

Wallington High School for Girls



Head of Spanish

Application Pack

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Wallington High School *for Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE

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March 2018

Dear Candidate

Thank you for your interest in the position of Head of Spanish at Wallington High School for Girls (WHSG).

We aim to be a truly outstanding school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

WHSG is an inclusive, happy and caring learning community and we are ambitious for all of our students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All of our staff, both teaching and support, play an important role in achieving this. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

We are seeking to appoint a talented and inspirational teacher to work within our Spanish department to build on its many strengths.

I hope you will find the information in this pack interesting and informative.

We very much look forward to receiving your application.

Yours faithfully

Richard Booth
Headteacher



Girls' Learning Trust (GLT)
Message from Jane Burton, CEO

I am delighted that you are interested in a position in one of the GLT schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are to deliver a first class education for girls ensuring that they realise their full potential and leave the Trust well prepared for their future. With around 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to be a 5 school Trust by the end of 2020, retaining the all-girls identity and operating within the London and South East region.

The aims of GLT are achieved through:

- Delivering excellent standards of teaching and learning consistently across the Trust based on the setting of high expectations for all and an evaluative approach to improving performance that secures strong outcomes for all our students.
- Developing strong collaboration across the Trust ensuring each school is a giver and receiver of support where needed.
- Ensuring effective professional development and career progression opportunities across the Trust in order to recruit and retain excellent staff.
- Delivering effective pastoral provision to all our students ensuring they are supported, developed and well cared for during their time in the Trust.
- Developing a strong understanding of how best girls learn, develop and thrive and using this to underpin our approach to education across the Trust.
- Promoting and developing high aspirations for our young women allowing them to become the successful female leaders of the future.
- Creating an exciting, challenging and creative curriculum across the Trust, both inside and outside of the classroom, to allow all students to realise their full potential.
- Securing a financially viable Trust through strategic financial management and by working collaboratively to secure financial efficiencies.
- Communicating effectively with and valuing all of our stakeholders realising the important role they play in the Trust.

For more information on the Trust please follow the link below:

www.nonsuchschool.org/321/welcome-from-the-ceo

The Trust model brings many advantages to staff at all levels in the schools. Free from some of the strategic, financial and operational responsibilities of a standalone role, the primary focus of the

school Headteacher role within the GLT structure is to provide highly effective leadership and support of the teaching and learning within their school alongside day to day management. The school Headteacher is accountable for securing strong student outcomes and the delivery of an excellent standard of education for all students in their school. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross -trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities that a stand alone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to submit an application.

Jane Burton, CEO



Information about Wallington High School for Girls

Our School

Wallington High School for Girls (WHSG) is a selective academy for approximately 1400 girls aged between 11 and 18. The school first opened in 1888 and we celebrated our 125 year anniversary during 2013. The school moved to its present site in 1965. The school is heavily oversubscribed and we have over 1700 applications each year for the 210 places in Year 7, and many external students also apply for our sixth form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.

Our students achieve at the highest level academically. In 2017, 76% of our GCSE entries were awarded an A*/A grade and our Progress 8 score was 1.04 (placing the school in the top 30 nationally). At A level, 60% of our entries were awarded an A*/A grade, 23% of those at A*. The vast majority of our students move from WHSG into higher education including Oxford and Cambridge (this year eighteen students received Oxbridge offers) and with a significant and increasing number of students gaining places at Russell Group universities or medical schools. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We have a thriving sixth form with just over two hundred girls in each of Year 12 and 13. Our intake has expanded in the last few years and recently we opened a new Library and Study Centre which includes a private study area for Sixth Form. This follows the addition of a new twelve classroom teaching block, housing the Mathematics and Geography departments.

Curriculum

We currently run a three year KS3, although students begin their GCSE courses in Science in Year 9. Our KS3 students study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study for ten GCSEs, which includes a Language option and a Humanities option. The vast majority of our students continue into the Sixth Form at WHSG where they can choose from a wide range of A level subjects. Many students can opt to study for the Extended Project Qualification (EPQ) in Year 13.

Students enjoy a comprehensive programme of PSHCE and Citizenship throughout the school and we encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school also operates a very successful House system which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported.

