

## **APPLICANT'S INFORMATION PACK**

### **C O N T E N T S**

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2. Application and Selection process and timescales
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4. The Greater Manchester Education Trust Information
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For more information please visit the School's Website:

[www.wrhs1118.co.uk](http://www.wrhs1118.co.uk)

**WHALLEY RANGE 11-18 HIGH SCHOOL**  
**A member of Greater Manchester Education Trust**

**APPLICATION PROCESS**

- 1.** Please complete the enclosed application form.
- 2.** Please return the application form on or before the closing date of 12 noon on Wednesday, 12<sup>th</sup> April 2023. Electronic applications accepted.

**INTERVIEW PROCESS**

- 1.** If your application is successful, you will be notified by telephone and confirmation will be sent in a letter.
- 2.** You will not be informed immediately of the final choice of candidate and, therefore will be free to leave the school after the interview.

**FORMAT FOR SELECTION**

- 1.** Application Form
- 2.** An interview
- 3.** Lesson Observation

**DATA PROTECTION STATEMENT**

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form will be used to monitor the school's equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 2018.

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**SCHOOL PROFILE**

Whalley Range 11-18 High School is a popular high performing, diverse inner-city girls' comprehensive school, with a thriving Sixth Form, close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. The school has 1667 students on roll with 313 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching.

Whalley Range 11-18 High School is part of the Greater Manchester Education Trust, with Levenshulme High School, The East Manchester Academy and Parrswood High School. Co-operative values underpin our work and the Trust's values of Excellence, care and Respect are at the heart of all we do.

At Whalley Range 11-18 High School, we are proud of the progress and attainment made by our students whose exam results show a rising trend and match or exceed those of girl's nationally across a wide range of subjects. Attainment has risen in every aspect of the work of the school and students make exceptional progress from Key Stage 2 to Key Stage 4, with a progress 8 score of well above national average. 'A' Level courses and vocational courses from Levels 1 to 3 are offered in the Sixth Form and are extremely successful, with students progressing into higher education, apprenticeships and employment.

The school is a vibrant and lively community. We work hard to maintain a high-quality learning environment. The school has ICT rich, state of the art facilities, including a Virtual Learning Environment (VLE) to enrich and extend learning. Our ethos and atmosphere are conducive to learning and expectations of attainment and behaviour are high, with all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

Our pastoral system is based upon year groups, with students also belonging to mixed year Houses. Student leadership in all aspects of our work has made a significant contribution to our improvements. We have created a school where students are happy, enjoy their learning and become confident citizens. We monitor every child's achievement and progress closely and challenge and support our students to achieve their best in all aspects of their academic work and personal development.

The school places great value on the need to work together as a team. Teams of teaching and support staff are all focused on ensuring every child achieves and develops the necessary skills and attitudes they need to thrive in the world. All staff are encouraged to develop their professional skills and leadership opportunities are available to all staff. Please visit our website ([www.wrhs1118.co.uk](http://www.wrhs1118.co.uk)) or follow us on twitter ([www.twitter.com/wrhs1118](https://www.twitter.com/wrhs1118)) to learn more about our mission statement, our Ofsted report and recent events in school.

The school is at the forefront of innovative and challenging educational philosophy and is keen to continue to lead the field, developing research into most effective practice to further improve outcomes for students. The school is in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for enriched learning and achievement. It is essential that anyone applying for a post at the school sees their role as more than just a job and appreciates the great privilege of providing our young people with the best education possible and a positive start to their lives.

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**GREATER MANCHESTER EDUCATION TRUST**

Greater Manchester Education Trust is a newly-established multi-academy trust in South Manchester, created through the partnership between the Education and Leadership Trust and the Greater Manchester Learning Trust. There are currently 4 schools in the Trust.

**Whalley Range 11-18 High School** is a popular high performing, diverse inner-city girls' comprehensive school close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. We have created a school where girls are happy, enjoy their learning and become confident citizens. We enjoy excellent facilities for learning. The school has 1,667 students on roll with 313 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching. We are committed to developing and sharing leadership skills and cooperative values.

