers students a wide range of activities in which they can further develop their skills and knowledge.

The faculty loves the new and specialist facilities which include a separate sports block (including 4 court sports hall, gymnasium and fitness suite), a dance studio, a keyboard and Mac suite, iPads for both drama and music, with a variety of practice rooms.

Senior Leaders really value the contributions that Performance subjects make to the students learning experience. As a result, Performance subjects occupy a healthy percentage of curriculum time and uptake in faculty subjects into Key stage 4 is good. The faculty currently offers BTEC courses in Performing Arts, Music and Sport. Students make good progress in these subjects and recent results have been very pleasing.

The department fully supports and delivers Sports/Dance Leadership qualifications to many students. Students recognise that the personal skills that they develop on these courses not only make them better leaders but contribute to their all-round development as young people. Students who are then equipped with the necessary skills, deliver weekly sports and dance sessions throughout our Family of Primary Schools. A highlight on the school's calendar is our Annual Dance Festival which is a culmination and celebration of the work of our fantastic team of dance leaders. Over 200 students from our Family of Primary Schools are able to showcase their talents.

## Curriculum Structure 2020-21

| Director of Learning English                                 | Director of Learning Maths/ Computing                | Director of Learning Science                         | Director of Learning ADT                             | Director of Learning Humanities  | Director of Learning SMSC                       | Director of Learning Performance                               | Director of Learning MFL | Director of Learning SENCO                 |
|--|--|--|--|--|---|--|--------------------------|--|
|  |  |  |  |  |   |  |                          |  |
| Deputy Director of Learning<br><br>Lead Practitioner         | Deputy Director of Learning<br><br>Lead Practitioner | Deputy Director of Learning<br><br>Lead Practitioner | Deputy Director of Learning                          | Deputy Director of Learning<br><br>Lead Practitioner<br>Aspiring Lead Practitioner | Deputy Director of Learning<br><br>Careers Lead | Deputy Director of Learning                                    |                          |  |
| <b>KS3</b>   | <b>KS3</b>   | <b>KS3</b>   | <b>KS3</b>   | <b>KS3</b>   | <b>KS3</b>                                      | <b>KS3</b>   | <b>KS3</b>               | <b>KS3</b>                                 |
| English Skills –<br>Step up to English                       | Maths<br>Computing                                   | Biology<br>Chemistry<br>Physics                      | Technology<br>Art                                    | History<br>Geography   | Pace<br>RS Y7/8                                 | Music<br>PE<br>Drama Y8/9                                      | French<br>Spanish        | Skills<br>SEND<br>Inspire<br>Interventions |
| <b>KS4</b>   | <b>KS4</b>   | <b>KS4</b>   | <b>KS4</b>   | <b>KS4</b>   | <b>KS4</b>                                      | <b>KS4</b>   | <b>KS4</b>               | <b>KS4</b>                                 |
| English Literature<br>English Language<br>Step up to English | Maths<br>Statistics/Further Maths<br>ICT/Computing   | Trilogy<br>Biology Chemistry<br>Physics              | Art<br>Engineering<br>Food<br>3D Product<br>Textiles | History<br>Geography   | RS<br>HSC<br>Business<br>PACE/RS                | PE<br>Music/Audio<br>Performing Arts<br>Drama<br>Sport Science | French<br>Spanish        | Princes Trust<br>Step-Up<br>SEND           |
| <b>Faculty HLTA/ETA</b>                                      |  |  |  |  |   |  |                          |  |
| 1 x HLTA<br>1 x FETA   | 1 x HLTA   | 2 x FETA   |  | 2 x FETA   | 1 x FETA  | 2 x FETA   | 1 x FETA                 | 1 x FETA                                   |
| <b>Technicians</b>   |  |  |  |  |   |  |                          |  |
| LRC Manager  |  | 2 x Technician                                       | 3 x Technician                                       |  |   |  |                          |  |



# Whitcliffe Mount School Improvement Plan September 2018 - July 2020



## Our Vision

We are on a journey from 'good to great' and our core principles to underpin this are:

**'Students to be the best they can be'**

Each student, regardless of ability, background or prior behaviour record, has the right to an outstanding education, care, guidance and support.

**'Staff to be the best that they can be'**

Each member of staff, regardless of position or experience, is a critical player on our journey and needs to be recognised and valued as such.

