



Westhoughton
HIGH SCHOOL

Application Pack
Director of School Services



*LEARN*ing today for a brighter tomorrow

Letter from the Headteacher

Dear Potential Colleague,

Director of School Services

Thank you for expressing an interest in joining Westhoughton High School.

Within this pack, you will find information about the school, job vacancy and the application process. This is an exciting opportunity to work in a forward thinking school, to make a contribution towards shaping its future and build on its successes.

We are looking for a new Director of School Services to lead the business planning and operations functions of a large secondary school with big ambitions. The role in essence is the non-teaching Deputy Headteacher; being the advocate for all school support teams, whilst enjoying a front facing role with the student body as a significant leader in school.

This is an exciting opportunity and we are looking for an individual with strong operational management skills to play a leading role in our future success. The appointee will have a record of accomplishment of successfully leading, supporting, empowering and co-ordinating teams to deliver operational efficiency and effectiveness. We are not looking for an individual with a teaching background but an experience of working in schools would be a distinct advantage. At Westhoughton High School we are a strong community where there is no distinction between teachers and non-teachers – we are all here to serve the needs of our students. This is a unique post that will bring an understanding of the importance of support service to the forefront of the school for both staff and students.

We take our school motto, LEARN, seriously when it comes to staff as well as student wellbeing, and you will be working alongside teams of exceptional staff that support children and young people to reach their educational potential. This role will be pupil-facing; leading students' assemblies where required; covering lessons and social-time duties; and leading on all aspects of the school day and year.

This is an exciting opportunity to become part of a highly motivated, supportive and driven school workforce. If you have the commitment and desire to be part of our team, we want to hear from you.

Thank you in advance for the interest you have shown.

Yours faithfully,



Mr. N. S. Coe
Headteacher

Welcome to our school

Westhoughton High School is a successful and expanding 11-16, mixed community comprehensive school situated close to the centre of the growing town of Westhoughton, within Bolton Council's boundaries.

We are proud to be Westhoughton's only secondary school; we have strong links with all primary schools and provide many opportunities to work together, including cultural activities and specialist subject support. We believe strongly in serving our community by providing challenging educational opportunities and developing the next generation to be ambitious, successful and worthwhile citizens for our town and beyond. The student population is largely made up of young people from Westhoughton itself, but students also attend from the neighbouring communities of West Bolton, Blackrod, Bolton, Atherton and Hindley.

The school has undergone a transformation in recent years; we have made significant investment in our learning environment and considerably improved the facilities available to our students; GCSE examination results have improved, so that all Westhoughton students can progress successfully to the next stage of their education.

We are proud of our students, our staff and our community and are always keen to welcome visitors. So whether you think you know the school or whether you're just discovering us for the first time, you will see a school that is ambitious for its students, proud of its past and very confident about its future. The school was visited by a team of Ofsted Inspectors on November 16th – 17th 2021 and there has been no change to the school's overall judgement of **good** that we received in our last Ofsted inspection.

We are pleased to see that the hard work of our curriculum leaders and subject teachers for recent **developments in the quality of curriculum is recognised** in the report as this has been a significant undertaking.

The quotations below will give you the flavour of our Ofsted report that accurately reflects our school.

Ofsted said:

- Students **enjoy** coming to school.
- Most **students feel safe**. This is because they know they can **share any worries** with adults in school.
- Leaders have **high expectations for students' achievement**.
- Leaders are **ambitious for all students to do well**.
- **Students enjoy a varied range of enrichment opportunities**. They enjoy attending the Roald Dahl club, the European studies club, youth band and completing challenging activities in The Duke of Edinburgh's Award.
- There is a clear policy and procedure in place to deal with bullying. Staff believe that students are safe in school and that leaders **deal effectively with any form of bullying**.
- Leaders ensure that **students receive useful careers information, advice and guidance**. Students get to know about the different careers which may suit their interests.
- **Students benefit from an effective personal development programme**. This builds their understanding of how to keep **safe and healthy**.
- They **learn to appreciate and respect** the differences between themselves and others.
- Leaders **identify those students with SEND effectively**. Teachers use suitable resources and provide additional support to ensure that these students access the same learning as their peers.
- Members of the **governing body are supporting leaders** to improve the quality of education that students receive. Leaders and Governors **pay due attention to staff's wellbeing**.

LEARNing

We value academic achievement highly and are ambitious for all our learners to make good or better progress and achieve their full potential. Students have access to the full national curriculum including opportunities to learn a new language, to develop their musical, creative and sporting talents and to develop their literacy and numeracy skills to a high level. Progress is carefully tracked and, in addition to Parents' Evenings, parents will receive a report three times in the academic year. Students are given the opportunity to test themselves against others both locally and nationally through a variety of subject focussed competitions. Every student is encouraged to develop and achieve according to their abilities, aptitudes and interests and our job is to challenge and support them.



