



Wallington
County Grammar School

Information Pack for Candidates

**Assistant Subject Leader of
Mathematics**

Start Date: September 2018

Croydon Road, Wallington, Surrey SM6 7PH

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www.wcgs-sutton.co.uk

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EDUCATION TRUST

This document is a prospectus designed specifically for you as a candidate, the aim being to summarise the relevant information you require to reach your decision on whether to apply for a position at our School. We hope you find this useful. Please access the School website www.wcgs-sutton.co.uk for further information.

Welcome from the Head of School

I am delighted to welcome you to the recruitment area for Wallington County Grammar School, one of the greatest schools in the country. What makes us great is that, at our core, we care very deeply about our students, both past and present. We are renowned for the quality of our pastoral work, warmly supporting our students to become happy, confident individuals equipped with the qualifications, skills and attributes to succeed in a globalised world. This was recently recognised by Ofsted in January 2017 who graded the school 'outstanding' in all categories. They stated that 'since the last inspection the Executive Headteacher and Head of School have led a highly committed and skilled team in continuing to drive improvements in teaching and learning. Consequently, pupils at this School are confident and successful learners... Teachers here are leaders of learning. They benefit from highly effective and individualised training which improves pupils' learning. Pupils recognise that teachers go the extra mile to help them achieve their lofty ambitions'. If these words describe you and the type of School you wish to work in then please apply for this post.

Being a boys selective school founded in 1927 that welcomes girls into the Sixth Form, we blend the best of tradition with innovation to engage and inspire our students to be the very best they can be. Because of this our students make progress within the top 2% of all secondary schools in the country at GCSE and go on to gain places at the world's top universities. This success is born from our core values of **Self-discipline**, **Endeavour** and **Excellence**: being self-disciplined enough to always show deep compassion and respect for all members of our community; endeavouring to always approach our work with passion and enthusiasm, never being afraid of failure or mistakes but embracing them to learn from and better ourselves; reaching excellence, not just in the classroom, but as well-rounded individuals who succeed in many aspects of life, be they sporting, artistic, intellectual or social.

We tailor our curriculum to ensure students are nurtured as well rounded individuals, excelling in core subjects like Mathematics, English and the Sciences but who are also deeply knowledgeable about the Arts and Humanities. Our co-curriculum further enhances our students' character, forging outstanding sportsmen through our superb coaching programme, and creating individuals who are passionate about representing their club or society, house, year group and school. Above all, we celebrate our incredible students through a culture of praise and recognition to make sure they leave us with the conviction that they can achieve anything they put their minds to.

Mr J Bean
Head of School

Direct link to access our latest OfSTED reports: <http://fluencycontent-schoolwebsite.netdna-ssl.com/FileCluster/WCGSacademyTrust/MainFolder/About-Us/Wallington-County-Grammar-School-January-2017.pdf>



Our Students

Our students will surprise you: they are waiting to be challenged and raising the bar only encourages them further to excel.

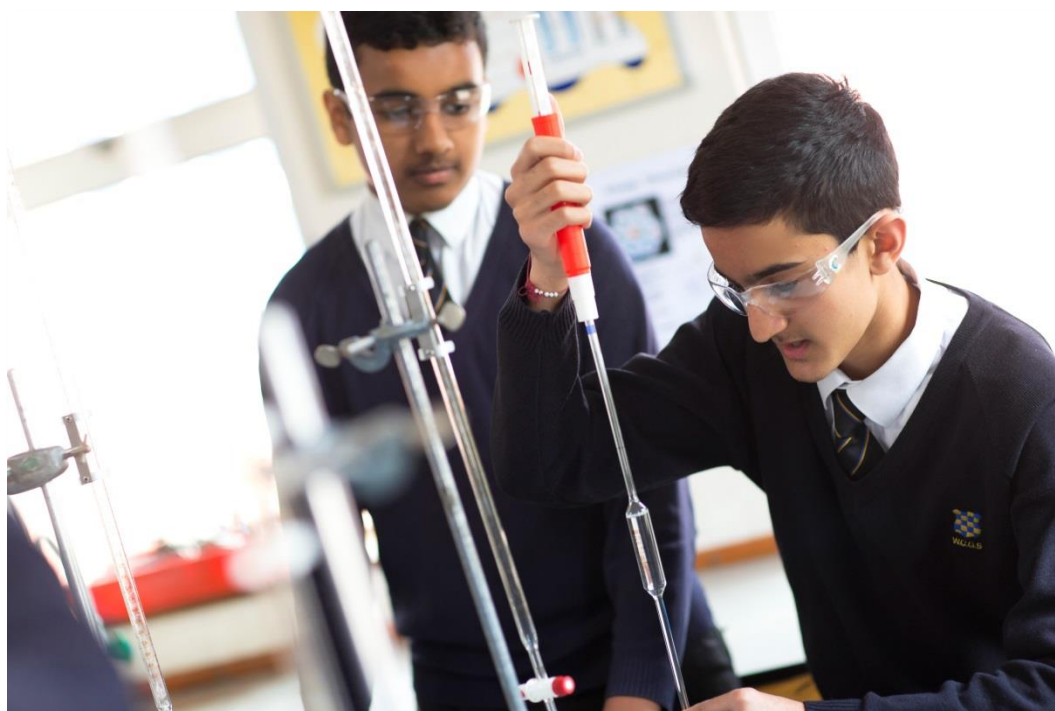
We are an incredibly diverse school, accepting boys from a huge variety of different boroughs and backgrounds and then welcoming a large number of girls into the school in Sixth Form. Because of this we are truly inclusive, putting tolerance and social mobility at the heart of what we do.

