



WOODCHURCH HIGH SCHOOL

A Church of England Academy



## Teacher of Music



**Let your light so shine before others, that they may see your good deeds and glorify our Father, which is in heaven.**

***Matthew 5:16***

# LETTER FROM THE HEADTEACHER

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Dear Candidate,

I am delighted that you have expressed an interest in working at Woodchurch High School. This pack is intended to provide you with specific information regarding the position and how you will help support pupils and staff within the Academy.

If you were to be successful in your application, you would be joining an Academy which strives for excellence. We benefit from purpose-built accommodation with excellent facilities. Our vision is 'Let your light so shine before others, that they may see your good deeds and glorify our Father, which is in heaven', Matthew 5:16. Whilst Learning, we are Inspired and develop our Christian Values through experiences as each member flourishes. We aim to raise aspirations, realise potential and develop well-rounded successful teachers and young people.

The Academy is committed to safeguarding the welfare of its pupils and the successful applicant will be subject to an enhanced Disclosure and Barring Service certificate check, checks of the relevant barred/prohibition lists, on line checks and also a right to work check. This pack is intended to provide you with specific information regarding the position and how you will help support pupils and staff within the Academy.

I look forward to receiving your application.

Yours sincerely,



Mr M Canham  
Headteacher



# ABOUT THE SCHOOL

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Woodchurch High School is a highly successful, larger than average fully inclusive 11-16 comprehensive school, set within a Local Authority which includes some selective schools.

The school is consistently over-subscribed, ranked as the eighth most oversubscribed school in the Liverpool City Region (2018) and is annually the most oversubscribed school on the Wirral (since 2015, school has had more 1st, 2nd and 3rd preferences than any other school with the Local Authority, hearing no fewer than 50 appeals every year since 2016).

At Woodchurch High School, we always place the pupils at the centre of all we do - which has been reflected in all of our Ofsted Inspection reports. We are committed to providing the best possible education for all of our pupils. We work in partnership with parents to achieve this goal.

In July 2024, the school underwent an inspection under section 48 of the Education Act, where we were awarded Grade 1, reflecting that as a school, we were living up to our foundation as a church school. The report we received reflected the good work of the pupils, staff, and our flourishing school community. An extensive enrichment programme is also provided by the school, including a breakfast and homework club. Throughout the year, there are additional lessons at lunchtime and after school. These provide valuable lesson opportunities. We also run a hugely successful Saturday College and hold Holiday Schools. All of this underlines the emphasis we, as a school, put on ensuring pupil progress.

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We are extremely proud to be an inclusive school. We meet the needs of pupils with a range of physical and/or medical impairments, in addition to catering for pupils with Autistic Spectrum Condition. Our successes in this area have been nationally recognised.

To ensure that all our pupils succeed, we focus all our work around our Christian Values and Vision Statement: *'Let your light shine before all, that they may see your good works, and glorify your Father which is in heaven'* (Matthew 5:16).

Every child really does matter. As such, the school consistently seeks to build upon its previous best.

Very few pupils come from each of the eleven ethnic minority backgrounds, although this figure is increasing: e.g. in 2006/07 1.8% were not White British, but in 2025/26 this had risen to 9.87%. Only 5.07% use English as an additional language.

Currently those children in receipt of the Pupil Premium stands at 44.42% and SEND at 36.69% of the school population. There are also 23 CLA pupils.

The estate on which the school is situated contains three LSOAs ranked within the top 10% of the most deprived neighbourhoods in the country.

The school has been an academy (SAT) since 2011 and became a 'full' Church of England Academy (having previously been 'A School with a Church of England Trust') in April 2014.

More details about the school can be found on our website: [www.woodchurchhigh.com](http://www.woodchurchhigh.com) and in our inspection reports, from both Ofsted and the Church of England National Society: <https://www.woodchurchhigh.com/ofsted.php>.



# SCHOOL ETHOS

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Our ethos is underpinned by Christian Values and principles which are embedded in all our work. The list below gives an indication of the educational direction of the school and demonstrates our philosophy of placing the child at the centre.

