Westhoughton
HIGH SCHOOL

Application Pack

Leader of Learning – Science

L8-12

Westhoughton
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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

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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.

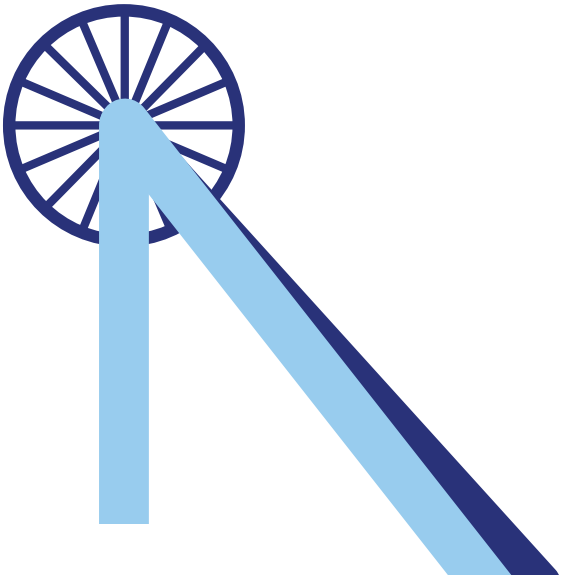
We are incredibly proud of our work within and beyond our school community. If you choose to visit us, you will hear about the work of our Anti-Bullying Ambassadors and our Kindness Army. Our community campaigns "Let's Share Christmas" and "Bring the Spring" are always incredibly successful and are known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





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Job Description

Post: **Leader of Learning - Science**
Main Scale Pay Range: **L8 - L12**

Leaders of Learning are responsible for carrying out the professional duties set out in the Teachers' Pay and Conditions Document (Part XII of the School Teachers' Pay and Condition Document) as directed by the Headteacher within the context of the job description set out below.

The responsibilities described represent those associated with this leadership role and should be read in conjunction with the general teachers' job description.

The Leader of Learning will lead the Science curriculum area. The Leader of Learning will lead on, and implement, inspirational opportunities through the Science curriculum and beyond, building on current and future trends, in order to achieve both departmental and whole school aims, and which result in our students making good or better progress when compared to their individual starting points and circumstances.

Your primary role is to:

- Promote high expectations and facilitate the highest standards of achievement.
- Support the school to develop learning in order to raise and maintain high standards across all aspects of the school.
- To ensure that students are happy, engaged, make expected or better progress and secure good outcomes, according to their age, interests and abilities.
- Create a successful provision within the school.
- 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/carers, where a culture of uncompromising mutual respect exits between all parties.
- To show passion and enthusiasm for learning and promote a high-quality learning experience in lessons, independent learning and enrichment activities.

Strategic Leadership and Development

- Support the vision, ethos and policies of the school to promote high levels of student achievement through the consistent delivery of highly impactful teaching and learning.
- Monitor, evaluate and review the performance of the subject and whole school standards, by leading, supporting and challenging the development of good practice.
- Implementing subject area documentation including:
    - high-quality schemes of learning, detailing content, method and assessment strategies
    - long- and medium-term planning, which supports the whole school improvement objectives
    - other aspects such as homework, marking, Health & Safety
    - Quality Assurance evidence, evaluation and improvement planning
    - Contribute to the school S.E.F. and hence the strategic development planning of the whole school and produce the annual Subject Improvement Plan as well as action plans to tackle any area of underachievement.

- Manage the subject area's responsibilities in relation to assessment, recording and reporting in line with current school policy, ensuring that the team work within the set guidelines and deadlines.
- Support and challenge staff in achieving school and subject priorities and targets, delegating responsibilities for appropriate aspects of the work.
- Supported by your line manager and following the consideration of what the available data informs, you will determine what intervention(s) is/are needed and what impact on student outcomes is needed. You will also need to develop and manage systems to measure this impact. This will cover a wide range of activity which will target individual and groups of students, identified mainly through continuous assessment data produced both internally within the subject and across the whole school.

Leading Sustainable Improvement

You will need to support your colleagues by creating the capacity for change. You will provide support to ensure that the curriculum bring about continuous improvements to enable your specified area to become a beacon of success.

- You will agree targets for raising students' attainment in Science in the context of the whole school targets.
- You will assist the SLT to ensure that all students receive their entitlement to the full curriculum area within a framework of equal opportunities and ensuring regular and effective monitoring, assessment and reporting of their progress. (Including More Able, SEND, those who are disadvantaged etc.)
- You will plan for change in an effective, time-bound and efficient manner.
- You will work alongside the Science directors of our trust sponsor to support learning, teaching and ensure that best practice becomes common practice.
- You will develop and further improve the wider provision for our students.