Extra-Curricular

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students and this is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including Tennis, Athletics and Cricket. We have for example won the borough Athletics Championships for

the last six years. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Drama and the Arts. Alongside this we have a highly popular Duke of Edinburgh programme as well as CCF, shared with a local boys' Grammar School. Staff also organise a number of visits related to both the curriculum and beyond, which enrich student life at the school.

WHSG has a very supportive PFA who play a vital role in the life of the school. We also enjoy supportive and committed parents who work alongside the school to improve outcomes for their daughters.

Senior Leadership Team

The Senior Leadership Team consists of one Deputy, two Assistant Heads and six Directors of Faculty, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the School. The Local Governing Body is a strong and supportive team with considerable professional expertise. In addition the CEO of GLT and the Trust Board provide support and challenge to the school. The Leadership Team meets together twice weekly. The first meeting focusses on operational matters and the second has a strategic focus. In the strategic meeting we work on or report back on current leadership priorities. Each member of SLT is responsible for project planning their priority areas on the SDP. There is a personal assistant who provides administrative support for all members of the leadership team

Staffing

Our staff are our most valued asset and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within the school. Continued professional development (CPD) plays an important role and we are developing a more bespoke approach to this provision. All teachers are fully supported by an induction programme when they join the school.



Staff Workload and Wellbeing

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development. As part of this, we offer the following to all teaching staff:

Professional Development

- CPD programmes tailored to individual's aspirations which are based both in school and across the wider Trust
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation
- Our "No lesson judgements" policy ensures our lesson observations are developmental and supportive
- One INSET day a year dedicated to moderation and curriculum preparation in departments
- An annual cross- Trust teaching conference allowing the chance to meet and network with other staff
- 'Pop-up' CPD run by staff for staff on issues of their choosing, including pastoral issues

Staff Welfare

- A Marking and Feedback policy designed from the bottom up, with regard for teacher workload, based upon a set of principles, different according to department
- Data capture that is measured and timely - we report progress two or three times a year (depending on year group)
- Minimal written reports
- No requirement for teachers to submit lesson plans, even for lesson observations
- Teaching staff are only required to do one twenty minute duty each week
- Supportive yet challenging governance, which understands that teachers are our most valuable resource
- End of school day at 2.50pm making it easier for staff to pick up their children from local schools
- Work scrutiny is departmentally-based and developmental
- We are a school that appreciates the importance of family and do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school
- A teaching load of 43/50 1 hour periods of teaching per fortnight maximum.
- The average size of our A level classes is 13 students and GCSE is 24 students. We also continue to run many A level classes even if their numbers are small

Support

- The school calendar and training is planned in advance across the whole year so people know what is happening and when
- In-house cover supervision team

- A highly effective and proactive support staff that play an important role in supporting teaching and learning
- An Events, Communication and Visits team that are responsible for organising key school events and trips
- Every full-time teacher operates from a base classroom and has an office based work station which means our large staff room can be work station free

Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise
- ‘Champagne Moments’, a staff reward and recognition scheme
- The ‘Wallington Weekend’ –the school closes for the last Friday and Monday of November to give everyone a long weekend before the end of the Christmas term
- Free tea and coffee provided in the staff room
- Access to our fitness suite
- A Staff Association that responds to the welfare of the staff and organises social events
- Use of onsite canteen offering hot meals and salad bar
- Teaching staff can go home if they have PPA time last period of the day
- Opportunities to participate in enrichment activities e.g. theatre visits
- Assisted cycle purchase scheme and designated cycle parking bay
- Opportunities for flexible working
- Access to Workplace Options scheme, for confidential independent employment advice

Environment

- Pleasant working environment with very well-behaved students
- The school has invested heavily in new buildings and in IT in every classroom
- Eleven acres of school grounds set in Green Belt land

More information on the school can be found at our website

www.wallingtongirls.sutton.sch.uk

The MFL Department

The Modern Foreign Languages Department is a highly achieving department and proud of the fact that a number of our recent A-level students have gone to Oxbridge. We are delighted that the school considers languages as an important aspect of today's education. All students study two languages at Key Stage 3 and at least one to GCSE at Key Stage 4, with a number of dual and triple linguists.

Due to our Languages Specialism, we have greatly increased the variety of events and visits available to all Year Groups. In addition to this, we have extended our work in the community to include link primary and secondary schools, adult education and teacher-training institutions. All Modern Foreign Language teachers are committed to their own Continued Professional Development and many opportunities are made available to ensure this.