Woodchurch High School Church of England Academy is a school which delivers teaching to the highest quality. Teaching that motivates, stimulates and challenges the pupils, whilst taking into account their individual needs. We challenge every pupil to aspire to achieve the God-given potential.

We provide meaningful and personalised curriculum which provides pupils with the knowledge and skills to ensure lifelong learning and to recognise the great value God places on each individual. We provide a curriculum offering equality of opportunity to all, stretching the gifted and talented whilst supporting those who experience a barrier of learning.

## CHAPLAINCY

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At Woodchurch High School, pupils, through their spiritual and moral education and development, let their light shine, by living out our Christian Values and ethos.

Our Christian ethos and values underpin who and what we are as a school.

The Chaplaincy Team provides opportunities for reflection and character development everyday through Collective Worship and weekly year group assemblies. During Collective Worship we explore and develop an understanding of our values, morality and the Christian faith.



### Our Christian Values

- **Justice**
- **Endurance**
- **Service**
- **Wisdom**
- **Forgiveness**
- **Compassion**
- **Hope**
- **Thankfulness**
- **Integrity**
- **Humility**
- **Trust**

# COLLECTIVE WORSHIP

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Each day all pupils take part in Collective Worship unless withdrawn by their parents. As a school, we believe it is important to promote the spiritual, moral, social and cultural development of our pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

# PASTORAL WELFARE

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To maximise pastoral support, the school is divided into year groups. Leading each year group is a Pupil Progress Leader and an Assistant. Pupils are in mixed gender and ability forms of approximately 22. Each tutor group is registered by the same Form Tutor throughout the five years. This continuity ensures that pupils, parents and carers can forge strong links and positive, trusting relationships with the key pastoral staff.

The pastoral support means all pupils have the benefit of the facilities and curriculum of a large school and, at the same time, enjoy the same supportive, compassionate ethos associated with a small school

# BEHAVIOUR FOR LEARNING

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At Woodchurch High School, we develop our pupils' social and emotional intelligence. Through the promotion of our Christian ethos and values, we enable pupils to recognise that good behaviour and adherence to codes of conduct, result in sound learning, academic progress and positive relationships.

We believe an ordered, disciplined atmosphere is the best environment for learning. All of our school rules are based upon the simple principles of self-discipline and mutual respect. We place great emphasis on the positive aspects of behaviour by rewarding pupils with praise in lessons, rewards, letters of commendation and prizes for effort and attainment in all subjects. We also promote good attendance and punctuality by presenting prizes and certificates to pupils achieving 100%. Prestige is attached to pupils who have Gold Attendance (97%+). They are presented with a badge to display their success.

## *Endurance*

*"For everything that was written in the past was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope." (Romans 15:4)*



# PUPIL VOICE

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Pupils regularly evaluate lessons and are included in whole-school decisions, such as the appointment of staff. In addition, there is a strong School Council, comprising of representatives from each Year Group. The Head Boy / Head Girl and Deputies also attend Full Governors meetings, when appropriate, at which they make a valuable contribution. Pupils also regularly comment on curriculum subject via online polls/surveys.

In this way pupils are motivated to achieve, develop self-awareness and empathy skills, and so manage their own feelings and have good social skills. In addition, school now also undertakes peer mentoring and support to further enhance pastoral welfare.

The pastoral support means all pupils have the benefit of the facilities and curriculum of a large school, and at the same time, enjoy the same supportive organisation associated with a small school.



## Humility

*"When you do things, do not let selfishness or pride be your guide. Instead, be humble and give more honour to others than to yourselves."  
(Philippians 2:3)*



# INCLUSION

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At Woodchurch High School, we recognise and celebrate our differences. It is these differences that enrich our school community: we value all God's children.

We are committed to ensuring that every pupil in our care is given an equal opportunity to develop socially, to learn and achieve, and to enjoy community life at school.

All pupils have access to the same opportunities as their peers through quality first teaching and enrichment.