Students are selected by an entrance exam held each September for entry the following year. 150 students are admitted to Y7 and we are increasingly oversubscribed with a large waiting list, however, we are not complacent, and aim to increase the number of primary pupils who name us as their first choice within our selective borough. Our mixed Sixth Form entry is by academic achievement and the vast majority go on to university, including several to Cambridge and Oxford each year.

On entry, all students (and staff) are assigned to one of six Houses, a vertical system which brings everyone together and which is rooted firmly in the traditions of the School. This fosters healthy competition outside the classroom and is cherished by both staff and students who are passionate about getting involved in competitions which include: sport, drama, debating, music, mathematics, literature and commendations.

Our pastoral system is organised horizontally in year groups with a Year Leader ensuring the excellent behaviour and welfare of all students under their care. Student Voice increasingly contributes to the development of School policies and the direction of the School. Visitors comment on the fantastic atmosphere they find in our School, showing excellent relationships among the students and between them and the adults.

Our goal is to attract teachers who can inspire and excite the minds of our students and promote excellence both inside and outside of the classroom.



Background and Ethos of our School

Founded in 1927, our aim is to combine the best of what tradition can offer with a cutting edge approach to achieve successful delivery in the classroom. Being an academy set in nine acres of parkland in the London Borough of Sutton, our site is comprised of a mixture of characterful red brick buildings with modern, state of the art facilities, the latter including our recently completed Physics Laboratories and a new Drama Studio.

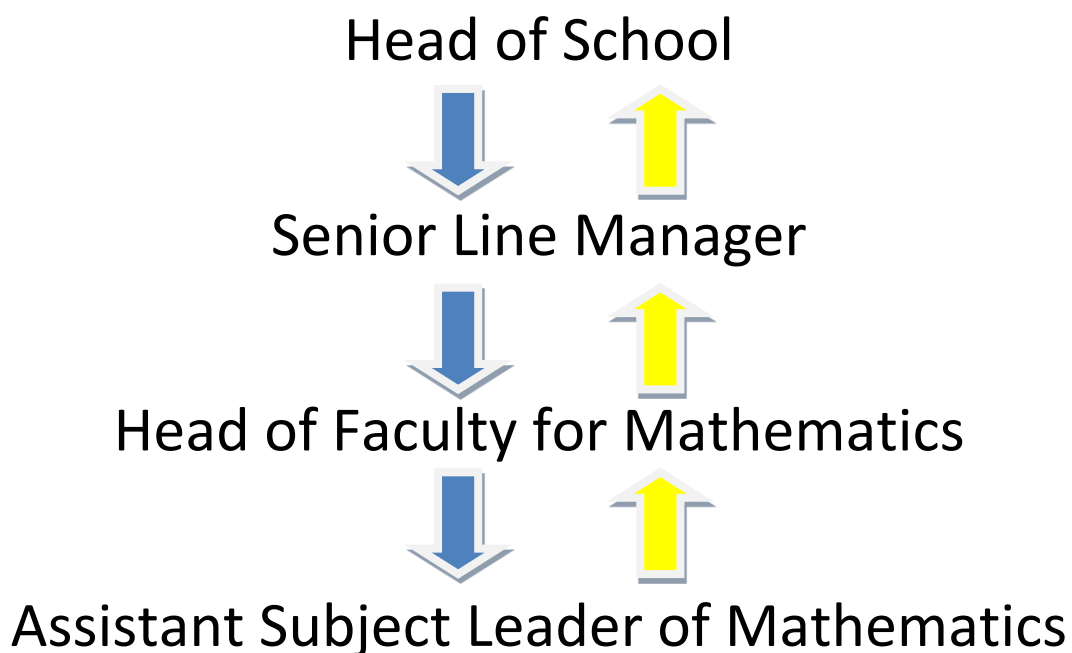
We have a thriving co-curriculum which helps create a globally competitive alumni who go on to take leading roles in society. Student run societies, quality form time provision, regular and adventurous school trips and frequent 'Challenge Days' all go towards creating well rounded, ambitious and highly skilled individuals.

