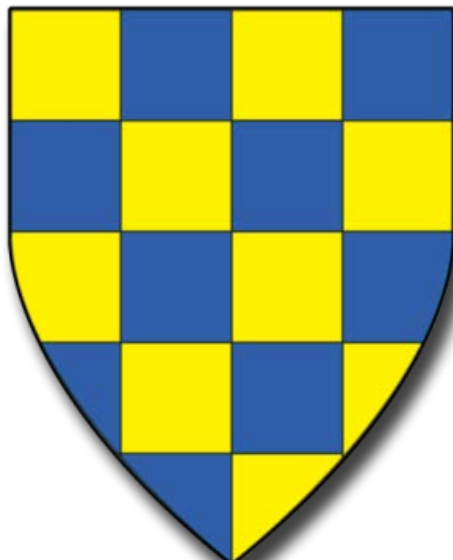


# Wallington County Grammar School Information Pack for Candidates



Teacher of Mathematics

Start Date: September 2016

[www.wcgs.org.uk](http://www.wcgs.org.uk)

Croydon Road, Wallington, Surrey SM6 7PH  
Tel: 020 8647 2235

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.org.uk](http://www.wcgs.org.uk) for further information.

## Welcome from the Headmaster, Jonathan Wilden

Dear Candidate,

I thank you for considering taking the next steps in your teaching career at Wallington County Grammar School. WCGS is a rewarding and exciting school in which to work and is far from a traditional grammar school. We aim to be at the forefront of educational thinking and pedagogical practice. As an outward facing community, we seek to improve ourselves by learning from others at the same time as sharing our own good practice.

Our students are a delight to teach for they are able, highly motivated and they respond positively to quality teaching. Providing enjoyable and outstanding learning experiences is the key function of a teacher's role here. Traditionally, the progress made by our students between KS2 and 4 is very high: usually in the top three grammar schools in the country at GCSE. We are also normally ranked in the top twenty state schools in the country.

However, qualifications are only a part of the overall provision for our students. Ensuring young adults leave us with confidence, a range of skills and experiences, leadership qualities, a sense of moral purpose and belonging in our community, are all outcomes from the education delivered at WCGS. All staff are expected to contribute to the wider life of the School, to offer our young people these life enhancing opportunities and to develop further the teacher/student relationship.

We pride ourselves on being a caring community that nurtures and develops each student and, similarly, fully supports the development of our staff. Maximising the skills of our teachers is a very high priority and we offer you a genuine opportunity to develop your teaching without the need to be overly concerned about behavioral issues.

If you have a passion for your subject and are interested in working with young people who are eager to be inspired and challenged, please make an application to join us at Wallington County Grammar School'.

Yours sincerely,

Jonathan Wilden



## 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. We are increasingly oversubscribed with a large waiting list for Y7, 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. 135 students are admitted to Y7 and up to 10 more in Y9. 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 behavior 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

Having successfully achieved academy status in June 2011, this is an exciting time of positive opportunity at WCGS. 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. Set in nine acres of parkland in the London Borough of Sutton, our buildings comprise a mixture of characterful red brick buildings with modern, state of the art facilities, the latter including the recently completed Sports Hall and Food Technology facilities.

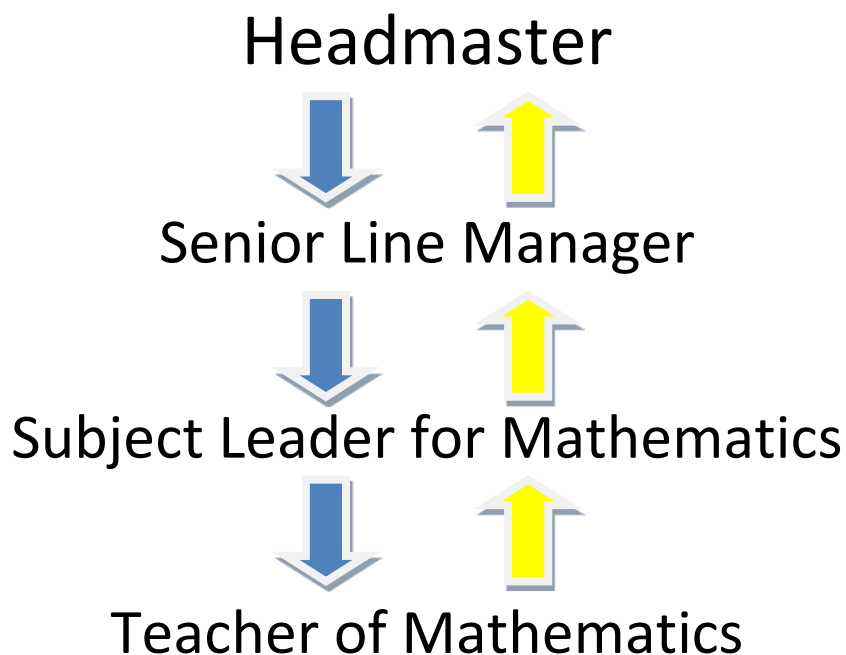
We have a thriving co-curriculum which helps create a globally competitive alumni who go on to take leading roles in society. Student run societies, quality form time provision, regular and adventurous school trips and frequent 'Challenge Days' all go towards creating well rounded, ambitious and highly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