## Our Ethos

The school's ethos is based upon a view that all students and staff enjoy, achieve and celebrate at Whitcliffe Mount.

This ethos encompasses everything we do.

## We Are Whitcliffe

We actively encourage our students to develop our 'We Are Whitcliffe' skills and House Activity events

Reflective Learner  
Team Worker  
Responsible Citizen  
Independent Thinker  
Creative Entrepreneur

## We are committed to

### Quality first teaching and learning

- 1.1 Improved quality of teaching that is consistent to ensure students achieve to be the best they can be.
- 1.2 CPD is meaningful and challenges staff at specific stages to be the best they can be.
- 1.3 A five year curriculum that ensures students make great progress, provides challenge for all, builds on prior knowledge, KS3 prepares students to be KS4 ready.
- 1.4 Form time is productive and models quality first teaching.

### High expectations at all levels

- 2.1 To raise achievement so throughout each year group and across subjects, including English and Maths, all students make substantial and sustained progress from their different starting points.
- 2.2 To ensure consistent application of the Rewards and Behaviour Policy.
- 2.3 To ensure all students have a thirst for education which results in excellent attendance and punctuality.
- 2.4 Deliver outstanding and consistent business support which underpins and enables the school to succeed.

**As part of meeting these goals we need to ensure:**

**Consistency (including professionally challenging and supporting each other)**

**These lead to great progress and attainment for all our students.**



## JOB DESCRIPTION

|                       |   |  |
|-----------------------|---|--|
| <u>NAME</u>           | : |  |
| <u>POST TITLE</u>     | : | Teacher of Performing Arts (Music with Drama)      |
| <u>LOCATION</u>       | : | Whitcliffe Mount School, Cleckheaton               |
| <u>SALARY SCALE</u>   | : | Main Scale   |
| <u>RESPONSIBLE TO</u> | : | Headteacher via Director of Learning – Performance |

### 1. PURPOSE:

- a) To deliver high quality teaching within a broad, balanced, relevant and differentiated curriculum
- b) To monitor and support the overall progress and development of students
- c) To facilitate and encourage a learning experience which provides all students with the opportunity to achieve their individual potential
- d) To contribute to raising standards of student attainment
- e) To support colleagues in developing a team approach to raising the quality of teaching and learning throughout the school.
- f) To carry out the professional duties of a qualified teacher in line with Whitcliffe Mount's expectations and the teachers professional standards at all times.

### 2. LINE MANAGEMENT ROLE:

- a) To be responsible to the Headteacher via the Director of Learning and responsible for liaison with ETA staff

### 3. STRATEGIC PLANNING:

- a) To assist in the development of appropriate schemes of work, resources, marking policies and teaching strategies in the curriculum area and department
- b) To contribute to the department's development plans and their implementation
- c) To plan and prepare courses and lessons
- d) To contribute to the school's strategic planning activities
- e) To assist the Director of Learning and the school's Leadership team to ensure that the variety of teaching and learning strategies complements the school's objectives and contributes to raising levels of student achievement and expectation.
- f) To assist in the process of curriculum development and adapting to changing circumstances so as to ensure the continued relevance to the needs of students, examination boards and the school's strategic objectives

### 4. STAFF DEVELOPMENT:

- a) To take part in the school's staff development programme and to take an active responsibility for personal CPD
- b) To engage actively in the Performance Management Review process
- c) To ensure effective/efficient deployment of classroom support
- d) To be a team player, assisting and playing an active role in improving the performance and skill levels of colleagues



5. QUALITY ASSURANCE:

- a) To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed procedures
- b) To review from time to time methods of teaching and programmes of work
- c) To maintain appropriate student records and to provide accurate and up to date monitoring of student progress
- d) To track student progress and use information to inform teaching and learning

6. MANAGEMENT OF RESOURCES:

- a) To assist the Director of Learning to identify resource needs and to contribute to the efficient use of physical resources
- b) To co-operate with colleagues to ensure a sharing and efficient use of resources to the benefit of the school, department and the students.

