



Required for September 2018

**Appointment of
Subject Leader of Mathematics
Full time
Main Scale or Upper Pay Scale
(TLR 1b £9,472)**



Candidate Information Booklet



School, Vision and Ethos



Wycombe High School is a girls' selective state academy school with 1304 students on roll, of whom around 400 are in the Sixth Form. Each year 192 girls are admitted into Year 7. All students are assigned to a vertical tutor group consisting of about 21 students; usually three students from each year group. There are six houses with 10 tutor groups in each house. Our school is part of the Wycombe High School Academies Trust, a Trust consisting of Wycombe High School and Bourne End Academy.

The school has educated girls of High Wycombe for over a hundred years and is very highly regarded in the local and wider community. There is a strong and shared sense of community and collective pride, built on core values. Parental support is strong. We have excellent links with other local schools, colleges and universities. We have a knowledgeable and supportive Governing Body fully involved with all aspects of school life, and an enthusiastic and active Parents and Friends Association.

Our staff are professional, forward-looking and committed to extending the horizons of our students, encouraging them to aim high, to take on leadership roles and to become independent learners. We have an ambitious development plan, with a focus on improving the quality of teaching and learning, both within and beyond the classroom.

We are a National Support School, a Teaching School and one of 35 Mathematics Hubs nationally. We are delighted to have been recently designated as a National Mathematics and Physics SCITT in 2017 and have strong community partnerships. We have invested substantially in IT systems and training. We also have an outstanding reputation for the performing and visual arts. Numerous educational visits take place each year and for every age group, at home and abroad.

Our school motto summarises our ethos and sense of community. All those who study, work at, or send their children to our school are part of this community and are role models for our ethos.

**Fortiter, Fideliter, Feliciter
(Courageously, Faithfully, Joyfully)**

Courageously

Each student is encouraged to embrace our core values of honesty, respect and hard work. She is encouraged to speak out against injustice, supported to take risks, and is not afraid of failure. She learns new subjects and skills. She pushes herself to her personal limits and beyond. She is encouraged to listen to the opinions of others, as well as to voice her own. She accepts responsibility for herself and other students. She leads the school in partnership with staff and the governing body. She is independent and innovative in thought and action.

Faithfully

Every student is expected to uphold our school rules and traditions. She acts with integrity and is truthful and honest in all she does. She keeps promises and is reliable. She works hard to achieve her full potential. Above all she is a good friend, a good neighbour and a good citizen. She contributes positively to school life and society.

Joyfully

All our students contribute to making our school the happy and joyful place it is. Each student demonstrates mutual respect and empathy for all and is proud of her own achievements and those of others. She shows commitment to a fair and peaceful community and embraces diversity. Our students are happy and positive in approach, and support others to be the same.

What Makes Our School Unique

All our students are high-achieving; almost all move on to their first choice degree courses or high level apprenticeships at the UK's best universities of employers. Some study indeed internationally.

Whilst there are always differences in results year to year, in 2017 we are once again one of the top performing schools nationally.

About half our students come from the town of High Wycombe, a diverse community which is reflected in our intake. 42% of students are from ethnic heritage backgrounds. Buckinghamshire is a selective authority, and our students represent approximately the top third of the ability range as measured by the selection process.

Well-motivated, confident and enthusiastic, our students are a delight to teach. They need little encouragement to take part in a very wide range of extra-curricular activities, including the arts, sports, community service and enterprise. The atmosphere within the school is purposeful and lively. Enjoyment is clearly evident. Our students work in partnership with staff to continually improve our learning environment and experience. They willingly embrace the many leadership opportunities available and take an obvious pride in their school and each other.

You can find further information about the school on our website at www.whs.bucks.sch.uk and you are welcome to visit us.

Student testimonials:

'It's a very friendly environment, I love the community feel, love the café'

'Pastoral care!!!! Please keep being so accessible to people not feeling 100%, it helped so much!'

'Subject knowledge of teachers is outstanding, and they willingly give their free time to support learning, e.g. 'drop in' sessions'

'There is extensive use of exam materials within lessons, and good quality of feedback from teachers - which ensures that pupils are aware of how to achieve their targets.'

'As students, we have a profound appreciation of the way in which diversity is respected, valued and developed.'