## To achieve this aim, the SEND Team:

Develop strong links with our primary school partners to support transition

Deliver a curriculum appropriate to each child's individual needs, including a range of personalised interventions which enable pupils to progress and reach their potential



Work in partnership with parents and carers to ensure a consistent approach to meeting a pupil's need

Put in place strategies to ensure that all pupils, including those who face barriers to learning and those who are on the Gifted and Talented register, make progress

## A VIRTUAL BASE FOR PUPILS

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Woodchurch High has special provision for pupils with Autistic Spectrum Condition and other additional needs. Our policy is that pupils follow a personalised learning programme, combining small group social skills classes with mainstream lessons, if necessary with the help of Teaching Assistants.

However, if, on occasions, pupils become overly anxious, they can be withdrawn for individual support. Our Virtual Base enables all pupils with a diagnosis of ASC to develop socially and emotionally, with support, in a caring, compassionate and comfortable environment.



# PUPIL PREMIUM

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At Woodchurch High School 44.42% of our pupils access pupil premium funding. The Pupil Premium team lead initiatives through the school and monitor and evaluate the success of programmes and interventions. Please refer to our website for further details.

# OUR FACILITIES

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Our school building was opened to pupils in September 2010, and officially opened by the Archbishop of York in March 2011.

The state of the art facilities enables our pupils to experience a 21st Century education. The cutting edge ICT, all Google based for both staff and pupils, facilitates their learning so that they can participate, enjoy and achieve their full potential. This is underpinned by an experienced and talented ICT support team

The school grounds have also been redeveloped as part of this build and include a third generation all weather pitch as well as flood-lit multi-use games areas. These facilities are in addition to a well resourced Sports Hall. This houses a dance studio, fitness suite and indoor sporting facilities, used for football, badminton, basketball etc.

There is also a well-established School Farm and environmental area. The award winning farm, which we are immensely proud of, houses over 50 animals. We have a dedicated team of adults and pupils that operate the farm throughout the year.



Compassion

*"Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort."  
(2 Corinthians 1:3)*



# CONTINUING PROFESSIONAL DEVELOPMENT

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We take the development of our staff seriously, and we have a wide range of programmes and professional development opportunities for all staff, regardless of role and experience.

For staff new to school, there is an extensive Induction Programme, as regardless of experience, Every school is different and presents both new opportunities and challenges. The Induction Programme is designed to support staff in settling quickly and seamlessly into their new role, and to thrive and flourish at the school.

For Early Career Teachers, we have a robust programme that consists of face-to-face support sessions, as well as ongoing mentoring and support.

Many staff also access the suite of NPQ qualifications, as well as other developmental opportunities run by a range of other providers, such as the Ambition Institute, and local Higher Education Institutions.

All staff also have unlimited access to support and resources provided by the National College, in addition to ongoing training provided 'in-house', such as coaching and mentoring.

Bespoke support and development is also provided in a supportive staff with career development.

There are also many opportunities to lead CPD within school, and we are always exploring new and exciting ways to further develop our staff.

## LIVING AND WORKING IN WIRRAL

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Wirral, a peninsular in England, is considered a great place to live and work for a variety of reasons, including its 22 miles of coastline, 50 miles of walking trails, and many outdoor activities, including water sports, wild swimming and golf.

Wirral is close to the cities of Liverpool, Chester and Manchester as well as North Wales. It has excellent public transport links to Liverpool, and is close to Liverpool John Lennon Airport and Manchester Aiport.

