

a folio education trust school



Wallington
County Grammar School

Teacher of Maths

For September 2019
Candidate Information Pack



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www.wcgs-sutton.co.uk

Per Ardua Ad Summa

Through Difficulties to the Heights

Welcome from the Headteacher



I am delighted to welcome you to the recruitment area for Wallington County Grammar School, one of the greatest schools in the country. What makes us great is that, at our core, we care very deeply about our students, both past and present. We are renowned for the quality of our pastoral work, warmly supporting our students to become happy, confident individuals equipped with the qualifications, skills and attributes to succeed in a globalised world.

This was recently recognised by Ofsted in January 2017 who graded the school 'outstanding' in all categories. They stated that 'since the last inspection the Executive Headteacher and Head of School have led a highly committed and skilled team in continuing to drive improvements in teaching and learning. Consequently, pupils at this School are confident and successful learners... Teachers here are leaders of learning. They benefit from highly effective and individualised training which improves pupils' learning. Pupils recognise that teachers go the extra mile to help them achieve their lofty ambitions'. If these words describe you and the type of School, you wish to work in then please apply for this post.

Being a boys' selective school founded in 1927 that welcomes girls into the Sixth Form, we blend the best of tradition with innovation to engage and inspire our students to be the very best they can be. Because of this our students make progress within the top 2% of all secondary schools in the country at GCSE and go on to gain places at the world's top universities. This success is born from our core values of Commitment, Compassion, Courage and Creativity. We believe that we should always show compassion to others, making decisions without self-interest and supporting all those in our community to be happy and successful. We must have courage, never being afraid of failure but embracing it to learn from our mistakes and better ourselves. We are committed, not just to reaching academic success but to enriching ourselves as scholars, sportsmen and women, artists, musicians, actors, debaters and anything else we set our minds to. Finally, we are creative, always being willing to consider different solutions and think deeply about the challenges we face as individuals and as a society.

We tailor our curriculum to ensure students are nurtured as well-rounded individuals, excelling in core subjects like Mathematics, English and the Sciences but who are also deeply knowledgeable about the Arts and Humanities. Our co-curriculum further enhances our students' character, forging outstanding sportsmen through our superb coaching programme, and creating individuals who are passionate about representing their club or society, house, year group and school. Above all, we celebrate our incredible students through a culture of praise and recognition to make sure they leave us with the conviction that they can achieve anything they put their minds to.

Mr J Bean
Headmaster

Our students



Our students will surprise you: they are waiting to be challenged and raising the bar only encourages them further to excel.

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

Students are selected by an entrance exam held each September for entry the following year. 150 students are admitted to Y7 and we are increasingly oversubscribed with a large waiting list, however, we are not complacent, and aim to increase the number of primary pupils who name us as their first choice within our selective borough. Our mixed Sixth Form entry is by academic achievement and the vast majority go on to university, including several to Cambridge and Oxford each year.

On entry, all students (and staff) are assigned to one of six Houses, a vertical system which brings everyone together and which is rooted firmly in the traditions of the School. This fosters healthy competition outside the classroom and is cherished by both staff and students who are passionate about getting involved in competitions which include: sport, drama, debating, music, mathematics, literature and commendations.

Our pastoral system is organised horizontally in year groups with a Year Leader ensuring the excellent behaviour and welfare of all students under their care. Student Voice increasingly contributes to the development of School policies and the direction of the School. Visitors comment on the fantastic atmosphere they find in our School, showing excellent relationships among the students and between them and the adults.

Our goal is to attract teachers who can inspire and excite the minds of our students and promote excellence both inside and outside of the classroom.

