



WOLVERHAMPTON GIRLS' HIGH SCHOOL

Mrs T Young
Headteacher
Tettenhall Road
Wolverhampton WV6 0BY

Telephone: 01902 551515
www.wghs.org.uk
Academy 11-18 girls' selective school
958 students 264 in Sixth Form

TEACHER OF ENGLISH

Teachers' Pay Scale/Upper Pay Scale
Required for Autumn Term 2019

An exciting opportunity has arisen to join one of the country's leading grammar schools and offers teachers the opportunity to work with able and well-motivated students. We are seeking to appoint an inspirational, professional and dynamic teacher to build upon the reputation of our school. The successful candidate will either bring to the post a proven track record of excellent teaching or we welcome applications from Newly Qualified Teachers. You will be passionate about your subject; engaging and an enthusiastic classroom practitioner. In return, we offer professional support and career development opportunities. We recognise and value continued professional development and as such, training opportunities will be made available to you throughout your career with us.

Visit the school website for further details and the employment application pack.

Closing date for applications: 9am on 22 March 2019
Interviews will be held as soon as possible after this date

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to satisfactory references which will be required prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications and verification of the Right to Work in the UK.

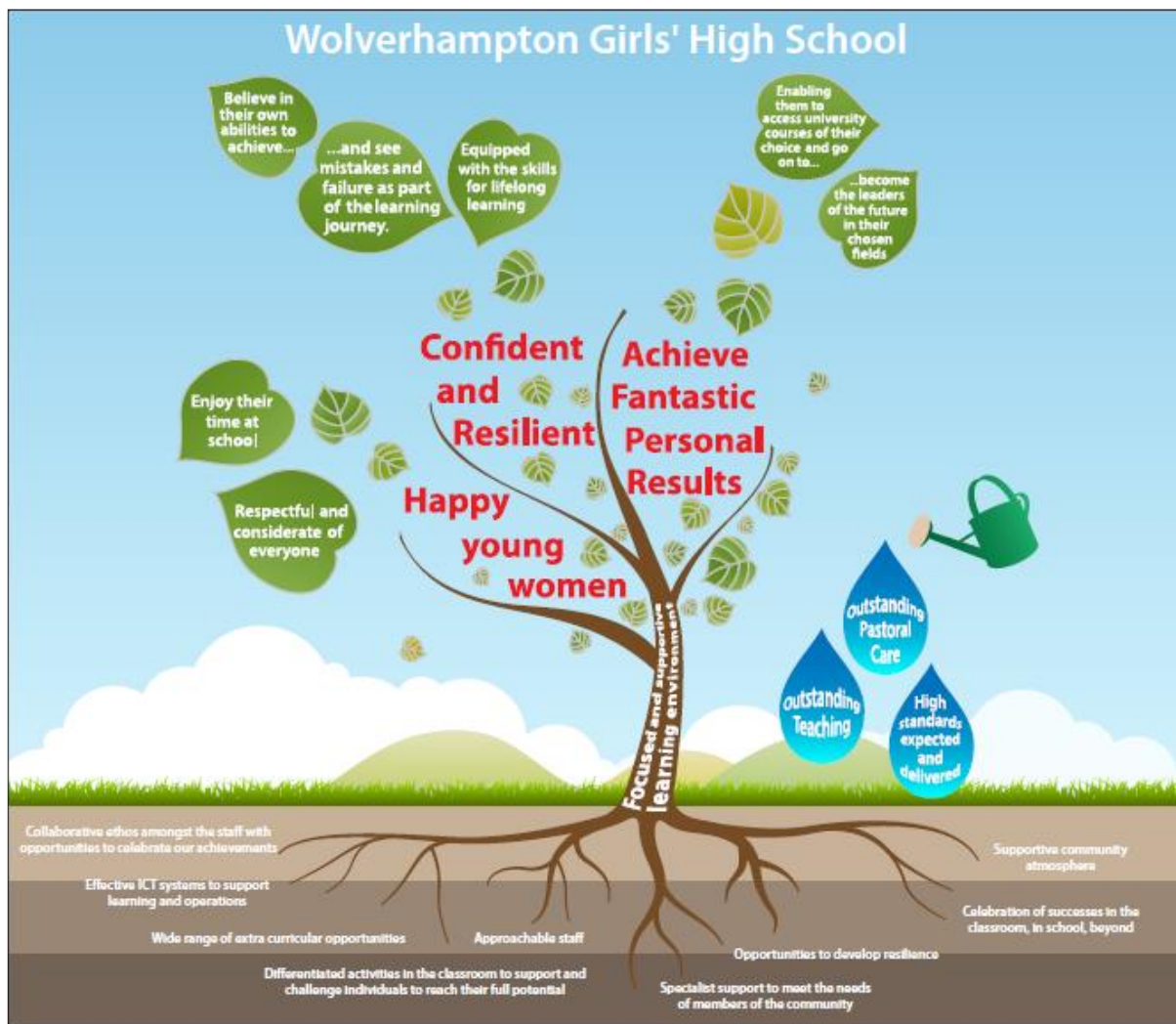
Wolverhampton Girls' High School

Teacher of English

Applicant Pack



School Vision



Our School

Wolverhampton Girls' High School has a long and established history of providing outstanding education for girls for over 100 years. We pride ourselves on our traditions, but we do not stand still, we are striving for continuous improvement. There is no charge or cost related to the admission of a student to the school and we welcome students from within the City of Wolverhampton and beyond.

We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and support tailored to meeting individual needs leads to confident and well-rounded young women who are well prepared to take on the next stage of their lives. Students are highly motivated to learn and personalised learning lies at the heart of our provision. Students also benefit from exceptional learning facilities.

The school is respected as one of the best state schools in the country, regularly achieving examination results which place it at or near the top of national league tables. This success has also been recognised by Ofsted, with the school achieving four successive "Outstanding" inspections. Indeed, the school was awarded this highest rating in every category in each of the two most recent inspections.

Whilst academic achievements are an important part of life at WGHS, students enjoy the wide range of other opportunities. These include participation in the thriving house system; and opportunities in the fields of sport, music and drama. There is a plethora of activities for the students to engage in from leading whole school events; to organising charity fundraising activities; participating in debating competitions and enjoying expeditions abroad.