**Levenshulme High School** is a popular, outstanding, 11-16 inner city girls' comprehensive school in south Manchester, with a similarly diverse community. The school enjoys excellent facilities and beautiful grounds. Co-operative values underpin our work as a school and will continue to do so in the new Trust. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city. The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

**The East Manchester Academy** is a vibrant 11-16 secondary school serving families in the local community. We joined the Education and Leadership Trust in 2016, alongside Whalley Range High School and Levenshulme High School. As such we share a firm belief in the co-operative values co-operation, self-reliance, team work as absolute keys to success. The school has 1000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

**Parrs Wood High School** is a school at the heart of its community with a diverse population which truly reflects the culture of our city. Its collaborative, community ethos is a key feature of the school. The 1500 pupils on roll in the main school, plus a large and successful Post-16 college of over 400 students, achieve excellent outcomes both academically and personally year-on-year. There are over 200 staff working at the school.

All our schools are vibrant and lively learning communities. At the heart of all our work in developing excellence for pupils is a firm foundation of evidence-based practice for colleagues which all schools share. In order to deliver great outcomes for our pupils we ensure that our colleagues receive high-quality professional development which is aligned with successful research. There are opportunities for our colleagues to network and collaborate with each other and also to influence practice beyond our own Trust as they build their expertise.

We work hard to maintain a high- quality learning environment. The schools have well-developed VLEs to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

The schools are at the forefront of innovative and challenging educational ideas and methods and are keen to continue to lead the field. Our schools work in partnership with regional and national organisations and collaborate closely with other Trusts to enrich their own knowledge and to support the success of more children in our context. There are close links with businesses, sport and community organisations, local, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post within

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the Trust sees their role as one of continuous professional improvement and appreciates the great privilege of providing young people with the best education possible.

**Safeguarding Children**

Greater Manchester Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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**WHALLEY RANGE 11-18 GIRLS' HIGH SCHOOL**

**FACULTY OF GLOBAL AWARENESS**

The Global Awareness faculty is responsible for the teaching of: Geography, History and Religious Education. All three subjects are taught at KS3 and KS4. History is taught at KS5 also.

Global Awareness is a dynamic and forward-thinking faculty. There are currently fifteen teachers with a wealth of subject specific knowledge and skills.

The faculty is progressive in its outlook and staff have the opportunity to contribute to the team ethos and express individual thoughts and ideas. The faculty is well resourced and every room has an interactive whiteboard and a digital visualiser. Resources are also available to students via our Virtual Learning Environment and Microsoft Teams.

Faculty staff regularly attend training courses in order to ensure we are up to date with all initiatives and changes within all our subjects. Our regular faculty CPD gives colleagues opportunities to share good practice, develop our pedagogy, evaluate all aspects of our practice and to standardise all aspects of assessment.

The faculty is successful in working collaboratively to ensure schemes of work are up to date and of the highest standard. Peer observations are encouraged within the faculty to enable staff to discuss pedagogy and to share successful resources and activities.

Within the Global Awareness faculty, the History department currently has five full time teachers and a small number of staff (also within the faculty) that teach the subject as part of their timetable. The successful candidate should have outstanding subject knowledge and an excellent grasp of a wide range of historical issues as well as being qualified to teach History from KS3 to KS5. The successful applicant may also be expected to teach RE at both KS3 and KS4.

In History at KS3 we follow the National Curriculum covering a wide range of topics including; local history, the Middle Ages, the Tudors, the Industrial Revolution, and the two world wars. At KS4 we follow the AQA Syllabus studying the topics of Health, tensions during the inter-war years, 20th century America and Elizabethan England. At KS5 we follow the Edexcel syllabus focusing on the topics of post-revolution Russia, Mao's China, The British Experience of Warfare, and coursework.

The successful candidate will play an essential role in producing resources, lesson plans and schemes of work to ensure that lessons facilitate progress and that students enjoy their learning, understanding the relevance of what they are studying.

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**CHILD PROTECTION POLICY**

**AIMS:**

- To establish a safe environment in which children can learn and develop.
- To ensure we practice safer recruitment in checking the suitability of staff and safeguard students when deploying volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support students who have been abused in accordance with his/her agreed child protection plan.