Background and Ethos of our School



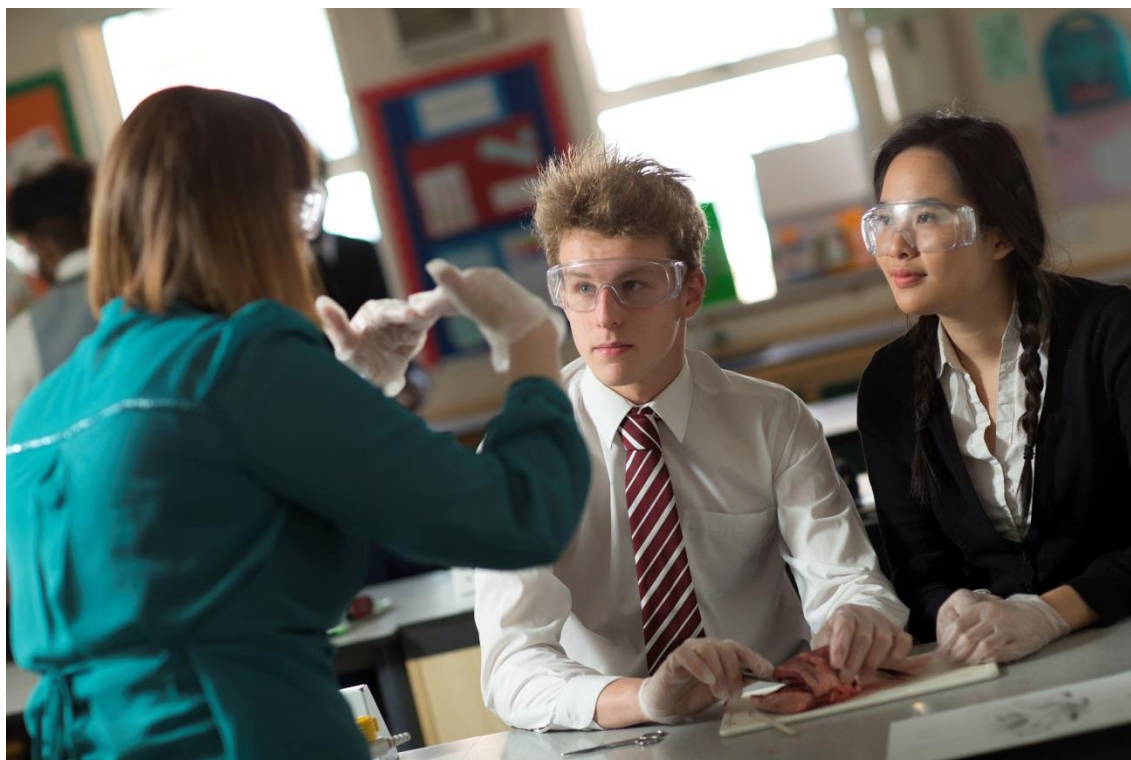
Founded in 1927, our aim is to combine the best of what tradition can offer with a cutting-edge approach to achieve successful delivery in the classroom. Being an academy set in nine acres of parkland in the London Borough of Sutton, our site is comprised of a mixture of characterful red brick buildings with modern, state of the art facilities, the latter including our recently completed Physics Laboratories and a new Drama Studio.

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

The loyalty WCGS inspires in its students is demonstrated by the thriving Old Walcountians' Association, which has its clubhouse at Clockhouse in nearby Woodmansterne. This body supports and contributes to the School in many ways.

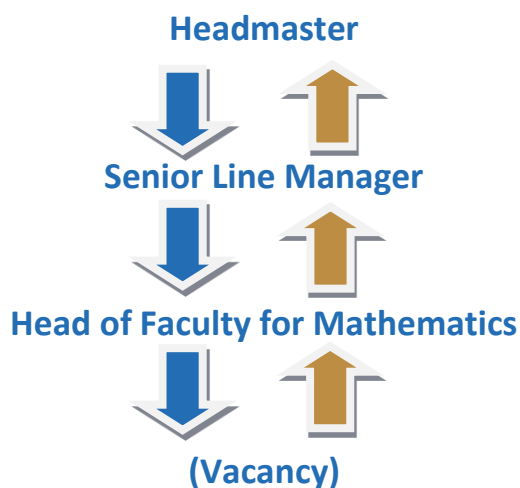
The 'Culture & Ethos' of WCGS permeates all aspects of the School, promotes positivity and is the main technique used to motivate learners. Our core values of **Commitment**, **Compassion**, **Courage** and **Creativity** are the cornerstone of our day-to-day procedures and routines, creating a well-mannered and orderly environment in which everyone will learn. Staff and students never give up in search of excellence.

Staffing Structure



Staffing Structure

The following staffing structure diagram shows the intended line management structure for the Department.



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 Silver Charter Marked CPD programme which is both responsive to the needs of our staff yet supports our whole school priorities. It focuses on developing co-planning, lesson study and evaluation to allow staff the time and resources they need to develop as trusted Practitioners. We are keen for staff to work with colleagues in our wider networks which include the Sutton Alliance, the Boys Academic State Schools group, the Grammar School Heads Association and PiXL and actively facilitate this process.

We have a proactive approach to developing staff in-house, seconding teachers onto the Academic and Pastoral Boards each year, as well as onto the Senior Leadership Team. This has led to the creation of a highly motivated and ambitious body of staff who often secure promotions within the school or outside of it.