Leadership – General

- You will be an effective leader, contributing to whole school issues and contribute to leading for improvement in accordance with school policies, in order to provide quality education for all students.
- You will promote a positive team ethos through meetings of the team and through the sharing of ideas, best practice and resources. Such meetings are to ensure the effective communication of ideas and information among staff in the curriculum area and to enable staff to co-operate as a team in planning INSET and solving problems. All such meetings should have a published agenda and minutes or notes copied for the information of the SLT as required.
- You will consider and take responsibility for your own professional development, taking appropriate actions to ensure that your subject, leadership, coaching and mentoring skills continue to be developed.
- You will liaise with other stakeholders, the LA and the wider community where appropriate.
- You will play an active part in whole school management and monitoring of student behaviour by supporting school policies and practice.
- You will play an active and effective part in the school's Appraisal Process, reviewing the performance of others, and supporting and challenging them to ensure high performance is the norm.

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Evaluating the Impact of Teaching and Learning

You will make a significant contribution towards the quality of teaching, learning, student progress and outcomes within the subject and the standards of literacy across the school.
You will:

- need to understand what makes effective teaching, learning and assessment to support learning in all aspects of the subject.
- Support staff in developing a stimulating and challenging learning environment in which students are safe, relaxed, motivated and able to learn effectively.
- Support staff in developing suitably differentiated learning and teaching to allow each student to fulfil their potential, including the most able, those with other Special Educational Needs and those who are disadvantaged.
- Support the monitoring and evaluation of the planning of learning, the quality of teaching, assessment to support learning and related activities within the subject and their impact on student progress and achievement, including the analysis of performance data which will evidence the impact of intervention activities within the subject.

As part of an on-going review of monitoring, you will have three core roles:

- **Making judgements** about the standards of students' progress and achievement.
- **Evaluating teaching and learning** and setting priorities for improvement across the subject.
- **Leading sustainable improvement** by identifying targets for improvement, by developing and leading strategies to achieve these targets.

This is a cyclical process in response to the questions:

How are we doing and how do we compare to similar schools?

You will support the gathering of robust evidence to establish secure judgements about the standards of student achievement, the current quality of teaching and learning and the appropriateness of the curriculum within the subject.

What more should we aim to achieve this year, within a two/three-year period and what must we do to make it happen?

You will assist in establishing improvement targets.
You will assist by working with subject teachers and associate staff to develop and implement strategies to achieve these targets.

What action needs to be taken and how can we check that it happens?

You will drive the subject improvement planning process to ensure that it is put into action, supports the School Improvement Plan and you will assist in monitoring its progress and ensuring that its actions have the desired impacts.

Judging Standards

You will work with the SLT and subject teachers to make secure judgements about the standards of learning, assessment, student attainment, rates of progress and personal development within the subject, on the basis of robust evidence gathered from:

- Analysis and interpretation of data on student progress and attainment.
- Reviews with subject teachers of their assessments of progress for classes, identified groups and individual students.
- Scrutiny of student work.

- Lesson observation.
- Learning walks.
- Student Voice.

Accountability

You have the following accountabilities:

- To the Senior Leadership Team and Governing Body for effective fulfilment of the roles and responsibilities outlined above.
- For the 'overall effectiveness' of the Science Department through evaluating the standards of teaching and learning, and its impact on student progress and outcomes within the subject.
- To maintain an appropriate evidence trail, through effective quality assurance activities which inform and support any judgements made, and also to influence future improvement planning.
- To provide information, objective advice and support to the SLT and the Governing Body on curriculum area matters to enable them to meet responsibilities for securing effective teaching and learning over time, high standards of achievement, efficiency and good 'value for money' and to enable them to present coherent and accurate accounts of the school's performance to a range of audiences, including the LA, DfE, OFSTED, the local community and others.
- For assisting the SLT in creating and developing an organisation in which all staff within the curriculum area recognise that they are accountable for the success of the school.
- For assisting the SLT in ensuring that all parents are well informed about curriculum, attainment and progress and are able to understand realistic and challenging targets for improvement and to make a full informed contribution to achieving them.
- To ensure that the school Appraisal Process supports sustained improvements within the subject area and across the wider aspects of the school, by supporting and recognising success, whilst providing appropriate challenge if required.

Relationships

You will:

- Maintain good order and harmonious working relationships between staff and students, promoting emotional intelligence and mutual respect and trust.
- Take some responsibility for the induction, well-being, professional development and appraisal of teaching and support staff colleagues, ensuring that everyone matters and every voice is heard.
- Support colleagues in managing students' learning, well-being and emotional and behavioural development, providing rewards and sanctions which are in tune with the school ethos and promote inclusion.
- Contribute to training and development activities within the subject and across the school.
- Be aware of the latest trends and research in the area(s) to inform your work with colleagues.

