

Wallington High School for Girls



Teacher of French and Spanish

Application Pack

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Wallington High School *for Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE

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Dear Candidate

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

We aim to be a truly outstanding school with an excellent academic reputation that provides first class care, guidance, support and development so that our students enjoy a positive experience during their time at school and leave well prepared for life beyond. That aim applies not only to our students but to all our staff as well.

We are seeking to appoint an enthusiastic and competent teacher of French and Spanish to join our existing team and become a valued member of our School's community.

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



Information about the Nonsuch and Wallington Education Trust (NWET)

The Nonsuch and Wallington Education Trust (NWET) was formed in September 2015 and consists of two schools: Nonsuch High School for Girls and Wallington High School for Girls. Both are high performing selective schools that rank amongst the top girls' schools in the UK, are located within the London Borough of Sutton on the South London/Surrey border and are within easy reach of Central London. In September 2017, a consultation was launched on a proposal for Carshalton High School for Girls to join the Trust.

NWET exists 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 2700 students and a highly effective operating model, NWET gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust.

The aims of NWET 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.

Features of the NWET model

The CEO, Jane Burton, along with the Trust Board, is accountable and responsible for the strategic direction and outcomes of both schools within the Trust. The Trust Board sets key performance indicators (KPIs) across the Trust to allow the strategic vision to be monitored and reviewed. The CEO is also the Accounting Officer for the Trust and retains legal responsibility as head of both schools. There is also a Director of Finance and Operations, Helen Latham, who leads on finance and other business management functions across the Trust.

The CEO supports, challenges and leads all the schools in the Trust. She is accountable for the delivery of an excellent standard of education across NWET, securing strong student outcomes, setting the ethos and vision throughout and embedding effective collaboration and efficiencies across 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 NWET structure is to provide highly effective leadership 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. The Headteacher reports to, and is supported by, the CEO.

Each school retains its own identity within the Trust and has its own Local Governing Body who provide a wealth of skills and experience and work with the Headteacher in setting the development plan for their school, in line with the overall strategic vision of the Trust, acting as 'critical friends' and supporting and challenging where needed. A clear scheme of delegation differentiates between the roles of Trust Board and the Local Governing Body.

For more information on NWET please follow the link below:

www.nonsuchschool.org/321/welcome-from-the-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. 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 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 twelve classroom teaching block, housing the Mathematics and Geography departments. This follows the addition of a new Sports Hall, and so we are very proud of the facilities we are offering at the school.

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 eleven GCSEs, two of which are subjects that they choose from a wide range of options and all our students study qualifications to meet the E Bacc requirements. 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 PSHE 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 and Badminton. 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. 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 will consist 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 NWET 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. We can offer you:

- ✓ Opportunities for flexible working
- ✓ Pension scheme
- ✓ CPD programme tailored to individuals aspirations
- ✓ Additional leave policy
- ✓ Assisted cycle purchase scheme and designated cycle parking bays
- ✓ Gym
- ✓ Workplace options scheme
- ✓ Staff rewards and recognition scheme
- ✓ Free tea and coffee
- ✓ Staff Association Scheme
- ✓ Use of onsite canteen offering hot meals and salad bar
- ✓ Opportunities to participate in enrichment activities eg theatre visits
- ✓ Pleasant working environment with recently refurbished English corridor

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, Japanese.	
KS5:	French, German, Spanish (AS-level & A2-level)	

STAFFING:

Head 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

Teacher of French and Spanish

Job Description

Job Purpose

To provide an outstanding learning experience for students, allowing them to fulfil their potential through the provision of excellent teaching, support and guidance.

Reporting to

Head of French

MAIN DUTIES

Teaching

- To meet the requirements of a classroom teacher set out in the Teacher Standards or Post Threshold Standards (if applicable).
- To teach students according to their educational needs, including the setting and marking of work carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students that meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's behaviour policy and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, assess and give written/verbal and diagnostic feedback as required.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- To contribute to the department development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the subject leader to ensure that the department provides a range of teaching that complements the school's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change within the department.

Personal Development

- To take part in the school's performance development programme.
- To ensure the effective / efficient deployment of classroom support.
- To work as a member of a designated team and positively contribute to effective working relations within the school.

Quality Assurance

- To contribute to the process of monitoring and evaluation of the curriculum area, including book checks, learning walks and lesson observations.
- To review methods of teaching and programmes of work within the department.
- To take part in the review of and development of activities relating to the department and pastoral functions of the school.

Management Information

- To maintain appropriate records and provide relevant, accurate and up-to-date information for MIS, registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with parents as appropriate.
- To communicate effectively with persons or bodies outside the school.
- To keep up-to-date with school communications via emails, bulletins and briefings.

Marketing and Liaison

- To participate in open evenings and parents evenings.
- To contribute to the development of effective subject links with external agencies and partner schools.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the subject leader to identify resource needs.
- To contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- To liaise with a Pastoral leader to ensure the implementation of the schools support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Whole School

- To play a full part in the life of the school community.
- To support the vision and aims of the school.
- To support the school in meeting its' legal requirements for worship.
- 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.
- Employees are expected to be courteous to colleagues and students and to 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 following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Date: October 2017



Teacher of French and 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 DCSF No. 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 needs 	Application
Experience	<ul style="list-style-type: none"> Successful teaching of French across all Key Stages and Spanish to GCSE Planning of lessons / schemes of work in line with the demands of an examination syllabus Evidence of raising student attainment in subject Assessment of students across all key stages 	<ul style="list-style-type: none"> Contribution to extra-curricular activities Successful teaching of a second language Experience of teaching French literature and film at A Level. 	Application Form Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> Excellent subject knowledge Ability to inspire, enthuse and motivate students The ability to reflect constructively on the effectiveness of a lesson Ability to use a variety of teaching strategies to raise attainment Effective interpersonal skills Excellent written and verbal communication skills Good ICT skills Knowledge of best pedagogic practice and strategies to improve teaching and learning Awareness of curriculum development issues for the subject Experience of using data to help improve performance 		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 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 	<ul style="list-style-type: none"> Willingness to contribute to extra curricular activities 	Application Interview Reference



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: Monday 16 October at noon

Interview date: Wednesday 18 October

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.