Facilities

In addition to the dedicated Staff Room, the aim is for all staff to have their own quiet, personal work space (not classroom based) equipped with desk, PC and other facilities appropriate to their subject. Classrooms are currently being refitted with state-of-the-art display monitors and we are keen to accept bids from Subject Areas to develop classrooms for personal needs.

Pay

We pay staff on the Outer London Pay Spine and have a performance related pay policy which aims to reward commitment to, and excellence in, our practice. We also have a Lead Practitioner Scale for teachers to apply for when positions become available should they wish to make a career out of demonstrating and developing excellence in the classroom.

Results and Statistics



A full breakdown of our raw results can be found in the tables below, which show the cumulative percentages together with the number of entries

GCSE

	2018					2017					2016			
	Entries	9/A ⁺	9-8/A ⁺⁺	7+/A ⁺	6+/B ⁺	Entries	9/A ⁺	9-8/A ⁺⁺	7+/A ⁺	6+/B ⁺	Entries	A* (&A ⁺)	A*/A	A*-B
Overall	1761	18	39	64	85	1673	Only En & Ma	40	67	88	1547	39	74	90
Maths	145	32	65	92	99	142	23	68	86	99	132	80	94	100
AQA Further Maths L2*	116	12	38	66	84	113	11	39	74	89	110	52	80	96

Grades for AQA Further Maths are A⁺, A, A, B, C

FSMQ Additional Maths

	2018				2017				2016			
	Entries	A	A-B	A-C	Entries	A	A-B	A-C	Entries	A	A-B	A-C
Add Maths	60	42	58	80	64	50	75	78	0	AS Maths Course taught for this year only		

FSMQ Additional Maths is a level 3 qualification and grades are A-E.

A2

	2018				2017				2016			
	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B
Overall	549	16	53	79	569	18	50	77	529	19	56	84
Maths	146	23	60	82	153	30	52	74	128	24	59	83
Further Maths	29	21	66	83	38	21	66	82	30	17	60	73

We are, however, very conscious of our selective intake and the impact that this has on our raw attainment data. For this reason, we prefer to measure our performance on progress so that we can directly compare the impact we are having on our students' learning with all other schools nationally. When using Progress8 as a measure, the following statistics demonstrate just how successful we are as a school:

GCSE 2018 (estimated)

We were in the top 4% of all schools nationally for the amount of progress our students made overall.

Top 1% for progress in Mathematics

Top 1% for progress in the Sciences

Top 5% for progress in the Humanities

Top 10% for progress in English Literature

We also pride ourselves on how well our students on the Pupil Premium and with special educational needs perform being consistently well within the top 10% of all students in the country for progress.

Our curriculum



Y6 students are invited to the School for four Induction Days, easing their transition to secondary school to create the platform for their rapid progress that enables our boys to complete KS3 within two years. In Years 7 and 8, practical subjects are delivered to groups of no more than twenty, giving them the opportunity to discover and develop their wider interests as well as the core subjects.

The consequent enhanced three-year GCSE programme enables students to study in far greater depth with students in Years 9 to 11 usually following a programme of eleven GCSE subjects.

Subject Choices

GCSE Core	GCSE options	Sixth Form Options
English Language	Art	Art and Design
English Literature	Classical Civilisation	Biology
Mathematics	Design & Technology (Electronic Products & Resistant Materials)	Chemistry
At least one Foreign Language (French, Spanish or Latin)	Economics	Classics
Religious Studies	Nutrition and Food Preparation	Computer Science
Physical Education	Geography	Economics
Biology	History	English Literature
Chemistry	Further Languages	French
Physics	Music	Further Mathematics
	GCSE Physical Education	Geography
	Computer Science	Government and Politics
	Drama	History
Wellbeing Programme		Mathematics
		Philosophy
		Physics
		Spanish

Students in Years 7-11 have six hours of Mathematics per fortnight, Sixth Form students taking Mathematics have 9 hours per fortnight, and 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.

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 O2 Arena and The Royal Albert Hall. We run numerous trips including an annual ski trip; cricket tours to Barbados; rugby tours in Canada; diving trips to the Red Sea; and have a vibrant, student-led, programme of clubs and societies.

Building a Family of Schools

The School works as part of Folio Education Trust which also includes Coombe Wood School, a new secondary Free School in South Croydon which opened in September 2018, Park Hill Junior School and St Peter's Primary School. The opportunities of working within a Federation of schools is very rewarding and includes shared, cross phase CPD, as well as opportunities for career sabbaticals and promotion.