## Induction

The school has a caring yet thorough approach to inducting new staff into the school. Line managers 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, The Princes Trust 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 from Subject Areas to develop classrooms for individual 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	2015 Percentages				2014 Percentages				2013 Percentages			
	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B
Overall	1576	40	76	93	1510	37	76	93	1436	41	71	91
Mathematics IGCSE	133	82	98	99	130	69	95	100	124	73	93	99
AQA Further Maths	111	48	82	96	89	33	72	92	89	53	88	99
FSMQ Additional Maths	60	N/A	48	68	58	N/A	50	60	56	N/A	70	84
%5A*/A	95				92				100			

A2	2015 Percentages					2014 Percentages					2013 Percentages				
	Entries	A*	A*/A	A*-B	A*-C	Entries	A*	A*/A	A*-B	A*-C	Entries	A*	A*/A	A*-B	A*-C
Overall	523	24	63	88	96	459	15	49	79	94	458	21	60	86	96
Maths	121	36	76	92	98	104	27	52	83	96	95	24	64	87	95
FM	37	38	60	74	90	16	13	69	94	100	15	33	80	93	100

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 progress as a measure, the following statistics demonstrate just how successful we are as a school:

### GCSE 2015

We were in the top 2% of all schools nationally for the amount of progress our students made

Top 1% for mathematics

Top 1% in the sciences

Top 5% for English literature

Top 25% in the humanities

### A Level 2015

We were in the top 20% of all schools nationally

Top 5% for mathematics



We also pride ourselves on how well our students on the Pupil Premium and with special educational needs perform. We were awarded a government sponsored Pupil Premium Award in 2014 in recognition of our work in this area.

Direct link to access our latest OfSTED reports: <http://www.wcgs.org.uk/drupal/inspections>

## 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	Business Studies	Biology	Geography
Mathematics	Classical Civilisation	Chemistry	Government and Politics
At least one Foreign Language (French, Spanish or Latin)	Design & Technology (Electronic Products & Resistant Materials)	Classics	History
	Economics	Computer Science	Mathematics
Religious Studies	Hospitality and Catering	Design & Technology	Philosophy
Physical Education	Geography	Economics	Physics
Biology	History	English Literature	Spanish
Chemistry	Further Languages	French	
Physics	Music		
	GCSE Physical Education		
	Computer Science		
	Drama		
Wellbeing Programme			

Students in Years 7-11 have six hours of Mathematics per fortnight, AS students have 8 hours and A2 students 9 hours per fortnight. Those taking Further Maths in the Sixth Form have double this time. Students are taught in form groups in Year 7 and in ability based sets from Year 8 onwards, including in the Sixth Form. Pure and Applied are taught by different teachers, with Further Maths students having 3 teachers.

## 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<sub>2</sub> 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.



## School Finances

The School operates within its budget, and the freedom to best apply resources has been increased following our conversion to Academy status on 1<sup>st</sup> June 2011.

## Building a Family of Schools

The School is looking to build a family of schools over time which will enhance opportunities for all staff and students within what will be known as the WCGS Academy Trust. During 2014/15, the School applied to the Department for Education to become both an Academy Sponsor which will see us support other schools in the local area and to open a new 11–18 comprehensive Free School. Opportunities to support others should be taken at every opportunity and so WCGS aspires to change the lives of young people and unleash aspirations by providing choice to local families about where their son or their daughter can go to school. During 2015, we learnt that our applications have been successful. With regards staffing, the opportunities of working within a Federation of schools will be very rewarding:

- Increased career opportunities through our internal promotional pathways.
- Benefit packages for staff which could include private medical insurance.
- Financial support when purchasing travel cards and bicycles in our “ride to work” scheme.
- Increased opportunities for Joint Practice Development (JPD) in a range of educational contexts.