"Wycombe High School is an outstanding school that is held in high regard by all its stakeholders. There is a spirit of cooperation and harmony with warm and trusting relationships between staff and students. There is a very clear vision for the school as a learning school. It is pupil centred and based on high expectations, inclusion, strong moral values and embraces the challenges of a changing society".

Exceptional Schools Award 2014



Our Staff and Their Development Opportunities



Professional Learning Pathways (PLPs)

Wycombe High School is committed to excellence in teaching. It aims to recruit and retain the highest calibre teachers and leaders and as such offers Professional Learning Pathways (PLPs) that form the basis of an individual's professional development whilst with us. There is a PLP for every stage (current or aspirant stage) of a teacher's career and professional abilities. The best CPD is recognised as professional experience that prepares an individual for the next stage of his/her career. Professional development is not a passive experience and requires the individual to actively accept opportunities for professional learning.

Professional Learning Entitlement

Deciding on an appropriate PLP for an individual teacher will be dependent on her/his aptitude, experience and impact as a professional. It may be, for example, that a teacher on Point 4 of the Teachers' Mainscale may be following the PLP for a more experienced teacher / leader because of his /her accelerated career and excellence. PLPs are 'entitlements'; however, we do expect teachers joining Wycombe High School to be committed to on-going professional learning and embrace the opportunities on offer. PLPs will support teachers in providing the evidence required for pay progression. Annual appraisals provide the framework for discussing appropriate pathways and experiences.

Research and Development

At the core of excellent teaching, leadership and student outcomes are evidence-based developments in pedagogy and practice. Every PLP includes opportunities for observing and/or developing best practice. Wycombe High School and its teachers are committed to sharing this best practice formally and informally. R & D is recognised as a key part of on-

going professional development and professional learning.

Masters Accreditation

Action research can be accredited via a recognised Masters programme. WHS currently works with UCL Institute of Education and Edge Hill. Every teacher is entitled to subsidised masters funding at WHS. The first 90 module credits will be funded by WHS. Thereafter a Masters dissertation and completion of a full Masters programme will be only be fully funded by WHS if the teacher remains in employment within Wycombe High Schools Academy Trust for a further 3 years post masters qualification. A contractual agreement is required on commencement of the Masters programme. Repayment will be required for those leaving outside of this timeframe. Should a teacher join us already with Master credits, the same funding rules apply. WHS is currently agreeing PhD routes for Masters qualified colleagues. Again contractual retention / financing rules apply. For any teacher joining us with a Masters already completed, there is potential for a funded PhD. Paid time off for studying is not supported. The individual must be secure enough in their existing post to find the capacity to manage extra Masters or PhD study on top of their employment. For staff who have currently embarked on a Masters programme at WHS, the above criteria will apply from September 2016.

Professional Learning Coach

Every new member of teaching staff is allocated a Professional Learning Coach with whom he/she will be entitled to meet up to a maximum of twice per year. This is not part of any performance management system, but provides an opportunity for teachers to discuss their personal professional development and career ambitions.

Mathematics at Wycombe High School



Mathematics at Wycombe High

Mathematics is a very popular subject at Wycombe High. We believe that all students have the potential to become excellent mathematicians. We work hard to create an environment where all students enjoy learning and doing Mathematics. We would like all students to;

- Appreciate the beauty of Mathematics
- Be able to use mathematics to solve real life problems
- Learn problem solving skills and be able to apply these skills across other parts of the curriculum
- Use Mathematics as an effective means of communication
- Take responsibility for their own learning and the evaluation of their own mathematical development.

The Mathematics Team

The Mathematics department consist of eleven fully qualified mathematics teachers. The team are highly motivated and frequently discuss pedagogy and share resources. The department is housed in a suite of rooms which are fully equipped with interactive boards and white boards. Course planning is strong and schemes of work being regularly revised and updated. All the team members contribute to developing new, exciting and stimulating resources to keep up-to-date with subject developments. Through our national Maths Hub work we have implemented Maths Mastery.

The curriculum is challenging and uptake at Sixth Form is high. Students can select to do Mathematics, Further Mathematics and Core Mathematics.

