Wallington
County Grammar School

Information Pack for Candidates

Teacher of Physics with Chemistry as a second subject.

Start Date: January 2019

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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.

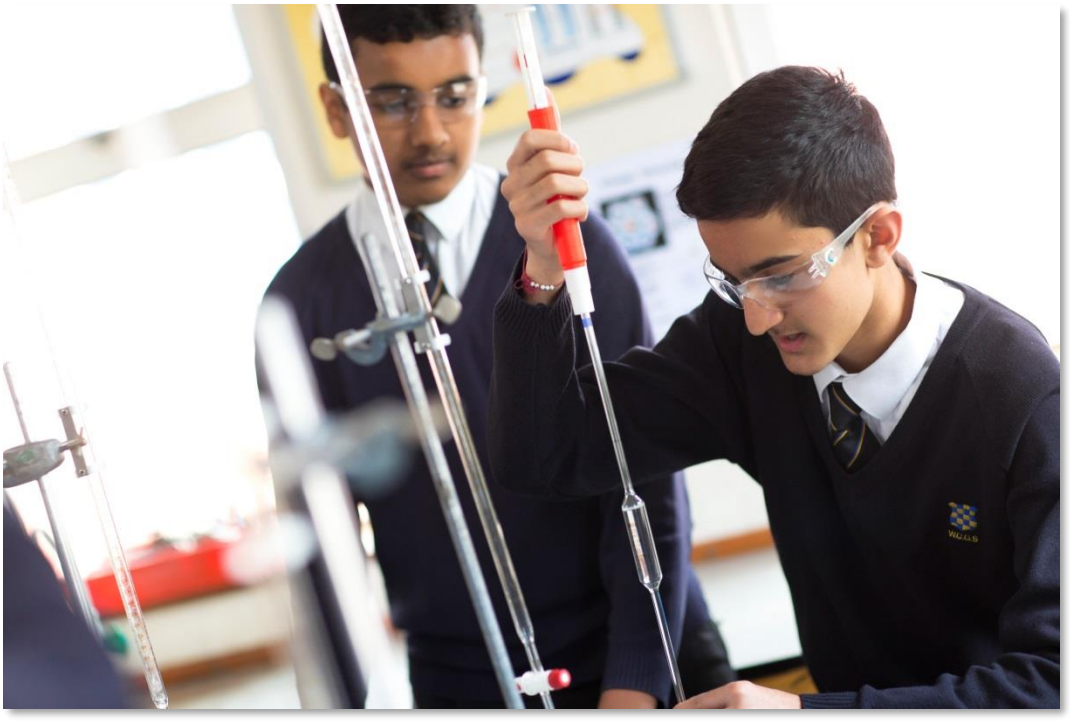
We are an incredibly diverse school, accepting boys from a huge variety of different boroughs and backgrounds and then welcoming a large number of girls into the school in Sixth Form. Because of this we are truly inclusive, putting tolerance and social mobility at the heart of what we do.

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.