Learning beyond the classroom is also very important to the development of the well-rounded individual, whether that be through the Duke of Edinburgh scheme, through representative sport, musical instrument tuition, enterprise activities or one of the many educational visits organised by our hard working staff. These include visits to the theatre, to the Peak and Lake Districts to study the impact of tourism, to the Tate Gallery or further afield with residential trips to London, Prague, Belgium and France. We have a number of enrichment days during the year when the normal timetable is suspended and students engage in a range of different activities to develop their personal and social skills. At Westhoughton, we believe we are ALL learners and every opportunity should be taken to LEARN.

Standards

As a school, we strive for the best outcomes for all our students, regardless of individual circumstances. To do this we require each and every lesson to be the highest quality with an appropriate impact on student progress. We have high expectations as to what the 'daily diet' of our students should be but have strong and robust systems in place to support us all in delivering our ambitions. To develop staff throughout their careers, we invest heavily in professional development focussing on teaching, learning and assessment to improve classroom impact and in addition, leadership development for both experienced and aspirant leaders. We are pleased that staff retention for both teaching and associate staff is strong, as we believe that this reflects the culture and ethos of the school.

Whilst we are proud of the progress that we have made in improving the GCSE outcomes and life chances of our students, we are clear where further improvements can be made to ensure that more students realise their full potential. Whilst performance measures change continually, we have retained a curriculum designed to meet student needs and not secure league table position. This remains one of our core values.

The school seeks verification of its high expectations and delivery whenever possible and as such, we are proud to hold a number of quality standards. Others are planned for the future but below are those secured to date:



Students

We are very proud of our reputation as a school that cares for each individual in the organisation and we do everything we can to ensure all our students are safe, happy and making good progress. The pastoral structure ensures our students meet with their form tutors twice each day so they have a familiar face to talk through any problems or ask for advice. We know our students well and do our very best to ensure they learn in a safe environment so that they will develop into self-reliant and resilient future citizens. When problems do occur, our students know they will be listened to and that we will work together in partnership to resolve them quickly and fairly.

The teenage years provide many challenges, for the young people themselves, for us as a school and for parents, and our experience tells us that working together to the same aim is the best way to resolve them.

We have a range of services available to support young people including:

- Non-teaching Student Support Leaders (SSLs) who look after pastoral needs
- Student Progress Leaders (SPLs) who track and ensure academic progress
- Independent Careers Advice and guidance
- School nurse drop-ins
- Nurture groups
- Peer mentoring
- Buddying system
- Homework support clubs
- Enrichment programmes
- Learning Support Centre with specialist staff



Parents

We have high ambitions for our students and we are sure they are matched by parents' high aspirations for their children. We fully

acknowledge that students are more successful at school if they are supported by their parents, with parents and school working together in partnership. Just as we need every child to fully engage with the school and everything it has to offer, we expect parents to play an active role in their child's career at our school.

All parents sign a home-school agreement before their child starts at the school which clearly outlines the support they can expect from us and what we expect from our parent group. In addition, we run several parent focus groups where parents can discuss with staff issues such as reporting and assessment and can help drive change.

Every year group has a Parents' Evening to discuss progress with teachers and there are additional events at key stages in your child's education. At times parents may need our support and we may need theirs – and in any active partnership, people support each other. This is because we both have the best interests of every child at heart.

Investing in Our Staff

Wellbeing is a central drive to many of our initiatives here at Westhoughton. You have an SLT that truly believe in developing and investing in our staff and the wellbeing of all who come through our doors. We have multiple activities that develop our staff wellbeing including a Wednesday wellbeing-focused briefing whereby we celebrate our staff, best practice and recognise staff who have supported other colleagues. We have staff activities such as a staff choir, staff yoga and workout sessions and a secret buddy system of supportive comments and gifts that our staff sign up to. We believe in continually reviewing our systems and protocols to ensure that we reduce workload in as many aspects as we can.

As of September 2020, our school week altered in order to have all students leave our school site at 2:10pm every Wednesday. We deliver our personalised CPD programme from 2:30pm each week which ties together our whole school priorities, personalised CPD opportunities and talent development programmes alongside our pastoral CPD programmes to ensure we build this into our school day and value the time together.

Community

We are a successful community school and strongly believe our young people should develop a good appreciation of their heritage and pride in their town and country. We have strong links with local primary schools who are regular visitors to the school; we are supported in the curriculum by local people, including members of the Rotary Club and local businesses, our MP, support agencies and voluntary groups, and our students reciprocate through participation in competitions such as Youth Speaks. Our young people regularly go out into the community to support others, raising awareness or funds for charities or just doing good deeds during focussed charitable projects.