The loyalty WCGS inspires in its students is demonstrated by the thriving Old Walcountians' Association, which has its clubhouse at Clockhouse in nearby Woodmansterne. This body supports and contributes to the School in many ways.

The 'Culture & Ethos' of WCGS permeates all aspects of the School, promotes positivity and is the main technique used to motivate learners. Our core values of Self-Discipline, Endeavour and Excellence are the corner-stone of our day-to-day procedures and routines, creating a well-mannered and orderly environment in which everyone will learn. Staff and students never give up in search of excellence.

Staffing Structure

The following staffing structure diagram shows the intended line management structure for Mathematics.



Induction

The school has a caring yet thorough approach to inducting new staff into the school. Line managers oversee this process and sessions are run weekly for all new staff to attend to up skill you in various School specific systems and approaches.

CPD

We have a charter marked CPD programme which is both responsive to the needs of our staff yet supports our whole school priorities. It focuses on developing co-planning, lesson study and evaluation to allow staff the time and resources they need to develop as trusted Practitioners. We are keen for staff to work with colleagues in our wider networks which include the Sutton Alliance, the Boys Academic State Schools group, the Grammar School Heads Association and PiXL and actively facilitate this process.

We have a proactive approach to developing staff in-house, seconding teachers onto the Academic and Pastoral Boards each year, as well as onto the Senior Leadership Team. This has led to the creation of a highly motivated and ambitious body of staff who often secure promotions within the school or outside of it.

Facilities

In addition to the dedicated Staff Room, the aim is for all staff to have their own quiet, personal work space (not classroom based) equipped with desk, PC and other facilities appropriate to their subject. Classrooms are currently being refitted with state of the art display monitors and we are keen to accept bids to from Subject Areas to develop classrooms for personal needs.



Pay

We pay staff on the Outer London Pay Spine and have a performance related pay policy which aims to reward commitment to, and excellence in, our practice. We also have a Lead Practitioner Scale for teachers to apply for when positions become available should they wish to make a career out of demonstrating and developing excellence in the classroom.

Results and Statistics

A full break down of our raw results can be found in the tables below.

GCSE	2017 Percentages					2016 Percentages				2015 Percentages			
	Entries	9	8-9	7-9	6-9	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B
Overall	1673					1547	39	74	90	1576	40	76	93
GCSE Maths	142	23	68	86	99	132	80	94	100	133	83	99	99
AQA Further Maths L2*	113	11	39	74	89	110	52	80	96	111	48	82	96
FSMQ Additional Maths*	64	N/A	N/A	50	75	AS Maths Course taught				60	N/A	48	68

Grades for AQA Further Maths are A, A, B, C, FSMQ Additional Maths is a level 3 qualification and grades are A-E. Grades for these have been matched so that A=7 so for example the 7-9 column shows the A-A* for Further Maths and the A percentage for Additional Maths.

A2	2017 Percentages				2016 Percentages				2015 Percentages			
	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B
Overall	569	18	50	77	529	19	56	84	523	24	63	88
Maths	153	30	52	74	128	24	59	83	121	37	76	92
Further Maths	38	21	66	82	30	17	60	73	37	38	60	73

We are, however, very conscious of our selective intake and the impact that this has on our raw attainment data. For this reason, we prefer to measure our performance on **progress** so that we can directly compare the impact we are having on our students' learning with all other schools nationally. When using Progress8 as a measure, the following statistics demonstrate just how successful we are as a school:

GCSE 2017

We were in the top 1% of all schools nationally for the amount of progress our students made

Top 1% for mathematics

Top 1% in the sciences

Top 4% for English literature

Top 5% in the humanities



We also pride ourselves on how well our students on the Pupil Premium and with special educational needs perform being consistently well within the top 10% of all students in the country for progress.