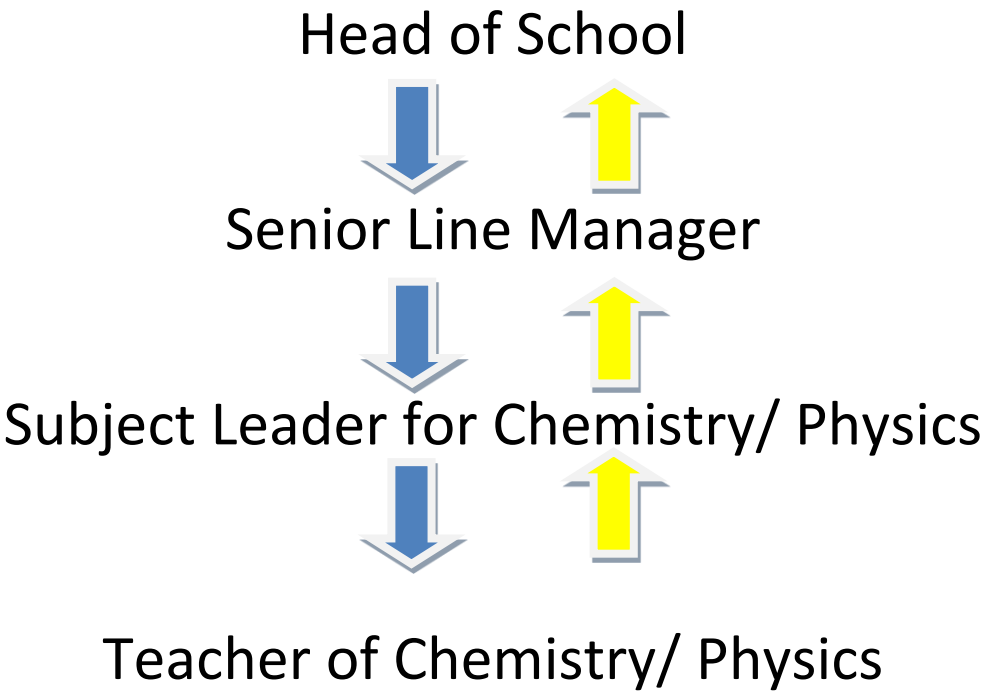
We have a thriving co-curriculum which helps create a globally competitive alumni who go on to take leading roles in society. Student run societies, quality form time provision, regular and adventurous school trips and frequent 'Challenge Days' all go towards creating well rounded, ambitious and highly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



Induction

The school has a caring yet thorough approach to inducting new staff into the school. Line mangers 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	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B
Overall	1673	40	67	88	1547	39	74	90	1576	40	76	93
Chemistry	142	56	79	92	127	50	84	93	121	64	92	99
Physics	142	60	80	94	127	64	87	95	121	65	93	98

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
Chemistry	69	10	41	70	81	6	52	84	62	16	61	92
Physics	61	15	46	75	40	20	48	70	56	14	43	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
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 Y7 have 2 Chemistry and 2 Physics lessons per fortnight in Year 7, 3 in Year 8, and 4 in Years 9-11.

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 O_2 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 Chemistry 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

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 Chemistry 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

Subject Area Information

Chemistry:

We follow a condensed KS3 in Chemistry, which has been made in house. The scheme of work covers the fundamental concepts such as writing formulae, balancing symbol equations and atomic structure.

At KS4, all students take triple science and the higher tier Edexcel GCSE. They are taught in mixed ability sets. Our Year 10 students compete in the RSC Chemistry Challenge Competition as part of our enrichment programme and Y11 students compete in the Top of the Bench Competition.

At KS5, students take the AQA syllabus. The course is made up of three different sections; physical, organic and inorganic chemistry. They also have an internally assessed practical endorsement section which forms part of their full A Level. There are three written examinations at the end of the two-year course. The course is taught by two teachers, one focuses on physical and inorganic (5 lessons over the fortnight) and the other teacher focuses on organic and inorganic chemistry (4 lessons over the fortnight). Extra co-curricular classes are provided for Chemistry Cambridge Challenge, Chemistry Olympiad, UKCAT and medicine preparation for those who wish to apply to study Chemistry or Medicine at university.

Physics:
We operate a two year Key Stage 3, during which students study Biology, Chemistry and Physics as separate sciences. Our Key Stage 3 Scheme of Work, has been developed entirely in-house, and written to stretch all of our students.

In GCSE Physics we teach the Edexcel specification. Our Y9-Y10 students are currently studying the new Edexcel syllabus following the GCSE reform.

In A Level Physics, we typically have 68 students at AS and A2 Physics, both with 9 lessons across the 2 week timetable. Each class is taught by two teachers. We have chosen to follow the AQA syllabus for the new A Levels.

Contact Information/How to Apply

Designated departmental contact for this vacancy:

Mr David Jones, Assistant Headteacher, at djones2@suttonmail.org
Mr Simon Waters, Deputy Headteacher at swaters4@suttonmail.org

Emailed queries will be answered over the summer holiday.

Application packs are available from the School website at
https://wcgsacademytrust.fluencycms.co.uk/Teacher-of-Physics-with-Chemistry

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: 14th September 2018

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.