**WE WILL:**

- Follow guidance on procedures and practice set out by Manchester City Council and the DfE and respond to relevant legislation.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure we have a designated member of the Senior Leadership Team responsible for child protection (the Designated Safeguarding Lead – DSL), who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection, and are aware of the procedures to be followed.
- Ensure Child Protection procedures are included in the Staff Handbook and that every member of staff, teaching and support will be given a copy of this document.
- Undertake Child Protection training as part of the induction process for all new staff appointed to the school.

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- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safer recruitment practices are always followed.



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**DISCLOSURE**

<b>Post: Head of History</b>
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<b>Level of Disclosure Required</b>
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<b>Enhanced</b>
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The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service before the appointment is confirmed.

The Trust is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

**ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE TRUST CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.**

The Trust will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Trust's full Policy on Employment of Ex-Offenders is included in the Trust's Recruitment Policy. The Code of Practice issued by the Disclosure & Barring Service, which guides the Trust's use of Disclosures in Recruitment, is available from the HR Office upon request.

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***DIRECTIONS TO THE SCHOOL  
BY ROAD  
FROM THE NORTH***

Aim for the M60 then leave the motorway at Jct.5, following the signs for Manchester City Centre (A5103 – known as ‘Princess Road’).

\*Stay in the centre lane until you have crossed ‘Barlow Moor Road’ when you should take the left hand lane. When you reach the traffic lights at ‘Mauldeth Road’ go straight on and then take the next left turn onto ‘Wilbraham Road’. Our school is immediately on your left and the entrance is on the left leading to the car park.

**FROM THE SOUTH/WEST**

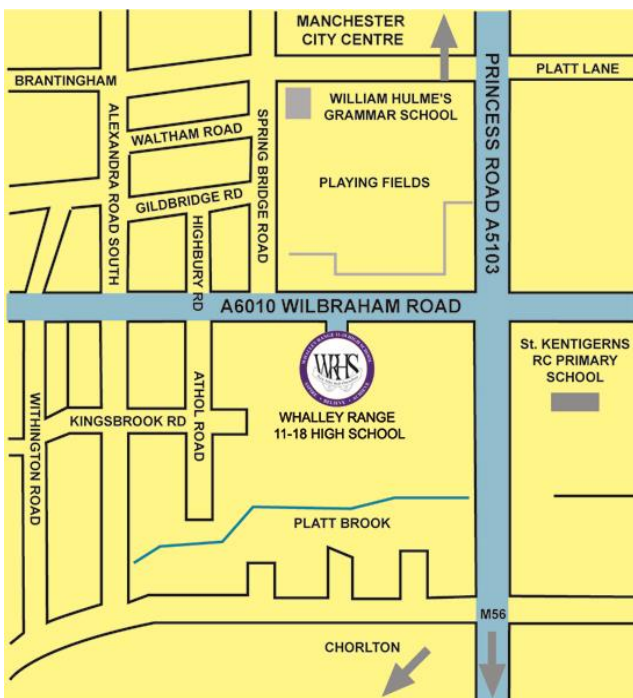
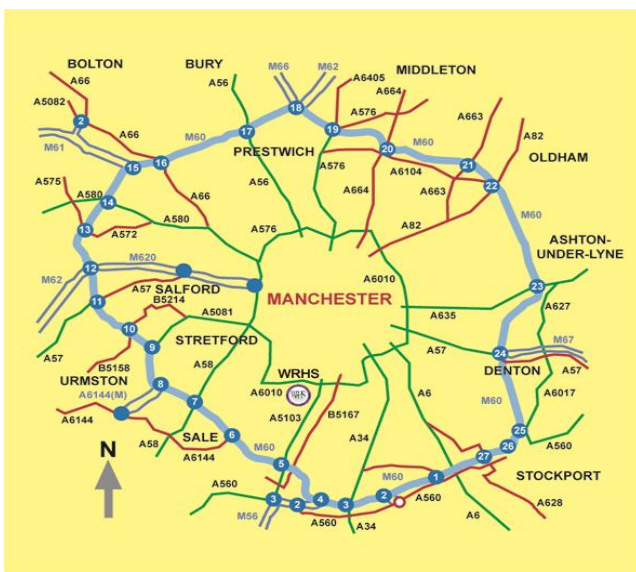
Aim for the M56 Northbound and look for Jct.3 where the road becomes the A5103 ‘Princess Road’

Now follow the ‘From the North’ directions after the\*

**FROM THE EAST**

Aim for the M60 then leave the motorway At Jct.5, following the signs for Manchester City Centre, (A5103 – known as ‘Princess Road’).