SUBJECTS:

KS3:	Year 7/8/9	Two languages from French, German, Spanish
KS4:	French, German, Spanish, Latin.	
KS5:	French, German, Spanish (A level)	

STAFFING:

Director of Modern Foreign Languages;
Head of French;
Head of German;
Head of Spanish;
9 full- / part-time language teachers;
3 Language Assistants (French / German / Spanish).

ACCOMMODATION AND RESOURCES:

The department is based in eight dedicated classrooms and a Languages Office, as well as areas used for conversation with Foreign Language Assistants. All classrooms have interactive whiteboards and projectors. The department is very well-resourced with a wide variety of audio-visual equipment and we are in the process of moving all of our resources onto digital format, including making greater use of the Managed Learning Environment.

Curriculum

KS3: Textbooks used are:

French: Clic
German: Na klar 1 & 2
Spanish: Listos

In all three languages the students have their own textbook. Assessment for Learning is embedded in the culture of the department and all students have their own assessment criteria and track their own progress accordingly through the Key Stage.

In Year 7, students take two languages from French, German and Spanish and continue with this combination into Years 8 & 9.

KS4: At KS4, students study at least one modern foreign language but may take two.

GCSE Boards are as follows:

French:	AQA
German:	AQA
Spanish:	AQA
Latin:	OCR

Main textbooks used are:

French	Kerboodle (Nelson Thornes)
German:	Kerboodle (Nelson Thornes)
Spanish:	Kerboodle (Nelson Thornes)
Latin:	Oxford Latin Course

All students are entered for the Higher Tier MFL exam to be taken at the end of Year 11. There are 4 lessons per fortnight with additional support by a FLA. Clubs and other events to support language learning are regularly attended by students. In addition we have access to Exampro interactive software and many resources on FROG to extend student learning. Students are also encouraged to buy GCSE Vocabulary, Speaking Test and Grammar guides.

GCSE Latin is very popular at KS4 and is offered to our able and enthusiastic linguists. These lessons are also available for KS5 students.

Schemes of work are in place and are reviewed on a regular basis. At the beginning of Year 10, students are given aspirational target grades based on their SATs performance. Their performance in relationship to these targets is regularly reviewed and centrally monitored.

The MFL department is highly successful with the significant majority of girls achieving A* at GCSE

KS5: A Levels are offered in French, German and Spanish with 9 hours of lessons per fortnight and additional oral sessions with the FLA. The Exam Board is AQA and girls regularly achieve A* / A.

Main textbooks used are:

French:	Kerboodle (Nelson Thornes)
German:	Kerboodle (Nelson Thornes)
Spanish:	Kerboodle (Nelson Thornes)

Visits and Events

The Modern Foreign Languages Department has run many educational visits in recent years. These have included day trips to Boulogne and Cologne for the Christmas markets, a yearly residential trip to the Rheinland, as well as residential visits to Spain and France for students in Key Stages 3, 4 and 5. We link with other departments to run cross-curricular visits and have many links with schools abroad.

Linguists in the Sixth Form are encouraged to undertake work experience in the target language country at the end of Year 12 and this has proved a popular option with our more able students.

Our students are successful in a variety of international competitions and many go on to study languages at university, including Oxbridge.



Wallington High School for Girls

Head of Spanish

Job Description

Purpose:

- To raise standards of student attainment and achievement within the Spanish department and to monitor and support student progress.
- To be accountable for student progress and development within the department.
- To develop and enhance the teaching practice of others involved in the delivery of Spanish.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher.
- To be accountable for leading, managing and developing the department.
- To manage and deploy teaching/support staff, financial and physical resources within the department effectively to support the department development plan.

Reporting to: Director of Faculty

Responsible for: Teaching staff and other relevant personnel within the department.

Liaising with: Headteacher, Deputy Heads, Assistant Heads, Heads of Faculty, staff with cross-school responsibilities, support staff and parents.

MAIN DUTIES

Operational/Strategic Planning

- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To oversee day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources.
- To actively monitor and follow up student progress.
- To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims of the School.
- In conjunction with the Director of ICT to foster and oversee the application of ICT in the Department.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Manager.