## Profile for Teacher of Mathematics

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 Mathematics 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 Mathematics 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

We follow a condensed KS3 in Mathematics, covering the whole KS3 syllabus including the Level 8 work in Years 7 and 8. Last year 97% of students achieved at least a Level 7, with 55% achieving a level 8. In addition to regular problem solving, the curriculum includes a number of projects, investigations and rich tasks. Year 7 students are taught in form groups. Students are set by ability from Year 8.

At KS4, all students take the higher tier Edexcel GCSE (Edexcel Certificate/IGCSE until 2017). We teach a broad Mathematical curriculum, including the entire current National Curriculum, and a number of other topics as enrichment. Our top two sets are entered for their GCSE at the end of Year 10, then go on to study AS Mathematics (FSMQ Additional Maths until this year). Students in sets 3 and 4 study the AQA Further Mathematics Level 2 Certificate, which has an A\* with distinction grade, alongside their GCSE, taking both at the end of Year 11. Most students in sets 1 and 2 also opt to take the AQA exam. Year 10 students are offered the chance to attend the GCSE Maths in Action day.

The vast majority of our Sixth Form take Mathematics or Mathematics and Further Mathematics. They can choose to take Further Maths to either AS or A2 Level. This year, 157 students, 87% of the year group, are taking Mathematics in the L6th, with 51 also studying Further Maths. In the U6th there are 128 students taking Mathematics, of whom 28 are studying Further Maths to A2 and another 18 certificating AS Further Maths at the end of the year. All students are given a choice of applied option, and teachers are, to a large extent, able to teach the areas they are most interested in. There is a STEP class for those who wish to apply to study Mathematics at one of the top

universities that include this in their offers, and it is also open to other students who wish to work at problems at this level. Many Sixth form students act as mentors to younger students, or as classroom assistants. L6th students have the opportunity to attend the A Level Maths in Action day.

We run clubs for the most mathematically able students and mentoring sessions and drop-in support clinics for those who need extra help. All students in the lower school and those studying Mathematics in the L6th take the UKMT Mathematics Challenges, with many U6th choosing to do so, too. Each year several proceed to the follow-on rounds and this year one of our L6th students gained a distinction in the second Olympiad round, BMO2. We enter teams for the Hans Woyda competition and a number of other Team Challenges, local and national competitions. There is a flourishing Mathematicians' Society run by Sixth Form students and several students have given lectures on topics beyond the curriculum.

As a department we are working to increase the students' independent learning skills, fostering their desire to achieve well and to produce work of the highest quality, while managing our own workload. We are developing mentoring systems, involving the Sixth Form students in supporting each other and students lower down the school. We are continually working to improve our own teaching, and developing a range of activities, particularly involving investigation and exploration, always with an eye to improving the educational experience for our students, their interest in the subject and their results. Problem solving is emphasised for all our students, and reinforced by our choice of the MEI syllabus in the Sixth Form. In addition to in-house CPD sessions we have sent teachers on a number of the excellent CPD sessions run by the FMSP.

Our overall aim is for students to love Mathematics and to want to do more. It is a wonderful feeling to hear a conversation between students leaving school at the end of a day discussing the problems they have been solving in a Maths test!

## Contact Information, How to Apply

Designated departmental contact for this vacancy:

Name Ms Gill Bird (Head of Mathematics Faculty)  
Number 020 8647 2235  
Email: [gbird@suttonmail.org](mailto:gbird@suttonmail.org)

Please request, along with this brochure, a copy of the School's Application and Equal Opportunities Form from Mrs. Jo Johnson (Personnel Officer) at [personnel@wcgs.org.uk](mailto:personnel@wcgs.org.uk). Please return completed forms electronically with any supporting documentation to: [personnel@wcgs.org.uk](mailto:personnel@wcgs.org.uk). Please be aware that part of the Application form requires a Statement of Suitability which will act as a letter of application to the Headmaster. **Please note that CVs will not be considered.**

Closing date: 9am Wednesday 20<sup>th</sup> April 2016  
Interviews: w/c 25<sup>th</sup> April 2016

***Early applications are encouraged. We reserve the right to interview and appoint prior to the closing date of the advertisement***

***Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us by the end of 28<sup>th</sup> April 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.***