Now follow the ‘From the North’ directions after the \*



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**PERSON SPECIFICATION**

**POST: Head of History (TLR 2B)**

<b>QUALITIES AND ATTRIBUTES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCED BY</b>
<b>TEACHING</b>			
Qualified Teacher Status at Secondary Level	✓		Application
Honours degree or equivalent	✓		Application
Highly effective classroom practitioner	✓		Application
Evidence of commitment to own professional development	✓		Application/Interview
Evidence of working with colleagues to develop their practice	✓		Application/Interview
Experience of teaching History at KS3 and KS4	✓		Application/Interview
Experience of teaching History at KS5		✓	Application/Interview
Experience of teaching other Humanities subjects		✓	Application/Interview
<b>KNOWLEDGE/UNDERSTANDING</b>			
Appreciation and application of current research on professional development, teaching and learning – curriculum, pedagogy and assessment	✓		Application/Interview
Knowledge of curriculum design, implementation and associated quality assurance processes		✓	Application/Interview
Secure knowledge and understanding of all National Curriculum specifications related to faculty subjects, behaviour, attendance and safeguarding strategies and policies	✓		Application/Interview
Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4/5 and of how this relates to other faculty subjects and the whole school curriculum	✓		Application/Interview
Knowledge of effective strategies and implementation of research-based strategies within the classroom	✓		Application/Interview
Knowledge and understanding of the current OFSTED framework	✓		Application/Interview
<b>LEADERSHIP &amp; MANAGEMENT</b>			
Experience of or willingness to become a teacher educator of History	✓		Application/Interview
Evidence of good people leadership and management skills	✓		Application/Interview
Evidence of good student management and behaviour	✓		Interview
A commitment to raising standards and evidence where this has been achieved	✓		Application/Interview
Excellent organisational and planning skills	✓		Interview
Excellent ability to analyse data	✓		Application/Interview
<b>GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS</b>			
An effective team player, but can think and work independently	✓		Interview
Able to motivate students and staff	✓		Interview
Commitment to undertake personal and professional development	✓		Interview

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Strong interpersonal skills, with good sense of humour	✓		Interview
Enthusiastic, ambitious and resilient	✓		Interview
An effective decision maker	✓		Interview
Willingness to support colleagues and challenge under performance	✓		Interview
Able to work under pressure and meet deadlines	✓		Interview
Commitment to school's co-operative values and British values	✓		Interview
Behave in a way which will not bring the school into disrepute	✓		Interview
Commitment to the school's and Trust's aims and strategies for improving standards	✓		Interview

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**JOB DESCRIPTION**

**POST: Head of History**

**ACCOUNTABLE TO: Head of Global Awareness**

**Post specific responsibilities**

- To design an engaging and challenging curriculum that enables all students to enjoy the subject and achieve at the highest level, supported by medium term plans which ensure consistency and coherence across the curriculum.
- To use research based practices to support the implementation of the curriculum and ensure that this is consistent across the faculty
- Working with the Head of Faculty to lead quality assurance across the subject
- To ensure effective assessment practices, which impact on student learning, are in place
- To undertake the role of teacher educator with teachers within the faculty
- To work with the Head of Faculty in supporting student progress and achievement
- To work with individual teachers who need support with their practice