Our team of dedicated staff ensures that students are well supported to achieve academic success, within a caring community. Pastoral care is exceptional, focusing upon student wellbeing. High quality advice and support is provided to ensure that students are well informed to make their choices when preparing for higher education and their future careers. The school has an impressive record of students going on to read a variety of degree courses including Medicine and Law; and at some of the best institutions in the country including Oxford and Cambridge. Students have also taken up Higher Level Apprenticeships at companies such as KPMG.

The school does not stand still and values the importance of self-evaluation in order to ensure that our provision meets the needs of the students both in and outside of the classroom. We have recently managed a £2.3 million building project to extend the school's facilities for our Sixth Form, following the awarding of a grant from the ESFA. We have also been successful recently, following a further bid under the Selective Schools Expansion Fund and we have been awarded £3.4 million to further extend our provision for our students. We are hoping that this project will commence during the Autumn Term 2019. We are also continuing to look at ways in which we can extend delivery of our outreach work with other local schools.

The school's motto: *Ludus Supra Praemium* (which translates as "the game before the prize"), emphasises the value of taking part as a member of the school community. Our girls are encouraged to develop skills for life long success in terms of understanding themselves as learners and developing as responsible citizens, demonstrating care and respect for all members of the community. As a result they leave WGHS with fond memories, and equipped as confident and independent minded young women ready to take on the challenges ahead and enjoy success in their chosen fields.

WGHS is a special place to be, with its supportive atmosphere encouraging all students to achieve their best in all aspects of school life.

Our Students

All of our students are high achieving and almost all go on to study higher level apprenticeships or university courses, with girls accessing some of the most competitive courses at the most sought after institutions.

Examination results are exceptional, year after year.

GCSE	A Level
70% of grades awarded at 9/8/7 or A*/A	76.1% of grades awarded at A*-B (excluding General studies)
99.2% overall pass rate	100% Pass rate
87% achieved the English Baccalaureate	27 students achieved A* or A grades in 3 or more subjects
42 students achieved 9/8/7 or A*/A in all subjects	7 students now studying at Oxford or Cambridge
Average Attainment 8 (Best 8 qualifications) 7.47	
Progress 8 : +0.67	
Percentage of pupils who achieved grade 5 or above in English : 96.3%	
Percentage of pupils who achieved grade 5 or above in Maths 99.1%	

Fewer students than the national average are eligible for the Pupil Premium (54). We currently have no students eligible for Catch Up funding and we have one Looked After Children.

The proportion of SEN students is well below national average, with 17 students classified as SEN Support.

The proportion of students from ethnic minority groups is 59% with Indian students making up 32% and 13% of students speaking English as an Additional Language.