The Mathematics department works with a variety of organisations;

- The NCTEM as part of the Mathematics Hub
- Royal Institution to provide master classes
- The Further Maths support network (FMSP)
- Local primary schools

Extra curricular activities

The department offer a wide range of extra curricular activities for the students and

- Enigma Club for Key Stage 3 students
- Drop in support for all students
- Maths Student Mentor scheme
- World Maths Day and competition for all years
- UKMT competitions
- UKMT Junior and Senior Team Challenge
- Royal Institution Masterclasses for Y6 and Y9 students from other schools.
- Year 6 Maths day
- Year 5 Maths day
- Visit to Bletchley Park ,Y9 students
- Taking Maths Further Day , Y10 students
- Maths lectures for students
- Student-led Mathematics Society

The Role

We are looking for a dynamic and inspirational Mathematics Subject Leader. They will be an outstanding teacher in his/her own right and committed to further developing Maths Mastery and our Year 7-13 curriculum. The position offers an exciting opportunity for someone looking to progress their career in school leadership and lead Mathematics in a large school.

The successful candidate must be able to teach A Level Mathematics. The ability to teach Further Mathematics would be desirable. He/she should have strong interpersonal and communications skills, a proven track record of leadership of Mathematics (key stage or second in department) and be able to demonstrate positive value added at KS5 in their own classes and whole school improvement in Mathematics.

The successful candidate will have the desire for Mathematics to be **the** most popular subject in the school and the drive to ensure this happens. They will have a clear vision of how the subject and department can be the best in the County or indeed nationally. He/she will also be committed to strengthening extra-curricular opportunities and events, and have strong organisational skills.

In return we offer an excellent remuneration package, first class leadership development, a large and successful Mathematics department, and involvement in a number of national Mathematics initiatives such as Mathematics Hub, National Mathematics and Physics SCITT and Teaching School Alliance. We also offer a strong academic environment. Examination results at Wycombe High School are outstanding. An impressive 45% of all A Level grades in 2017 were A* or A grades. The

whole school A* rate was 14%. Our results at GCSE are equally outstanding, with 86% of all grades A*-B and 41% of all grades were A*. In 2017 41.5% of A Level Mathematics grades were at A*/A and 73.2% were at A*/B grades. In Mathematics GCSE 65.1% of all grades were 9 to 7.

Students' views of Mathematics at Wycombe High School

'Mathematics is the basis of everything: nature, music, people. I love discussing my ideas aloud and collaborating with others.'

'I like Maths at Wycombe High. If you struggle with any lessons you can go to drop-in where teachers individually go through questions.'

'Creativity and logic can seem like enemies but they link harmoniously in problem solving within Mathematics.'

'I especially like the use of One Note in lessons and I use it at home for revision.'

'Maths used to be boring, it's now exciting!'

'Lessons are expertly thought through and provide a great deal of discussion in class'

'The teacher's lessons have a lot packed into them: some of the stuff is brilliant!'



The Person



- A proven track record of leading Mathematics
- Good honours degree in Mathematics
- Qualified Teacher Status
- Substantial Mathematics teaching experience with a track record of high achievement
- Excellent subject knowledge
- Familiar with current subject developments
- Experienced in curriculum development and innovation
- Committed to the ethos of Wycombe High School
- Keen to develop own career
- Confident user of ICT to enhance teaching and learning
- Recent relevant professional development
- Evidence of good relationships with young people and adults
- Excellent communication skills
- Able to work calmly and effectively under pressure
- A shared approach to problem-solving and achieving goals
- Ability to analyse data effectively
- Experience of reporting to Governors and Leadership
- Strong organisational, time-management and planning skills
- Experience of conducting performance reviews within department
- Experience of managing budgets
- An ability to enthuse colleagues and students

History & Governance



Wycombe High School was first opened in September 1901 when there were only 18 fee paying students and 3 staff. Miss Mary Christie M.A. was the first headmistress. The School was first housed in a building known today as Clock House in Frogmoor, High Wycombe. The building still stands today.

The school moved to Benjamin Road in 1906 where it remained for 50 years, except for a time during the First World War when it was evacuated to the old grammar school so that Benjamin Road buildings could be used as a military hospital.

By 1922 the school had 300 pupils and was rapidly expanding. The school acquired its status as a Voluntary Controlled Girl's Grammar School in 1944. By 1956 the number of girls wishing to attend the school was so great that the school moved again to new premises that were built at the present site on Marlow Hill. In 1969 a dedicated Sixth Form Centre was built.