7. PASTORAL SYSTEM:

- a) To be a form tutor to an assigned group of students or play a role in the “staff team”
- b) To promote the general progress and well-being of individual students and of the form group as a whole
- c) To register students, accompany them to assemblies and support their participation and adherence to the ethos of the school, reinforcing and upholding school policies
- d) To evaluate and monitor student progress and manage the use of student planners and progress files
- e) To communicate as appropriate, with the parents of students and with outside agencies concerned with the welfare of individual students
- f) To apply the school’s behaviour management policy so that effective learning can take place

8. TEACHING:

- a) To teach students according to their individual educational needs, including the setting and marking of work carried out by students in school and elsewhere
- b) To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as required
- c) To undertake a designated programme of teaching
- d) To prepare and update teaching materials
- e) To use a variety of delivery methods which will stimulate, motivate and engage learners, appropriate to student needs and demands of the syllabus, and to evaluate the effectiveness of different teaching and learning styles
- f) To maintain discipline and a classroom environment conducive to good learning, and encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- g) To consistently implement the departmental and school rewards system and the school’s behaviour policy and procedures
- h) To mark, grade and give written/verbal and diagnostic feedback as required
- i) To provide, or contribute to, oral and written assessments, reports and parents’ evenings

9. OTHER SPECIFIC DUTIES:

- a) To play a full part in the life of the school community, to support its distinctive ethos and to be a positive role model in encouraging staff and students to follow this example
- b) To comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate
- c) To support the wider development of students and the school’s commitment to enrichment activities
- d) Other duties commensurate with the grade of the post as directed by the Headteacher or as specified by the School Teachers Pay and Conditions Document.

10. FURTHER EXPECTATIONS OF TEACHERS ON THE UPPER PAY SPINE:

- a) To demonstrate a high degree of sustained competence
- b) To actively contribute to and take responsibility for own teaching and learning skills and CPD
- c) To act as a professional role model and work effectively with others to raise attainment
- d) To make a significant contribution to the ethos/success of the school

## 11. CHARACTERISTICS OF THE POST:

The ability to regularly attend meetings as required by the Headteacher/Curriculum Leader in directed time.

The employment checks required of this post are:

- **Evidence of entitlement to work in the UK.**
- **Evidence of essential qualifications.**
- **Two satisfactory references.**
- **Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure.**
- **Confirmation of medical fitness for employment.**

Whitcliffe Mount School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

This job description will be reviewed regularly and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.

Signed .....

Signed ..... (Headteacher)

Date .....

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.

As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young. Please refer to the Employment page, 'More about working for Kirklees Council' on the Kirklees website. Please click [here](https://jobs.kirklees.gov.uk/GenText.aspx?page=page1) to read our safeguarding policy.

Alternatively go to: <https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>



## Teacher of Performing Arts (Music with Drama) Employee Specification

| Education and Training  | Essential | Desirable | Assessment            |
|---|-----------|-----------|-----------------------|
| Degree in Performing Arts/Music or related subject  | ✓         |           | Application/Interview |
| Commitment to CPD and INSET   | ✓         |           | Application/Interview |
| Qualified Teacher Status as a Performing Arts teacher   | ✓         |           | Application/Interview |
| Good Honours Graduate in Performing Arts or related subject   |           | ✓         | Application/Interview |
| Relevant Experience   | Essential | Desirable | Assessment            |
| Recent, relevant teaching (or teaching practice) of KS3 & 4 Performing Arts (Music and/or Drama) in a comprehensive school  | ✓         |           | Application/Interview |
| Special Knowledge Skills  | Essential | Desirable | Assessment            |
| Up to date knowledge of the curriculum in Music and Drama at Key Stages 3 and 4   | ✓         |           | Application/Interview |
| Familiarity with ICT and confidence in using ICT as a teaching tool   | ✓         |           | Application/Interview |
| Classroom management skills   | ✓         |           | Application/Interview |
| Data analysis skills  | ✓         |           | Application/Interview |
| Outstanding literacy skills   | ✓         |           | Application/Interview |
| Ability to evaluate and improve the teaching practice of self and others  | ✓         |           | Application/Interview |
| Additional Factors  | Essential | Desirable | Assessment            |
| Knowledge of and commitment to safeguarding   | ✓         |           | Application/Interview |
| Commitment to high standards and expectations in all aspects of school life   | ✓         |           |                       |
| Enthusiasm and sense of humour  | ✓         |           | Application/Interview |
| Ability to relate well with children and adults   | ✓         |           | Application/Interview |
| Ability to work as part of a team   | ✓         |           | Application/Interview |
| Commitment to equal opportunities   | ✓         |           | Application/Interview |
| Willingness to contribute to the extra-curricular life of the school  |           | ✓         | Application/Interview |
| Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process. | ✓         |           | Application/Interview |



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

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