There is a very strong community ethos across the school with the House system at its heart. Students compete enthusiastically in a range of different competitions. These events, together with academic and pastoral mentoring across the year groups, ensure that students actively support each other from Years 7-13. Students seize leadership opportunities, running many clubs at lunchtime and leading a variety of fundraising activities.

All of our girls want to, and are encouraged to achieve their personal best. They support each other in and beyond the classroom to strive for excellence and subsequently achieve great success in all areas.

Our Results

A Level Results 2018

[illegible]

Our Results

GCSE Results 2018

Subject	9	8	7	6	5	4	3	2	1	Total Entries	% 9-7
Art	0	2	6	8	2	1	1	0	0	20	40.0
Biology	33	25	19	17	9	4	0	0	0	107	72.0
Chemistry	30	21	19	16	12	7	2	0	0	107	65.4
Computer Science	4	4	5	5	3	1	1	0	0	23	56.5
English Language	18	26	30	23	6	3	1	0	0	107	69.2
English Literature	15	30	30	19	6	7	0	0	0	107	70.1
Food Preparation	9	7	3	2	2	1	0	0	0	24	79.2
Geography	25	8	10	8	0	2	0	0	0	53	81.1
German	10	12	8	18	3	1	0	0	0	52	57.7
History (MW)	10	5	3	6	0	1	0	0	0	25	72.0
History (SHP)	14	10	8	4	5	0	0	0	0	41	78.0
Latin	8	13	7	4	3	2	1	0	0	38	73.7
Mathematics	18	28	32	16	12	1	0	0	0	107	72.9
Music	2	9	0	2	0	0	1	0	0	14	78.6
Physical Education	4	4	2	1	1	5	1	0	0	18	55.6
Physics	26	24	24	14	11	8	0	0	0	107	69.2
Religious Studies	23	11	4	2	1	0	0	0	0	41	92.7
Totals	249	239	210	165	76	44	8	0	0	991	69.6
Subject	A^	A*	A	B	C	D	E	U		Total Entries	% A*-A
D&T: Textiles	0	6	2	2	1	0	0	0		11	72.7
Further Mathematics	4	9	12	16	2	0	0	0		43	58.1
Russian	0	17	28	14	3	1	0	0		63	71.4
Totals	4	32	42	32	6	1	0	0		117	67.4

Our Staff

We have 111 staff; 70 teachers of whom 27 are part time; and 41 members of support staff. There are 15 Curriculum Leaders, 4 House Leaders and 4 Assistant House Leaders. The Senior Leadership Team is comprised of the Headteacher, 2 Deputy Headteachers, 1 Senior Assistant Headteacher and an Assistant Headteacher. We also have a Leading Practitioner.

There is a strong sense of support and community amongst the staff.

Staff are actively encouraged to inform the planning of future whole school priorities. In addition, members of staff make valuable and active contributions to a number of school working groups, for example Learning and Teaching.

All staff participate in an annual appraisal with a mid-year review, alongside ongoing professional development. Career development is an expectation for all and we provide support within school to help colleagues to develop. There are opportunities to lead whole school training sessions and to share expertise across and within departments.

We are very fortunate to be supported by a team of dedicated and high quality support staff who support the school in a variety of ways. These include: administration, finance, learning support, data and examinations and site management.

Students and parents have high expectations of the staff as a result of their thirst for learning and ambition. This makes our focused learning environment a very rewarding and demanding one of which to become a part.

Our Facilities

The school is steeped in traditions from over its 100 year history but we are forward looking and aiming for continuous improvement. We have recently benefited from an £8million BSF investment updating facilities across the school and extending our facilities to include new science laboratories, new art rooms, new lecture theatre and a £2.3 million ESFA investment for new sixth form social and study facilities. All Sixth Form students are issued with a one-to-one device to support their learning. Plans are now in place to commence a further ESFA, £3.4 million funded project in the Summer of 2019.

English Department

The English Department currently consists of 6 teachers (4 full-time and 2 part-time). Colleagues are very friendly and supportive and there is a democratic spirit in the discussion of educational issues and departmental matters. We are experienced, highly committed and feel passionate about the importance of English in awakening enthusiasm for literature and developing critical and artistic insight.

Years 7, 8 and 9 are taught in form groups. Years 10 and 11 are taught in four broad ability sets, each drawn from different forms. English Literature is a very popular choice at A' level. There is a regular pattern of two A' level English Literature groups in Year 12 and two in Year 13.

The department achieves excellent examination results. At GCSE and A' level our percentage of top grades is high. Value-added scores are consistently good.