<p><b>Purpose</b></p>	<p><b>Support the Head of Faculty in providing professional leadership and management to faculty members and the school. To assist in securing high quality teaching within History and the school by sharing good practice and developing effective use of resources. Contribute to improving standards in History and in learning and achievement for all students. To take responsibility for clear aspects of the faculty's work.</b></p> <p><b>The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject leader and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.</b></p>	<p><b>Key Standards or Key Performance Indicators</b></p>
<p><b>Key Performance Area 1</b></p>	<p><b>Knowledge, Understanding and Personal Development</b></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• effective curriculum design, pedagogy and assessment</li> <li>• the school's aims, priorities, targets and action plans;</li> <li>• the relationship of taught and faculty subject(s) to the curriculum and the development of Literacy and Numeracy skills;</li> <li>• any statutory curriculum requirements and requirements for assessment, recording and reporting of students' attainment and progress;</li> <li>• the characteristics of high quality teaching and learning and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students;</li> <li>• equal opportunities legislation;</li> <li>• the implications of the Code of Practice for Special Education Needs and Disabilities (SEND) for teaching and learning;</li> <li>• the National Strategies for Learning, Behaviour and Attendance.</li> <li>• safeguarding practice;</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly reports/Annual Report/School Development Plan</li> <li>• Professional Handbook</li> <li>• Faculty Development Plan</li> </ul>
<p><b>Key Performance Area 2</b></p>	<p><b>Planning, Assessment and Evaluation</b></p>	

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<p><b>Key Performance Area 2 (continued)</b></p>	<ul style="list-style-type: none"> <li>• Ensure good quality lesson plans and resources are produced and used within the faculty.</li> <li>• Assist the Head of Faculty in setting expectations and targets for staff and students in relation to student achievement, progress and the quality of teaching and learning</li> <li>• Work with the Inclusion Team to set subject specific targets for identified students who have SEND or through the use of individual learning plans.</li> <li>• Assist in the production of a Faculty Development Plan which contributes to the delivery of the Whole School Development Plan ensuring that it:             <ul style="list-style-type: none"> <li>◊ contributes to whole-school aims, policies and practices, including those in relation to behaviour, bullying and racial harassment;</li> <li>◊ is based on a range of comparative information and evidence, particularly the attainment of students;</li> <li>◊ identifies realistic and challenging targets for improvement;</li> <li>◊ is understood by all those involved in putting the plan into practice;</li> <li>◊ clearly specifies action to be taken, timescales and criteria for success.</li> </ul> </li> <li>• Assist the Head of Faculty in analysing school data including prior attainment and or achievement and progress data, to inform policy and practice, target setting and teaching and learning, always ensuring high expectations.</li> <li>• Contribute to the production of half termly reviews of data and performance.</li> <li>• Contribute to the VIVA review of progress data</li> <li>• Thoroughly implement faculty practice ensuring progression towards becoming a self-evaluating faculty.</li> <li>• Contribute to the implementation and management of a systematic self-evaluation programme.</li> <li>• Contribute to the production of the faculty development plan.</li> <li>• Contribute to the evaluation of the teaching of within History through a rigorous programme of quality assurance.</li> <li>• Contribute to the evaluation of examination performance, both internal and external, and understand the issues influencing performance within History.</li> <li>• Carefully monitor the quality of student work by conducting a regular trawl of students' books, learning visits and student voice activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans and resources in place</li> <li>• Target setting</li> <li>• Learning Plans and differentiated lesson planning</li> <li>• Faculty Development Plan</li> <li>• Half Termly Reports/Annual Report</li> <li>• Exam analysis of teaching groups/subject residuals and performance</li> <li>• Half termly progress data</li> <li>• Regular review of student targets</li> <li>• Quality Assurance programme</li> </ul>
<p><b>Key Performance Area 3</b></p>	<p style="text-align: center;"><b>Teaching, Learning and Achievement</b></p> <p>Provide support to ensure:</p> <ul style="list-style-type: none"> <li>• full curriculum entitlement for all students, including differentiation and personalised learning plans;</li> <li>• regular contact with Heads of Year to ensure their full involvement in the support of student achievement;</li> <li>• lessons demonstrate an understanding of the science of learning, follow the curriculum and medium term plans, have clearly communicated intentions, include differentiation and challenge,;</li> <li>• the school's literacy and numeracy strategies are implemented;</li> <li>• History contributes to Personal Development where appropriate;</li> <li>• all aspects of the school's equality policy are observed;</li> <li>• strategies for the delivery of personalised learning are implemented;</li> <li>• data is used to identify students who are underachieving and design personalised plans to support those students.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum overview and medium term plans, lesson plans and resources.</li> <li>• Minutes of all meetings</li> <li>• Evidence from QA</li> <li>• Targets set and revised (planner)</li> <li>• Personalised learning plans</li> </ul>
<p><b>Key Performance</b></p>	<p style="text-align: center;"><b>Strategic Leadership and Resource Management</b></p>	