Parents and friends of the school actively support the many school events running in the year, from Parents' Evenings to Careers Conventions via music and drama productions. It is also important that our young people develop a sense of the wider community and they have opportunities to work alongside students from other Bolton schools, for example in joint visits to Oxford and Cambridge Universities. Our students also have opportunities to communicate with their peers further afield through visiting other countries. The world has become a much smaller place in the 21st century and developing their ideas about community, both local and global, will ensure our students are best placed to take advantage of the many opportunities available to them as they grow into adulthood.





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Visit us by Car

Leave the M61 at Junction 5, and take the A58 Snydale Way. At the roundabout take the 4th exit and follow Manchester Road (the A6) until the first set of traffic lights. Then turn left onto Bolton Road. Follow the road for around half a mile and Westhoughton High School is situated on the left.

Visit us via Public Transport

Our school is close to both Westhoughton and Daisy Hill train stations and bus services run regularly here from Bolton town centre. To find out more, please visit the Transport for Greater Manchester website to plan your journey.



Contact us

Westhoughton High School
Bolton Road, Westhoughton, Bolton BL5 3DN
Tel - 01942 814 122
Fax - 01942 817 792
Email - WHSOffice@westhoughton-high.org



Job Description

Director of School Services

Salary: NJC Grade M, £51,772 to £54,901

Hours: Full time, full year (t/t plus 4 weeks may be considered)

The Purpose of the Job:

1. The Director of School Services is the school's leading support staff professional and works as part of the Senior Team to assist the Headteacher in their duty to ensure the school meets its educational aims. The post-holder will be responsible for delivering appropriate assemblies and staff meetings; providing student support during social times; and leading on appropriate rotas and annual calendar of school events.
2. The Director of School Services is responsible for providing professional leadership and management of school support staff in partnership with teaching staff, to enhance their effectiveness in order to achieve improved standards of learning and achievement in the school.
3. The Director of School Services promotes the highest standards of business ethos within the administrative function of the school and strategically ensures the most effective use of resources in support of the school's learning objectives.
4. The Director of School Services is responsible for the management of Information and ICT, Human Resources, Facilities and Property, Health and Safety in the school, and is lead for all school GDPR, and lead for the Duke of Edinburgh programme.
5. The Director of School Services will be a Non-Teaching Deputy Headteacher and thus will support the operational and strategic management of students in school and be student facing in their leadership – including assemblies, duties and cover.

Principal Responsibilities:

Leadership & Strategy

1. To attend Senior Leadership Team, full Governing Board and appropriate Governors' sub-committee meetings.
2. Negotiate and influence strategic decision making within the school's Senior Leadership Team.
3. In the absence of the Headteacher, take delegated responsibility for Financial and other decisions.
4. Plan and monitor change in accordance with the School Improvement Plan.
5. To lead and manage all school support staff.
6. To build capacity for organisational change.
7. To work collaboratively with a variety of partners.
8. To develop strategic School Improvement Plans.
9. To lead the Governors Resources Committee

School Community

1. To lead and manage student movement and social time systems to ensure the safety of students and staff across the school site.
2. To support the smooth running of the school through contribution to behaviour management, safeguarding and student welfare.
3. To support the Headteacher in the resolution of parental complaints
4. To develop the school strategy for community engagement to include local business and parent forums
5. To oversee student, parent and staff perception questionnaires
6. To lead on school forward planning and calendar



Administration Management

1. Manage the whole school administrative functions and lead all support staff.
2. Design and maintain administrative systems that deliver outcomes based on the school's aims and goals.
3. Manage systems and link processes that interact across the school to form complete systems
4. Define responsibilities, information and support for staff and other stakeholders.
5. Develop process measures that are affordable and that will enable value for money decisions for those managing resources.
6. Establish and use effective methods to review and improve administrative systems.
7. Use data analysis, evaluation and reporting systems to maximum effect by ensuring systems are stream lined to maximise efficiency and avoid duplication.
8. Benchmark systems and information to assess trends and make appropriate recommendations.
9. Prepare information for publications and returns for the DfE, LA and other agencies and stakeholders within statutory guidelines.

Management Information Systems and ICT

1. Consider approaches for existing use and future plans to introduce or discard technology in the school
2. Consult with relevant people and other parties to introduce new technology or improve existing technology for different purposes.
3. Ensure that the school has a strategy for using technology aligned to the overall vision and plans for the school ensuring value for money.
4. Communicate the strategy and relevant policies, including Data Protection for the use of technology across the school.
5. Establish systems to monitor and report on the performance of technology within the school.
6. Ensure resources, support and training enable work colleagues to make the best use of available ICT including teaching, learning and assessment systems.
7. Ensure contingency plans are in place in the case of technology failure.
8. Ensure data collection systems providing information to stakeholders are stream lined to maximise efficiency of the data supplied.