The KS3 course is based around thematic units, covering the full range of poetry, prose and drama (both pre and post-1900) and non-fiction and non-literary texts as well as grammar and language focus, in line with the requirements of the National Curriculum. We also offer students a range of speaking and listening activities, both formal and informal, across the key stage. There is a formative assessment in each half term: including two common assessments and a summer examination in each year.

At KS4 all girls are prepared and entered for the OCR GCSE examinations in English Language and English Literature. We teach to a common framework which enables us to share materials, resources and teaching approaches. It also enables us to standardise common assessments each half term.

At KS5 we teach the OCR English Literature specification. We are committed to encouraging our students to work more independently and to develop their confidence to form their own views and judgements about the texts we study. The department also provides support and advice for students who wish to go on to read English at university, including mock interviews. There are regular successful applications to Oxbridge.

At all Key Stages, the department takes account of nationally important areas of focus, such as Life after Levels and personalised learning, and allies them to existing experience and expertise. Continuing Professional Development is fostered in a variety of ways.

Most teaching takes place in designated English rooms. All five of these rooms have interactive whiteboards and there is also a set of wireless laptops available for use within the department.

Facilities for Drama are extremely good. There is a purpose-built Performing Arts' Area and there has been a recent refurbishment of the stage in the school hall and extensive improvement of lighting and other technical facilities. The Performing Arts' Area and the School Hall are available for both curricular and extra-curricular Drama. The department produces a whole school production annually and organises the popular School House Arts' Festival in conjunction with the Music Department each other year (alternating with the Music Department). Recent productions have included: *Mary Poppins*, *Oliver*, *Bugsy Malone*; *Alice in Wonderland* and *The Wizard of Oz*. Enthusiasm and standards of performance and production are high.

Theatre visits are regularly organised. In recent years we have seen productions of, for example, *An Inspector Calls* and *Volpone*. We are always planning forthcoming trips to see plays which have relevance to the girls' studies. In addition to this, a professional theatre company comes into school each year to perform and run a workshop on a Shakespeare play.

Students are encouraged to write creatively in their spare time, as we actively promote a range of different writing competitions. Colleagues within the department have organised poetry recitals and the ERIC scheme (Everyone Reads in Class) for Years 7 and 8.



Wolverhampton Girls' High School Job Description

Post Title:	TEACHER
Purpose:	<ul style="list-style-type: none"> Under the reasonable direction of the Headteacher, to carry out the professional duties of a teacher as circumstances may require. To perform, in accordance with any directions which may reasonably be given by the Headteacher from time to time, such particular duties as may reasonably be assigned. To share the school's responsibility for monitoring, promoting and supporting the general progress, development, well-being and discipline of individual students and of any class or group of students assigned to the teacher, providing opportunities for personal and academic growth, and monitoring and evaluating progress in these areas. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, and to support a designated department/subject as appropriate. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment and achievement.
Reporting to:	Curriculum Leader
Responsible for:	The provision of a full learning experience and of support for students.
Liaising with:	Senior Leadership Team, House Leader, teaching/support staff, external agencies and parents.
Working Time:	195 days per year Full-time
Salary/Grade:	Mainscale/UPS
RESPONSIBILITIES:	
Teaching:	<ul style="list-style-type: none"> To teach the students assigned according to their educational needs, including setting and marking work to be carried out by the student in school and elsewhere. To stimulate learning through the use of a variety of delivery methods and the provision of high quality learning experiences which are appropriate to student needs and address the demands of the syllabus. To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. To mark, grade and give written/verbal and diagnostic feedback as required. To maintain good order and discipline among the students in accordance with the school's policies and procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard the health and safety of students both when authorised to be on the school premises and when engaged in authorised school activities elsewhere. To participate in arrangements for preparing students for public examinations, in assessing students for the purposes of such examinations and recording and reporting such assessments, and participating in arrangements for students' presentation for and supervision during such examinations. To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students. To supervise and, so far as is practicable, to teach any students whose teacher is not available to teach them.