*Thankfulness*

*"Be joyful always, pray continually, give thanks in all circumstances, for this is God's will for you in Christ Jesus."  
(1 Thessalonians 5:16-18)*



# WHAT PEOPLE SAY ABOUT OUR SCHOOL



“ I always knew Woodchurch had an excellent reputation - it has not disappointed -Parent ”

“ The teaching staff put the children at the heart of everything they do. -Parent ”



*"Leaders live out the Christian vision and ensure this drives policies and practices. Together, they faithfully recognise the context in which they work, enabling the school to be transformational for students. As a result, students and adults grow and flourish. - Ofsted 2020*

*"Pupils said that they feel safe and happy in school. Pupils are supportive of one another. They said that bullying is rare. If it does happen, it is dealt with effectively" - Ofsted 2020*

*"I value the open and honest culture at the school that allows staff to feel part of the decision making processes." - Staff*

*"As a parent, I feel valued and respected by the school" - Parent*

*"The school provides strong support for pupils' mental health" - The Governing Body*

*"School is somewhere I always feel safe" - Pupil*

Hope

"Let us hold unwaveringly to the hope we profess, for he who promised is faithful." (Hebrews 10:23)



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# STAFF WELLBEING CHARTER



## Staff Wellbeing Charter

WHS takes the wellbeing of all staff very seriously. The charter below takes into account some of the measures we have in place to assist staff to carry out their professional duties. Our staff are very supportive of each other, we ask all staff to be committed fully to the charter below.



Automated report system  
- reducing staff checks.  
Reduction of data drops



Staff marking expectations are minimum and workload regularly reviewed



Form Tutor Evenings reduced by 30 minutes



Counselling/Chaplaincy service  
Employee Assist Programme  
MHFA Staff Welfare Team



Deadlines well publicised and annual calendar consultation



Meetings have a clear purpose, agendas are issued in advance, and those leading meetings ensure they are kept on track and finish on time



The school will endeavour, wherever possible, to champion and enable flexible working



Half-termly free breakfast for all staff. Complimentary Christmas dinner for staff each year



Timetabled CPD, Coaching and Mentoring opportunities



Opportunities for career development



Paid tuition programme for vulnerable pupils  
Paid Y11 Structured Revision Programme



Staff wellbeing, leisure and mindfulness activities plus termly staff bulletin



Clear expectations around communication. There is no expectation to respond outside of the school day, although you can choose to do so



A flexible and generous discretionary leave policy



Pupil centralised sanctions



A fitness suite available for staff use plus On-site NHS Private Healthcare Checks



**Your wellbeing matters.**  
The school is committed to prioritising and promoting staff wellbeing



**Wellbeing is a shared responsibility.**  
The school is committed to giving all staff the support they need to take responsibility for their own and other peoples' wellbeing



# THE ROLE

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We are looking for a candidate who can support us to build on our strengths and make a significant difference to our everyday practice as well as pupil outcomes.

We need someone who is highly effective and a forward thinking and creative practitioner, who is dedicated to raising standards for each pupil and improving life chances.

We are looking for a candidate of the highest calibre, with a proven track record and innovative approaches to teaching and learning.

We will be looking for a candidate who can demonstrate:

- Integrity, drive, vision, enthusiasm and ambition
- A willingness to work hard
- Creativity and innovation
- A commitment to meeting the needs of all pupils and all ability ranges.
- The ability to promote the caring ethos of the school
- Outstanding interpersonal skills
- A commitment to intervention, extracurricular activities and community liaison
- An enthusiastic teacher with excellent subject knowledge
- Committed to raising attainment of all pupils



# CURRICULUM AREA INFORMATION

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The Curriculum Area is a well organised and effective team whose teaching and support enables pupils to achieve their full potential. We offer a range of teaching strategies which are suitable for the pupils and that challenges them to expand their knowledge and skills within the subject. Our pupils are encouraged to be ambitious in the work they produce and are given the opportunity to develop skills that they can use across the curriculum.

Within lessons, pupils' individual needs are catered for as teachers are expected to vary the teaching and learning techniques they use. This allows pupils to work independently and as part of a team to develop deeper understanding of the topics which are covered.

## STAFFING

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There are currently 4 members of staff working across Dance, Drama and Music. The area has a close relationship with the Creative Arts Curriculum Area. Both are aligned to the school's vision for a high performing and vibrant arts curriculum, which is central to promoting the cultural, social and emotional capital our pupils need to succeed in life.