Our Curriculum

Y6 students are invited to the School for four Induction Days, easing their transition to secondary school to create the platform for their rapid progress that enables our boys to complete KS3 within two years. In Years 7 and 8, practical subjects are delivered to groups of no more than twenty, giving them the opportunity to discover and develop their wider interests as well as the core subjects.

The consequent enhanced three year GCSE programme enables students to study in far greater depth with students in Years 9 to 11 usually following a programme of eleven GCSE subjects.

Subject Choices			
GCSE Core	GCSE options	Sixth Form options	
English Language	Art	Art and Design	Further Mathematics
English Literature	Classical Civilisation	Biology	Geography
Mathematics	Design & Technology (Electronic Products & Resistant Materials)	Chemistry	Government and Politics
At least one Foreign Language (French, Spanish or Latin)	Economics	Classics	History
	Nutrition and Food Preparation	Computer Science	Mathematics
Religious Studies	Geography	Economics	Philosophy
Physical Education	History	English Literature	Physics
Biology	Further Languages	French	Spanish
Chemistry	Music		
Physics	GCSE Physical Education		
	Computer Science		
	Drama		
Wellbeing Programme			

Students in Years 7-11 have six hours of Mathematics per fortnight, Sixth Form students taking Mathematics have 9 hours per fortnight, and those taking Further Maths in the Sixth Form have double this time. Students are taught in form groups in Year 7 and in ability based sets from Year 8 onwards, including in the Sixth Form.

Our Co-curriculum

There is a clear expectation that both students and staff participate in the wider life of the School, with many Subject Areas offering academic support in their subjects at various times, in particular during the run up to public examinations. Several non-specialist staff contribute to the success of school sport. Without their generous support many minority sports would not be offered. The School maintains a healthy fixture list across the south east for rugby, cricket, football, cross-country and athletics. Non-specialist staff involved in practices and teams with Saturday fixtures receive an allowance.

Dramatic, musical and cultural interests are all taken very seriously by the School. Debating and public speaking have a strong foundation, taking our students to regional and national competitions and the Music Department has toured abroad and performed at the O₂ Arena and The Royal Albert Hall. We run numerous trips including an annual ski trip; cricket tours to Barbados; rugby tours in Canada; diving trips to the Red Sea; and have a vibrant, student-led, programme of clubs and societies.



Building a Family of Schools

The School works as part of Folio Education Trust which also includes Coombe Wood School, a new secondary Free School in South Croydon due to open in September 2018, Park Hill Junior School and St Peter's Primary School. The opportunities of working within a Federation of schools is very rewarding and includes shared, cross phase CPD, as well as opportunities for career sabbaticals and promotion.

Profile for Vacant Post

Please consult the job description sent out with this brochure for a full break down of the skills, qualities and duties that need to be fulfilled to achieve excellence in this post. It is recommended that you use these as a basis for your application and interview preparation. In addition to these, desirable qualities for this specific position include:

The initial areas for the successful candidate to focus on will be:

- Teaching outstanding lessons which stimulate, engage and stretch very able students
- Sharing good practice within the Mathematics Subject Area, and beyond
- Implementing the school's Vision for Learning; engaging learners, deepening their thinking, providing suitable challenge to ensure progress for all, and building good relationships within the school
- Taking responsibility for a Key Stage in Maths, with additional responsibilities in consultation with the Head of Maths depending on the interests of the candidate.

Candidates should have a proven record of:

- Excellent subject knowledge and an appreciation of outstanding practice in this area
- Enthusiasm for employing innovative and successful learning methodologies
- Reflecting on existing practice, and being open to further development

The successful candidate will need to demonstrate:

- A passion for Mathematics and the ability to communicate this to a wide audience
- A willingness to take risks and move beyond their comfort zone in teaching
- The communication and organisational skills required for effective team working
- The ability or potential to lead others

Subject Area Information

We follow a condensed KS3 in Mathematics, covering the whole KS3 syllabus including the Level 8 work in Years 7 and 8. In addition to regular problem solving, the curriculum includes a number of projects, investigations and rich tasks. Year 7 students are taught in form groups. Students are set by ability from Year 8.