In 1993, new buildings were added to allow for the extra 300 pupils and staff that arrived when Lady Verney High School joined with Wycombe High in 1993, with new Technology, Sport and Drama blocks. In 2006 the Wainwright Learning Centre opened. This houses our well resourced library, conference facilities, the school archive and an Internet café.

Our new Music Centre contains a large performing and rehearsal space, as well as 14 practice rooms and a technology and recording studio. This building will act as the catalyst for further facilities work. With 1345 students to house our site continues to evolve.

Wycombe High School's Governing Body consists of 18 governors: 12 appointed governors, 3 staff governors, 2 parent governors and the Headteacher. Three sub-committees deal with the core strategic business of the school: Finance and Personnel; Facilities; and Community, Learning and Teaching.

In 2012 Ofsted stated "The Governing Body works strategically and highly effectively to support and challenge the school."

Governors share collective responsibility for the effective governance and development of Wycombe High School, setting our strategic direction and major policies in accordance with the Group's mission, vision and values.

Governors also liaise with subject teams to triangulate information shared and contribute to the recruitment process of the school.

"This is an outstanding school... the Sixth Form is outstanding... the quality of teaching is outstanding. (Teachers) are highly effective in meeting the needs of learners and promoting rapid and sustained progress. (They) use their expertise and excellent subject knowledge to plan lessons and engage students".

Ofsted, June 2012

The leadership and management of leaders across the school and the governing body are outstanding. There is clearly communicated ambition for all students to reach the very highest standards".

Ofsted, June 2012

How to Apply



To apply for this post, please complete the application form and a letter supporting your application. In your letter you should:

1. State your reasons for applying for this post
2. Outline the experiences that you believe have prepared you for this post
3. Describe the skills and strengths that you will bring to the school

Please note that the application form must be completed in full. It is not sufficient to substitute a C.V. for all or any part of the form.

You are welcome to telephone or e-mail the school to ask for clarification of any matters in this booklet or if you have queries on how to complete the application form. We will be pleased to show prospective applicants around school during the week before the deadline for applications. If you are interested in a preliminary visit of this kind you should ring the school for details.

Completed applications should be sent to:-

Mrs S Jarrett
Head of School
Wycombe High School,
Marlow Road,
High Wycombe,
Bucks, HP11 1TB.

An Application Form can be found on our website: www.whs.bucks.sch.uk

References

Please note that it is our practice to take up references before shortlisting for interview. If you would prefer us not to do so unless you are shortlisted, please indicate this clearly in your application. Current and previous employers will be contacted as part of the verification process pre-appointment checks.

When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.

Safeguarding

Wycombe High School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service (DBS).

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

Pay and Conditions



Pay Scale

UPS or Teachers' Main Scale
TLR1b (£9,472)

Equal Opportunities

Wycombe High School is committed to equal opportunities for all its students and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Students applying for admission to the school and candidates for posts at the school will be treated according to school policies on admission and recruitment and with regard to British and European legislation.

Attention will be paid to the importance of equal opportunities education in both the formal and informal curriculum and our curriculum will be reviewed at frequent intervals to ensure that this policy is reflected in practice.

The Headteacher is responsible to the Governors for monitoring this policy.

The school operates an Equality Cohesion Scheme.

Smoking and alcohol

The school operates a no-smoking policy. Smoking is not permitted at any time on the school site.

The consumption of alcohol on the school site is not permitted during the hours of the timetabled school day and thereafter only at the Headteacher's discretion during authorised school events.

Dress Code

The school has a dress code for staff: staff should dress in a business-like and professional manner, similar to the dress styles which are the norm among service industry professionals who regularly meet the public, such as bank staff. Discrete piercings in the lower ear only are allowed; and no visible tattoos, in line with expectations for students.

"An extensive programme of coaching and training, including opportunities to share good practice across schools, supports staff development. Arrangements for the management of performance are robust".

Ofsted, June 2012

Key Dates



Key Dates

Deadline for Applications: **09:00 hrs on Thursday 17 May 2018**

Interviews will be held on: **Monday 21 May 2018**

Candidates will be advised by **close of day on Thursday 17 May 2018** if they have been successfully shortlisted for the interview panel

Candidates who have not heard from us by then should assume their application has been unsuccessful on this occasion.

Please note we reserve the right to close or extend this position depending on the number of applications received.

Head of School: Mrs S Jarrett
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