The Curriculum area is also keen to welcome Associate Teachers from a variety of institutions and welcomes other visitors, such as those seeking to start a career in teaching.



Service

*"For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." (Mark 10:45)*



# CURRICULUM

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## DRAMA

### Why do we learn Drama?

Drama offers our pupils the opportunity to participate in and develop an appreciation for theatre and the arts. Allowing them to challenge themselves with different points of view, demonstrating compassion and empathy for others and encouraging them to show endurance when developing new skills. Drama helps pupils to develop confidence when speaking in front of an audience and supports them with communicating clearly with others, working as a team and as a leader.

### How do we learn in Drama lessons?

Pupils explore a range of playtexts and performance styles at Key Stage 3, supporting them with developing their knowledge and understanding of different genres and theatre practitioners. Pupils are encouraged to develop a range of different performance skills including different aspects of characterisation and vocal and physical skills through practical exploration, including directing and devising. We focus on developing believable characters that evoke a response from the audience and pupils regularly engage in offering feedback to their peers, developing analytical and evaluative skills. At Key Stage 4, pupils further build on the knowledge and skills developed at Key Stage 3, studying theatre practitioners and their styles and approaches theoretically and practically before devising their own performances and reflecting on these as part of a portfolio. The focus of this portfolio is an analysis of the process of performance creation and evaluation of the final performance and decisions made in relation to this. It encourages pupils to reflect on their artistic decisions and skills used to communicate character to their audience. Following this, pupils commence their study of playtexts and develop two extract performances before working on their written examination. At this point in the course, we study a set text, where pupils explore how they would bring this text to life for their audience. Pupils focus on how they can use a range of performance and technical skills to bring this text to life for their audience before reviewing a piece of live theatre.



# CURRICULUM

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## DANCE

### Why do we learn Dance?

Through the study of Dance, pupils learn to appreciate choreography and a range of dance works and how they translate in performance. They develop key physical skills, including strength, flexibility, coordination and balance and learning dance in a practical way provides an outlet for self-expression and creativity. This process of practical performance, including rehearsal and refinement, allows pupils to develop discipline and perseverance. Dance promotes teamwork and collaboration and instils a lifelong appreciation for the arts.

### How do we learn in Dance lessons?

Pupils learn through a combination of practical and theoretical teachings, exploring a range of different dance styles and different dance practitioners. Pupils engage with developing their understanding of specific movements, posture and alignment by watching examples of dance works and exploring these movements in their own practice. Through continuous feedback and refinement, pupils then work to improve their skills and performances, reflecting on their work at every stage and offering analytical and evaluative feedback to others.



# CURRICULUM

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## MUSIC

### **Why do we learn Music?**

Music offers our pupils the opportunity to develop creativity and self-expression, allowing them to explore their artistic potential and develop unique ways of thinking. It also cultivates discipline and perseverance, as mastering an instrument or vocal technique requires consistent effort and commitment. Furthermore, music enhances cognitive skills, including memory, attention span, and problem-solving abilities, whilst participating in musical ensembles teaches valuable teamwork and communication skills. Music offers pupils the opportunity to learn about other cultures, people, places and perspectives and time periods and we really value the way in which it allows our pupils to let their lights shine

### **How do we learn in Music lessons?**

Pupils explore a range of different genres and performance styles at Key Stage 3, learning both musical theory and more practical skills, including instrumentation and music production. Pupils also develop their knowledge of key concepts including rhythm, pitch and pulse, to ensure they are able to construct mental models and develop a broad understanding of the skills that are needed to create and compose their own music.



# CURRICULUM

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At Key Stage 4, pupils further build on the knowledge and skills developed at Key Stage 3, studying the Music BTEC. This course enables pupils to explore a range of different musical genres and styles and offers them the opportunity to develop sector-specific knowledge and skills in a practical way. The qualification encourages pupils to develop their own, individual skills, proving their aptitude in music through their own, personal response to a musical brief. From there, they'll develop their own understanding of what it takes to work in such a competitive industry, reflecting on effective strategies for rehearsal and performance. Their development of skills and styles enables them to showcase their own unique gifts and talents and to let their light shine in lessons and through involvement in extracurricular activities.