Pastoral:	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students. • To liaise with the House Leader to ensure the implementation of the school's pastoral procedures. • To register students' attendance, supervise them, accompany them to assemblies and encourage full attendance and full participation in other aspects of school life. • To monitor and evaluate the progress of students and keep up-to-date student records as may be required. • To contribute to the preparation of Action Plans, Progress Files and other records of and reports on the educational, personal and social needs of students. • To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about source of more expert advice on specific questions. • To alert appropriate staff to problems experienced by students and to contribute, where appropriate, to the resolution of these problems. • To contribute to PSHCE, Citizenship Education, Work Related Education and Enterprise Education according to school policy. • To apply the Behaviour Policy so that effective learning can take place.
Planning:	<ul style="list-style-type: none"> • To advise and co-operate with the Headteacher and other teachers on the preparation, development and implementation of appropriate syllabuses, schemes of work, resources, policies, teaching and learning strategies and pastoral arrangements. • To contribute to the departmental/subject development plan and its implementation. • To plan and prepare courses and lessons. • To contribute to whole school planning activities.
Curriculum:	<ul style="list-style-type: none"> • To assist the Curriculum Leader to ensure that teaching and learning complement and support the school's mission, aims, objectives and strategic plans. • To assist in the process of curriculum development and change so as to ensure its continued relevance to the needs of the students, of examining and awarding bodies and of the school's mission, aims, objectives and strategic plans.
Staffing:	<ul style="list-style-type: none"> • To participate in the Appraisal process. • To participate in arrangements for further training and professional development as a teacher, including the school's staff development programme, and to undertake training and professional development to meet needs identified through the Performance Management process. • To ensure the effective/efficient deployment of classroom support. • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • To contribute to the school's self-evaluation and review procedures. • To contribute to the process of self-evaluation and review of the department/subject in line with agreed school procedures, including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required. • To review from time to time methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
Management of Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers, etc. • To complete the relevant documentation to assist in the tracking of students. • To use data and information to track student progress and to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> • To participate in meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. • To communicate and consult, as appropriate, with the parents of students. • Where appropriate, to communicate and co-operate with persons or bodies outside the school, after consultation with the appropriate staff. • To follow agreed policies for communications within the school.
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Days/Evenings and Parents' Evenings. • To contribute to the development of effective subject links with external agencies.

Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of ordering and allocation of equipment and materials. • To assist the Curriculum Leader to identify resource needs and 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, the department/subject and the students.
Other Specific Duties:	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To support the school in meeting its legal requirements for worship. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate. • To undertake any other duty as specified by STPCD not mentioned in the above.

- 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 post and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown but, following consultation, may be changed to reflect or anticipate changes in the post which are commensurate with the salary and job title.



Wolverhampton Girls' High School Person Specification

Factor	Required	Desired
QUALIFICATIONS	<ul style="list-style-type: none"> Good Honours Degree or equivalent in the subject Qualified Teacher Status 	<ul style="list-style-type: none"> Interest in pursuing further qualifications
KNOWLEDGE	<ul style="list-style-type: none"> Subject knowledge sufficient to challenge the most able students and achieve high outcomes at GCSE and A Level A good understanding of curriculum developments in the subject 	
EXPERIENCE	<ul style="list-style-type: none"> Recent relevant and successful teaching experience to GCSE and Advanced Level in the subject OR evidence of successful completion of initial teacher training 	<ul style="list-style-type: none"> Experience of teaching students of high ability Able to offer another subject at Key Stage 3 level
TRAINING	<ul style="list-style-type: none"> A positive attitude towards professional development and own learning 	<ul style="list-style-type: none"> Clear sense of responsibility for own Continuing Professional Development
SKILLS/ABILITIES	<ul style="list-style-type: none"> Able to use a range of teaching and learning strategies Teaches to a high standard Motivates and relates to students Good classroom management Good personal organisation Good communicator, orally and in writing Developing ICT skills 	<ul style="list-style-type: none"> Able and willing to engage in extra-curricular activities Confident and competent user of ICT
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> Positive and enthusiastic Conscientious and self-motivated Works well within a team and contributes to team development Effective inter-personal skills Reliability and integrity 	<ul style="list-style-type: none"> Willing to seek and respond to advice positively Sense of humour
VALUES	<ul style="list-style-type: none"> A clearly articulated philosophy on the teaching of the subject Belief in the ethos of selective, single-sex education Commitment to high standards 	<ul style="list-style-type: none"> Commitment to Personalised Learning
REFERENCES	<ul style="list-style-type: none"> References describe an adaptable, reliable, conscientious and enthusiastic candidate Appearance of words such as good, excellent, outstanding. 	<ul style="list-style-type: none"> References indicate confidence, integrity, competence and effectiveness

How to Apply

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

1. Your reasons for applying for the post
2. The experience you believe to have prepared you for the post
3. The skills and strengths you will bring to the school with reference to the person specification

Please note that the application form must be completed in full and submitted for the attention of the Headteacher by post or to jobs@wghs.org.uk

The deadline for submissions of applications: 9.00am on 22 March 2019

The interviews are expected to be held as soon as possible after this date.