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<p><b>Area 4</b></p>	<p>Assist the Head of Faculty by:</p> <ul style="list-style-type: none"> <li>• promoting an ethos of team work and a culture of sharing of good practice;</li> <li>• contributing to the agenda for and supporting in faculty meetings;</li> <li>• providing an effective role model in terms of leadership and own classroom practice, helping to ensure the faculty is fully aware of local and national agendas;</li> <li>• developing and implementing policies and practices for the faculty which reflect commitment to high achievement and effective teaching and learning;</li> <li>• supporting a comprehensive and effective programme of CPD ensuring that it reflects faculty and school priorities, as identified in the School Development Plan;</li> <li>• establishing a clear, shared understanding of the importance and role of History in contributing to wider student development and preparing students for adult life;</li> <li>• establishing staff and resource needs and advising on likely priorities for expenditure;</li> <li>• allocating resources efficiently and achieving value for money;</li> <li>• ensuring the effective and efficient management and organisation of learning resources, including ICT;</li> <li>• developing new resources from internal and external sources;</li> <li>• ensuring a safe working and learning environment in which risks are properly assessed;</li> <li>• ensuring classrooms and surrounding areas are interesting and attractive places with educationally stimulating displays including students' work, regularly checking for damage/graffiti and that the area is kept clean and litter free;</li> <li>• contributing to an annual review of the School's Development Plan;</li> <li>• achieving challenging, professional goals;</li> <li>• taking responsibility for own professional development;</li> <li>• prioritising and managing own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes/notes of Faculty meetings</li> <li>• Half Termly Reports/Annual Report</li> <li>• Sharing good practice (through minutes of team meetings)</li> <li>• Attendance at CPD opportunities</li> <li>• Staff Handbook</li> <li>• Effective deployment of resources – through minutes and capitation statements</li> <li>• New resources in use</li> <li>• Risk Assessments</li> <li>• Display and classroom organisation</li> </ul>
<p><b>Key Performance Area 5</b></p>	<p style="text-align: center;"><b>Managing and Developing Others and Wider Responsibilities</b></p> <p>Assist the Head of Faculty by:</p> <ul style="list-style-type: none"> <li>• promoting positive classroom management supporting constructive working relationships with students;</li> <li>• establishing clear expectations and support collaborative working amongst faculty members;</li> <li>• contributing to the management and monitoring of the use of Teaching Assistants in the faculty;</li> <li>• contributing to the management and monitoring of the use of attached support staff in the faculty;</li> <li>• contributing to the completion of the Appraisal process within the faculty;</li> <li>• leading professional development through example and support, by such means as coaching, mentoring, leading INSET etc.;</li> <li>• contributing to the training, monitoring, support and assessment of trainees, ECTs and Associate Teachers;</li> <li>• contributing to the management and monitoring all aspects of learning in the faculty;</li> <li>• establishing partnerships with parents/carers to facilitate student learning;</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing good practice</li> <li>• Appraisal process</li> <li>• Staff developed to take on new roles</li> <li>• Records of mentoring and observation of ECTs, Associate Teachers</li> </ul>

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	<ul style="list-style-type: none"><li>• developing effective links and communication with governors, external agencies the local community</li><li>• ensuring the maintenance of acceptable patterns of student behaviour and attendance both within the faculty and around the school, accepting responsibility for the upholding of high standards of whole school behaviour and attendance.</li><li>• regularly giving full credence to student voice.</li><li>• contributing to the impact of the school's co-operative and British values.</li><li>• prioritising and managing own time effectively, particularly in relation to balancing demands made by teaching, faculty management and involvement in whole school development.</li></ul>	<ul style="list-style-type: none"><li>• Successful completion of ECT year</li><li>• Consultation evenings</li><li>• Record of parental interviews</li> <li>• Evidence of evaluation of questionnaires</li></ul>
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This job specification may be reviewed by the Academy Headteacher as necessary and may be amended at any time after consultation with you.