# RESOURCES

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The school is extremely well equipped with two dedicated ICT Suites and several bookable Chromebook trolleys available for pupils use.

The school makes full use of Google Workspace so it can support work both in the classroom and at home. Google Classroom allows pupils to complete homework online and departmental Google Sites houses Learning Programmes and revision resources.

We have a dedicated Technical Team who support teaching and learning within lessons.



# JOB DESCRIPTION

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**Post Title:** Teacher of Music

**Reporting to/Liasing with:** Curriculum Leader/ Assistant Headteacher

**Disclosure Level:** Enhanced DBS

## **Christian Ethos:**

To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

## **Job Purpose:**

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of pupils as a teacher/form tutor.

To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.

To commit to a programme of CPD, to continually refine classroom practice

To contribute to raising standards of pupil attainment.

To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.

Contribute to the safeguarding and promotion of welfare and personal care of children and young people with regard to the Child Protection Policy and Social, Emotional Aspects of Learning.

## **Operational/Strategic Planning**

To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.

To contribute to the subject area's Improvement Plan and its implementation.

To attend all appropriate meetings.

To plan and prepare courses and lessons (face to face and online).

To contribute to the whole Academy's planning activities.

## **Curriculum provision and development:**

To take part in marketing and liaison activities such as Open Evenings and Parents' Evenings. (These form part of your 1265 hours of directed time)

To contribute to the development of effective subject links with external agencies.

To develop extracurricular activities.

## **Management of Resources:**

To contribute to the process of the ordering and allocation of equipment and materials.

To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.



# JOB DESCRIPTION

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To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the pupils.

## **Pastoral System:**

To be a form tutor to an assigned group of pupils.

Form Tutors to promote the Christian Values through Collective Active worship.

To promote the general progress and well-being of individual pupils and of the form tutor group as a whole.

To liaise with the Subject Leader and Head of Faculty to ensure the implementation of the Academy's Pastoral System.

To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.

To evaluate and monitor the progress of pupils and keep up to date pupil records as many be required.

To contribute to the preparation of Action Plans and progress files and other reports.

To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.

To communicate as appropriate, with the parents of pupils and with persons or bodies outside the Academy concerned and the welfare of individual pupils, after consultation with the appropriate staff.

To contribute to PSHE and Citizenship and enterprise according to Academy Policy.

To apply the Behaviour Management systems so that effective learning can take place.

## **Teaching:**

To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in School and elsewhere.

To assess record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.

To assist the Curriculum Leader, Assistant Headteacher and Headteacher to ensure that the curriculum area provides a range of teaching which complements the Schools' Strategic Objectives.

To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the School's Aim and Strategic Objectives.

## **Staffing:**

To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.

To continue personal development in the relevant areas including subject knowledge and teaching methods.

To engage actively in the Appraisal process.

To ensure the effective/efficient deployment of classroom support.

To work as a member of a designated team and to contribute positively to effective working relations within the Academy.



# JOB DESCRIPTION

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## **Quality Assurance:**

To help to implement Academy quality procedures and to adhere to those.

To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.

To seek/implement modification and improvement where required.

To review from time to time methods of teaching and programmes of work.

To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

## **Management of Information:**

To maintain appropriate records and to provide relevant accurate and up to date information for Management Information Systems (SIMs), registers etc.

To complete the relevant documentation to assist in the tracking of pupils.

To trace pupil progress and use information to inform teaching and learning.

## **Communications:**

To communicate effectively with the parents of pupils as appropriate.

Where appropriate, to communicate and cooperate with persons or bodies outside the Academy.

To contribute to the development of effective subject links with external agencies.

## **Marketing and Liaison:**

To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.

To ensure that ICT, Literacy, Numeracy and Christian Values are reflected in the teaching/learning experience of pupils.

To undertake a designated programme of teaching.

To ensure a high quality learning experience for pupils which meets internal and external quality standards.