Human Resource Management

1. Manage the HR services for all school staff including the management of pension schemes and associated services
2. Ensure the school's equality policy is clearly communicated to all staff in school
3. Ensure that all recruitment, appraisal, staff development, grievance, disciplinary and redundancy policies and procedures comply with legal and regulatory requirements.
4. Manage the recruitment, performance management, appraisal and development of support staff.
5. Monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on the school and staff.
6. Ensure people have a clear understanding of the policies and procedures and the importance of putting them into practice.
7. Monitor the way policies and procedures are actioned and provide support where necessary.
8. Seek and make use of specialist expertise in relation to HR issues.
9. Evaluate the school's strategic objectives and obtain information for workforce planning
10. Identify the types of skills, knowledge, understanding and experience required to undertake existing and future planned activities.

Facility and Property Management

1. Ensure the supervision of relevant planning and construction processes are undertaken in line with contractual obligations.
2. Ensure the safe maintenance and security operation of all school premises.
3. Manage the maintenance of the school site including the purchase and repair of all furniture and fittings.
4. Ensure the continuing availability of utilities, site services and equipment
5. Follow sound practices in estate management and grounds maintenance
6. Monitor, assess and review contractual obligations for outsourced school services.
7. Ensure a safe environment for the stakeholders of the school to provide a secure environment in which due learning processes can be provided.
8. Ensure ancillary services e.g. catering and in-house cleaning are monitored and managed effectively.
9. Liaise with the external lettings company to maximise the use of the school premises and facilities.
10. Seek professional advice on insurances and advise the Headteacher and Governors on appropriate insurances for the school. Implement and manage such schemes accordingly.

Health & Safety

1. Act as the school's Health & Safety Co-ordinator and Fire Officer.
2. Plan, instigate and maintain records of fire practices and alarm tests
3. Ensure the school's written Health & Safety policy and arrangements is clearly communicated and available to all people.
4. Ensure the Health & Safety policy and arrangements are implemented at all times, put into practice and are subject to review and assessment at regular intervals or as situations change.
5. Enable regular consultation with people on health and safety issues
6. Ensure systems are in place to enable the identification of hazards and risk assessments
7. Ensure systems are in place for effective monitoring, measuring and reporting of health and safety issues to the Headteacher, Governors, LA and where appropriate the Health & Safety Executive.
8. Ensure the maximum level of security consistent with the ethos of the school
9. Oversee statutory obligations are being met for students with additional needs, ensuring that financial and support agency services are adequate for their diverse needs.

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.

Job description prepared in January 2022 by Mrs A. Butler - School Business Manager



Person Specification

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none">Recognised relevant professional qualification.	<ul style="list-style-type: none">School Business Manager specific qualifications i.e. DSBM, CSBM, ADSBM or MSc School Business Management.	<ul style="list-style-type: none">Certificates at selection event.
Training	<ul style="list-style-type: none">Evidence of Continuing Professional Development.	<ul style="list-style-type: none">Member of National Association of School Business Management or other professional association.	<ul style="list-style-type: none">Application form.Selection event.
Experience	<ul style="list-style-type: none">Managing strategic operational plans.Managing 'change' projects.Managing H & S.	<ul style="list-style-type: none">Recent role at a senior leadership level in secondary school.	<ul style="list-style-type: none">Application form.Selection event.
Knowledge and Skills	<ul style="list-style-type: none">Able to deliver services and systems applicable for effective school management.Able to deliver 'value for money' initiatives.Able to understand national and regional educational services and deliver appropriate strategies.Able to lead teams and individuals.Able to strategically influence decision making within the school.Able to use a range of ICT packages.	<ul style="list-style-type: none">Understanding of educational of environment.Understanding of promoting positive relationships with the wider school community.	<ul style="list-style-type: none">Application form.Selection event.
Personal characteristics	<ul style="list-style-type: none">Highly developed interpersonal skills including influencing skills.Willingness to constructively challenge the work of self and others to continually improve own and team performance.Ability to work under pressure and meet deadlines.		<ul style="list-style-type: none">Application form.Selection event.

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.

Please ensure that you provide an up to date email address with your application as we often contact candidates electronically rather than by post. The completed application form should be emailed: WHSOffice@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. This job description will be reviewed annually and may be amended at any time following consultation with the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities of the post, you will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. Depending on the needs of the school, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and relevant Governors' Policy Documents.

This post is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required

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.