You are:

- Accountable to the designated SLT line manager.
- Responsible for the Appraisal Reviews of designated colleagues indicated in the current Appraisal Policy.

General Duties

- You will work in accordance with current health and safety requirements: Governing Body, LA, DfE and Government policies.
- You will abide by the Conditions of Employment set out in the relevant paragraphs of the School Teachers' Pay and Conditions document in operation at the time when you are carrying out your duties.

In addition to the above, to carry out any other reasonable and appropriate duties as designated by the Headteacher.

Entitlement

The Headteacher and Governing Body are fully committed to ensuring the professional effectiveness of the teacher in this role through:

- the provision of appropriate levels of leadership and PPA time;
- the provision of professional development opportunities;
- supportive and pro-active line management by the strategic leadership team.

Pay Portability

In September 2013 changes were made to Teachers terms and conditions of employment, with regard to pay portability. If you are appointed to the school, the Governing Body will guarantee pay portability, providing you are able to demonstrate successful performance in your previous role. Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer, confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year. If you are unable to provide the evidence outlined above then the school will offer a salary scale that reflects your experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.

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.

Experience	**Essential/ Desirable**	**How Identified**
To have successfully taught in an inclusive comprehensive school setting, creating high-quality learning experiences for young people which have had a clear and measurable impact on student outcomes resulting in 'adding value' to students	E	A/S
Understanding of emotional intelligence and motivational skills in team leadership and development	E	A/S
Monitoring, reviewing and evaluating to inform strategic planning and development of teaching and learning practice to promote high levels of student achievement	E	A/S
Experience of leadership of teaching and learning	E	A/S
Experience of successful change management	D	A/S
Skills and knowledge	**Essential/ Desirable**	**How Identified**
High-level teaching and organisational skills	E	A/S
Sound understanding of current issues relating to teaching and learning and the leadership of Science	E	A/S
Ability to form positive relationships and be able to communicate effectively with all people at all levels	E	A/S
High-level organisational and managerial skills	E	A/S
A solution focused approach to all situations	E	A/S
Able to maintain high standards of student behaviour in own class and across department	E	A/S
Able to accurately analyse progress data to effectively target intervention and support delivery planning	E	A/S
Understanding of the National Curriculum at KS3 and developments in 14-19 qualifications	E	A/S
To have participated in preparation for leadership	D	A/S
High-level of ICT competence	D	A/S
Evidence of continuing development of skills and knowledge as a teacher and team leader	D	A/S
Special Knowledge	**Essential/ Desirable**	**How Identified**
Course requirements for KS3, KS4 & GCSE Science	E	A/S
How to motivate and inspire colleagues and students	E	A/S

Current pedagogical best practices	E	A/S
Strategies of Assessment for Learning and how they can be embedded	E	A/S
Strategies to raise levels of achievement for all groups of students	D	A/S

Other Key Qualities and Attributes	**Essential/ Desirable**	**How Identified**
In good health with an excellent record of attendance and punctuality	E	A/S
Positive attitude and professional approach to learning	E	A/S
A sense of humour and a passion for teaching	E	A/S
Enthusiasm for working with children and young people	E	A/S
A good level of personal organisation and presentation	E	A/S
Ability to put things into perspective	E	A/S
Ability to both lead and work as part of a team	E	A/S
Willing to be involved in all aspects of school life, drive our offer of extra-curricular activities and maintaining a high profile within Science and around school	E	A/S
A commitment to distributed leadership	D	A/S
A candid but compassionate approach to all working relationships	E	A/S
An understanding of our inclusion ethos and commitment to caring for all members of the school community	E	A/S
An aspiration to progress own career at some point in the future	D	A/S
Qualifications	**Essential/ Desirable**	**How Identified**
Qualified Teacher Status	E	A/C
A good degree	E	A/C
Leadership qualifications	D	A/C
Relationships	**Essential/ Desirable**	**How Identified**
Ability to form and maintain appropriate relationships and personal boundaries with staff, parents, young people and other stakeholders	E	A/S
Evidence of ability to create a challenging and effective learning environment for all ages and abilities	E	A/S
A belief in comprehensive education, commitment to equal opportunities, involving parents, Governors and the local community	E	A/S
Ability to build good relationships with parents and the wider community to provide information about our offer and harness support for raising achievement	E	A/S

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Work Related Circumstances	Essential/ Desirable	How Identified
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	E	S
The school has a Smoke Free Policy and expects all staff to comply with this policy	E	S

Key
A – Application Form and Letter
C – Original Certificates
S – Selection Process and Interview

Note to Applicants: Please try to show in your application form, how best you meet these requirements

Date Person Specification prepared/updated: November 2026
Person Specification prepared by: The Headteacher

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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.