To prepare and update subject materials.

To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus.

To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

To undertake assessment of pupils as requested by external examination bodies, the subject area and Academy procedures.

To mark, grade and give written/verbal and diagnostic feedback as required.

## **Other Specific Duties:**

To continue personal development as agreed at Appraisal.

To engage actively in the Appraisal process.

To address the Appraisal targets set by the line manager each Autumn Term



# JOB DESCRIPTION

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To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.

To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and pupils to follow this example

To support the School's Health and Safety policy and practices

To comply with the internet code of practice

To show a record of excellent attendance and punctuality

To adhere to the Academy's Dress Code

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy 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.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Teachers must meet all [Teachers' Standards \(DfE 2012\)](#).



# PERSON SPECIFICATION

This specification lists the competencies expected of an experienced/fully trained post-holder. E = Essential Criteria / D = Desirable

<b>Qualifications</b>	Degree in relevant (or related subject)	E
	PGCE/QTS in Secondary phase	E
<b>Skills and Knowledge</b>	Ability to meet all Teachers' Standards (DfE 2012)	E
	Have a good, up-to-date knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.	E
	Well-developed IT skills to enhance teaching.	E
	Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment	E
	Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.	D
	Have a secure knowledge and understanding of their subject/curriculum area and related pedagogy including: the contribution that their subject/curriculum area can make to cross-curricular learning; and recent relevant developments. Use of this to deliver engaging and high quality lessons	E
	Know how to make effective personalised provision for these they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	E
	Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.	E
	Design opportunities for learners to develop their SMCS, literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context	E
	Good general subject knowledge	D
	Good interpersonal skills	E
	Ability to motivate young people	E
	Understanding and experience of using the google classroom	D



# PERSON SPECIFICATION

<b>Experience</b>	Teaching in a secondary school setting at KS3 and KS4 either whilst training or in post.	E
<b>Special Requirements</b>	Able to promote the Christian Ethos of the school and deliver the Christian Values through the curriculum	E
	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people	E
	Know the local arrangement concerning the safeguarding of children and young people	E
	Excellent communication skills	E
	Good Team Player	E
	Stamina, resilience and optimism	E
	Loyalty	E
	Sense of Humour	E



# CANDIDATE INFORMATION

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Thank you for your interest in applying to Woodchurch High School.

## **EQUAL OPPORTUNITIES**

Woodchurch High School is an equal opportunities employer and provider of services and welcomes applications from all members of the community. Our aim is to ensure that no job applicant or employee receives less favourable treatment on the grounds of race, gender, marital status, age, disability, religious beliefs, sexual orientation or employment status.

Your application form and equal opportunities forms will be processed separately. The equal opportunities form will not be available to panel members and will not be used to make recruitment decisions or about your suitability for employment. The information you provide on this form will assist us in monitoring the effects of our equal opportunities policy in recruitment and selection and will help us to develop and improve.

## **DATA PROTECTION**

The personal data you provide for this application and otherwise as part of the recruitment process will be held and processed for the purpose of the selection processes of Woodchurch High School and in connection with any subsequent employment, unless otherwise indicated.

The personal data will be initially controlled by Human Resources and will be retained only for as long as is permitted in data protection legislation (General Data Protection Regulation (UK GDPR)).

If your application for employment is unsuccessful, your application is retained for a maximum of 6 months and then destroyed. If you are successful, your application form will form the basis of your employee personal file which we will hold throughout your employment and for a period of time following you leaving the school.

In order to process the personal data you provide for this application and otherwise for the purposes indicated, your personal data may be disclosed to third party organisation providing administration or other relevant services to Woodchurch High School  
Woodchurch High School contact for data protection matters is:

Satswana  
Email: [info@satswana.com](mailto:info@satswana.com)  
Tel: 01252 759177



# CANDIDATE INFORMATION

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By submitting your personal data and application, you are:

- declaring that the information provided in the application form is accurate and true.
- giving your consent to the processing, transfer and disclosure of all information submitted by you during the recruitment process and throughout any subsequent periods of employment for pre-employment checks, equal opportunities monitoring, payroll operations, administration of training and absence records, performance and conduct reviews, administration of remuneration, provision of references, and any other activities directly related to your employment.
- declaring that you have read, understood and accepted the statements set out in this data protection clause.