Curriculum

- To deliver an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Development Plan/School Evaluation.
- To be accountable for the development and delivery of the Department's curriculum including GCSE and A Level.

- To keep up to date with and respond to national developments in the subject area and teaching practice and methodology.
- To prepare and be accountable for the completion and submission of course core practical requirements at GCSE and A Level and also to ensure adequate preparation and organisation for moderation days.
- To contribute fully to the range of trips and activities within the Department.

STAFF DEVELOPMENT

Recruitment/ Deployment of Staff

- To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To help deliver the schools CPD programme as directed.
- To be responsible for the efficient and effective deployment of the Department's support staff.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme.
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.

Quality Assurance:

- To establish the process of the setting of targets within the department and to work towards their achievement.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles.
- To contribute to the school procedures for lesson observation.
- To seek/implement modification and improvement where required.
- To ensure that the Department's quality assurance procedures meet the requirements of Self Evaluation and the School Development Plan.
- To produce an annual examinations analysis and department development plan as part of the school's self-evaluation cycle.
- To take part in department reviews as requested across the Trust.
- To quality assure reports, data and correspondence that is sent to parents and other members of staff.

Management Information:

- To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- To analyse and evaluate, with the department, performance data provided and take appropriate action in response.

Communications:

- To ensure that all members of the department are familiar with departmental aims and objectives within the framework of the School and Departmental Development Plan.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- To represent the department's views and interests.

Marketing and Liaison:

- To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases and the school website.
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.

Management of Resources:

- To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including monitoring the department budget.
- To work with the Deputy Head, Timetable Lead, Head of Faculty and Head Technician in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.

Pastoral System:

- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer.
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
- To monitor and support the overall progress and development of students within the department.
- To monitor student attendance together with students' progress and performance, with the class teacher, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship, enterprise and other cross-curricular issues according to school policy.

Teaching:

- To undertake an appropriate programme of teaching in accordance with the duties of a Head of Department

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and pupils to follow this example.
- To continue personal professional development as agreed.
- To engage actively in the performance review process.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- To undertake a new staff induction programme as directed.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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 school 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, in consultation with you, may be changed by the Head to reflect or anticipate changes in the job commensurate with the grade and job title.

Head of Spanish Person Specification

Area	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Good Honours Degree, PGCE / QTS 	<ul style="list-style-type: none"> Higher degree 	Application DfE Certificates
Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development relevant to the post 	<ul style="list-style-type: none"> Ability to identify own professional development 	Application form Interview Reference
Experience	<ul style="list-style-type: none"> Successful teaching of Spanish in all three key stages Planning of lessons / schemes of work in line with the demands of an examination syllabus Evidence of raising student attainment in Spanish through innovative practice. Assessment of students across all key stages 	<ul style="list-style-type: none"> Previous experience of administering GCSE and A Level Spanish courses Award 	Application form Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> Excellent subject knowledge The ability to motivate learners and colleagues The ability to reflect constructively on the effectiveness of a lesson Ability to use AFL strategies to raise attainment Effective interpersonal and communication skills Efficient time management and organisational skills Knowledge of best pedagogic practice and strategies to improve teaching and learning Awareness of curriculum development issues for Spanish Excellent ICT skills and clear ideas about how ICT can support learning 		Lesson observation Application Interview Reference

Personal Qualities	<ul style="list-style-type: none"> • A commitment to securing the best opportunities for all students • High standards and expectations of self and others • A commitment to the safety and well-being of every student • An ability to reflect on own professional practice • Integrity, loyalty and commitment • Strong intellect, energy and an innovative and positive approach to opportunities and challenges • The capacity to inspire confidence in parents and students and to work collaboratively with colleagues • Sense of humour and enthusiasm • Good team player • Willingness to organise, attend and fully participate in extra-curricular clubs and fixtures 		Application Interview Reference
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Notes to Applicants

Safeguarding

Wallington High School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of leadership of and contribution to a safeguarding environment.

The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of his/her induction

Your written application:

We hope that after reading the information pack you will want to apply for the post advertised.

Closing date: Wednesday 25rd April 12noon

Interview date: Tuesday 1st May 2018

(We reserve the right to close early should the right candidate be found)

If you are shortlisted, we will take up references prior to your interview unless otherwise specified.

For your convenience our specimen contracts can be viewed on the vacancy page of the School website.