At KS4, all students take the higher tier Edexcel GCSE. We teach a broad Mathematical curriculum, including the entire current GCSE curriculum, and a number of other topics as enrichment. The top two sets finish the GCSE syllabus in Year 10, and those thought ready to gain the top grade are entered at the end of Year 10. All students in the top two sets then go on to study OCR FSMQ Additional Maths. Students in sets 3 and 4 study the AQA Further Mathematics Level 2 Certificate alongside their GCSE, taking both at the end of Year 11. Most students in sets 1 and 2 also opt to take the AQA exam.

The vast majority of our Sixth Form – about 88% of each year group – take A Level Mathematics or Mathematics and Further Mathematics, and A level teaching forms a substantial part of the timetable of all Mathematics teachers at WCGS. Students can choose to take Further Maths to either AS or A Level, usually making this choice at the end of the L6th. This year, in the U6th, there are 147 students taking Mathematics, of whom 39 are studying Further Maths. In the L6th 151 take Mathematics overall with 45 taking Further Mathematics classes. Currently, all students are given a choice of applied option,

and teachers are, to a large extent, able to teach the areas they are most interested in. When the new A level syllabus starts in September, students taking only Mathematics will lose this choice, but we are aiming to keep the staff specialism in place as far as possible, and certainly for Further Maths. Classes are provided for STEP and MAT preparation for those who wish to apply to study Mathematics at one of the universities that include these in their offers, and the STEP group work class offered as part of the enrichment programme is a popular option. Many Sixth form students act as mentors to younger students, or as classroom assistants.

We run clubs for the most mathematically able students and mentoring sessions and drop-in support clinics for those who need extra help. All students in the lower school and those studying Mathematics in the L6th take the UKMT Mathematics Challenges, with many U6th choosing to do so, too. Each year several proceed to the follow-on rounds and for the last three years one of our students gained a distinction in the second Olympiad round, BMO2. We enter teams for the Hans Woyda competition and a number of other Team Challenges, local and national competitions. There is a flourishing Maths Society run by Sixth Form students and several students have given lectures on topics beyond the curriculum. The Maths department runs a variety of trips; L6th and Year 10 students have the opportunity to attend the Maths in Action days, and we have just taken 20 Year 7 students to the Wallace Collection for a workshop on how Maths is used in Islamic Art.

As a department we have worked hard and successfully over the past few years to increase the students' independent learning skills, fostering their desire to achieve well and to produce work of the highest quality, while managing our own workload. We have developed flourishing mentoring systems involving the Sixth Form students in supporting each other and students lower down the school and this helps to foster great relationships between students of different ages.

We are continually working to improve our own teaching and developing a range of activities, particularly involving investigation and exploration, always with an eye to improving the educational experience for our students, their interest in the subject and their results. Outstanding lessons are expected and teachers rise to the challenge. Problem solving is emphasised for all our students, is an essential part of the new GCSE, and is reinforced by our choice of the MEI syllabus in the Sixth Form. The main focus for development in the department over the coming year will continue to be the new A level, with its work on large data sets and expectation that technology will be embedded in the teaching. We are embracing the change and taking the opportunity to develop new activities and resources, and all members of the department are expected to be involved in this, and to work collaboratively.

All teachers in the department are encouraged to develop their careers, whether this be through learning and teaching new areas of maths, improving their teaching skills, or taking on new areas of responsibility, either in the department or in the wider school. In addition to in-house CPD sessions we have sent teachers on a number of the excellent CPD sessions and courses run by the FMSP.

Our overall aim is for students to love Mathematics and to want to do more. It is a wonderful feeling to hear a conversation between students leaving school at the end of a day discussing the problems they have been solving in a Maths test!

Contact Information, How to Apply

Designated departmental contact for this vacancy:

Name Miss G Bird (Head of Faculty for Maths) No: 020 8647 2235
Email: gbird@suttonmail.org

Application packs are available from the School website at www.wcgs-sutton.co.uk or by emailing a request to personnel@wcgs.org.uk.

Please return your completed Application Form to Mrs Jo Johnson, Personnel Officer, at personnel@wcgs.org.uk. Please be aware that part of the application form requires a statement which will act as a letter of application to the Head of School. ***Please note CVs will not be considered.***

Visits to the School are welcome prior to application. Please contact Mrs Johnson at personnel@wcgs.org.uk to arrange an appointment.

Closing date: Monday 19th March 2018 (12 noon)

We reserve the right to interview and appoint before the closing date should there be a suitable candidate and therefore advise that applications should be submitted as soon as possible.

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within two weeks of the closing date please assume your application has been unsuccessful.

Safer Recruitment

Wallington County Grammar School is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

At Wallington County Grammar School, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

Wallington County Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.