# CANDIDATE INFORMATION

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## INFORMATION ON RECRUITMENT CHECKS

Woodchurch High School will undertake all of the DfE pre-employment checks outlined in the statutory guidance, **Keeping Children Safe in Education**, including:

## SAFEGUARDING & ENHANCED DBS CHECK

Woodchurch High School is strongly committed to safeguarding and promoting the welfare of pupils and expect staff to share this commitment and maintain a vigilant and safe environment.

All posts are subject to an Enhanced DBS check, and we will carry out online searches on short listed candidates. All staff will be expected to follow the school's safeguarding and child protection policy and code of conduct for employees in schools.

Woodchurch High School is legally obligated to process an Enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website and [here](#)

More information about what will be filtered and will not appear on a DBS certificate can be found [here](#).

If you are unsure whether you need to disclose criminal information, you should seek legal advice or you may wish to contact [Nacro](#) or [Unlock](#) for impartial advice.

For posts in regulated activity, the DBS check will include a barred list check.

It is a criminal offence to apply or accept a position (paid or unpaid) working with children in regulated activity if you are excluded from such work by virtue of a court order or exclusions by the DBS.

Any data processed as part of the DBS check will be processed in accordance with any relevant data protection regulations and the school's privacy notice.



# CANDIDATE INFORMATION

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## CRIMINAL RECORD SELF DISCLOSURE

You may be asked for further information about your criminal history during the recruitment process. We will not ask for any criminal records information unless you are shortlisted for interview. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service. Any convictions shared by self-declaration or those listed on a DBS check will be considered on a case-by-case basis.

## OVERSEAS CHECKS

If you've lived or worked outside of the UK for 12 months or more in the last 10 years, the school will require additional information in order to comply with 'safer recruitment' requirements. If you answer 'yes' to the question, we will contact you for additional information.

## TEACHER PROHIBITION ORDER AND TEACHER SANCTIONS

We will check for Prohibition Orders and Interim Prohibition Orders for teacher applicants or positions carrying out "teaching work". Further information on teacher misconduct can be found at:

<https://www.gov.uk/government/collections/teacher-misconduct>

We will check for sanctions imposed by the GTCE (prior to its abolition in 2012). You will be required to disclose if you are subject to any sanctions relating to work with children in any country outside the UK.

## SECTION 128 DIRECTION

We will check for Secretary of State Section 128 prohibition from management directions for all applicants for management positions within school.

## RIGHT TO WORK IN THE UK

The school will require you to provide evidence of your right to work in the UK in accordance with the Immigration, Asylum and Nationality Act 2006.

By completing an application, you agree to provide such evidence when requested.

**Any job offer will be conditional on the satisfactory completion of all necessary pre-employment checks, including those as set out in Keeping Children Safe In Education.**



# RECRUITMENT PROCESS

## TO APPLY

Please submit an application form, which can be accessed through our recruitment page on MyNewTerm via the following link;

<https://woodchurchhigh.com/welcome/vacancies/>

## FURTHER INFORMATION

The Academy is committed to safeguarding the welfare of its pupils and the successful applicant will be subject to an enhanced Disclosure and Barring Service certificate check, checks of the relevant barred/prohibition lists, on line checks and also a right to work check. This pack is intended to provide you with specific information regarding the position and how you will help support pupils and staff within the Academy.

### **Queries or questions**

Contact Amanda Bestwick (HR Officer) [amanda.bestwick@woodchurchhigh.com](mailto:amanda.bestwick@woodchurchhigh.com)



*The School is committed to safeguarding children. The successful applicant will require an enhanced DBS check; on line checks of shortlisted candidates will be undertaken as part of our recruitment checks.*



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