Profile for Vacant Post



Please consult the job description sent out with this brochure for a full break down of the skills, qualities and duties that need to be fulfilled to achieve excellence in this post. It is recommended that you use these as a basis for your application and interview preparation. In addition to these, desirable qualities for this specific position include:

The initial areas for the successful candidate to focus on will be:

- Teaching outstanding lessons which stimulate, engage and stretch very able students
- Sharing good practice within the 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 proved 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
- The desire and ability to teach A Level Mathematics and if possible Further Mathematics

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. 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. We teach a broad Mathematical curriculum, including the entire current GCSE curriculum, and a number of other topics as enrichment. The top two sets finish the GCSE syllabus in Year 10, and those thought ready to gain the top grade are entered at the end of Year 10. All students in the top two sets then go on to study OCR FSMQ Additional Maths. Students in sets 3 and 4 study the AQA Further Mathematics Level 2 Certificate 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.

The vast majority of our Sixth Form – about 85% of each year group – take A Level Mathematics or Mathematics and Further Mathematics, and A level teaching forms a substantial part of the timetable of all Mathematics teachers at WCGS. Students can choose to take Further Maths to either AS or A Level, usually making this choice at the end of the L6th. This year, in the U6th, there are 148 students taking Mathematics, of whom 24 are studying Further Maths. In the L6th 151 take Mathematics overall with 35 taking Further Mathematics classes. We use the OCR board for A Level, taking advantage of the wider range of applied options and weightings available with syllabus B in Further Maths while using the more traditional syllabus A for Maths.

Classes are provided for STEP and MAT preparation for those who wish to apply to study Mathematics at one of the universities that include these in their offers, and the STEP group work class offered as part of the enrichment programme is a popular option. Many Sixth form students act as mentors to younger students, or as classroom assistants.

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 Sixth Form take the UKMT Mathematics Challenges. Each year several proceed to the follow-on rounds and for the last three years one of our 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 Maths Society run by Sixth Form students and several students have given lectures on topics beyond the curriculum. The Maths department



runs a variety of trips; L6th and Year 10 students have the opportunity to attend the Maths in Action days each year, and we have run a number of other Maths based trips from time to time, for example we have taken 20 Year 7 students to the Wallace Collection for a workshop on how Maths is used in Islamic Art, and taken U6th students to Thorpe Park to study the mechanics of the rides. In the summer we run a programme based around coding during Activities Week.

As a department we have worked hard and successfully over the past few years 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 have developed flourishing mentoring systems involving the Sixth Form students in supporting each other and students lower down the school and this helps to foster great relationships between students of different ages.

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. Outstanding lessons are expected and teachers rise to the challenge. Problem solving is emphasised for all our students, is an essential part of the GCSE, and of the new A level. The main focus for development in the department over the coming year will continue to be the new A level, with its work on large data sets and expectation that technology will be embedded in the teaching. We are embracing the change and taking the opportunity to develop new activities and resources, and all members of the department are expected to be involved in this, and to work collaboratively.

All teachers in the department are encouraged to develop their careers, whether this be through learning and teaching new areas of maths, improving their teaching skills, or taking on new areas of responsibility, either in the department or in the wider school. In addition to in-house CPD sessions we have sent teachers on a number of the excellent CPD sessions and courses run by the AMSP (formerly 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: Miss Gill Bird (Head of Faculty for Mathematics)

Number: 020 8647 2235

Email: gbird.319@wcgs.foliotrust.uk

Application packs are available from the School website at www.wcgs-sutton.co.uk or by emailing a request to personnel@wcgs.org.uk.

Please return your completed Application Form to Mrs Jo Johnson, HR Officer, at personnel@wcgs.org.uk. Please be aware that part of the application form requires a statement that will act as a letter of application to the Headmaster. Please note that CVs will not be considered.

Visits to the School are welcomed prior to application. Please contact Mrs Johnson at personnel@wcgs.org.uk to arrange an appointment.

Closing Date: 9am, 25th February 2019

Interview Date: Week commencing 25th February 2019

We reserve the right to interview and appoint before the closing date should there be a suitable candidate and therefore advise that applications should be submitted as soon as possible.

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

Safer Recruitment

Wallington County Grammar School is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure

Equal Opportunities

At Wallington County Grammar School, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

Wallington County Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Appendix 1

Folio Education Trust

We believe that we are outstanding: not because we say it, but because we work hard at it. We are dedicated, committed and focused. We believe that every person will reach their personal best and overcome any challenge through a shared culture and ethos. We are dedicated to developing as successful individuals, creating a positive environment where all of us will learn. We never fail because we never give up. We believe in ourselves. We believe in each other.

Core values – The system which helps guide our existence

Our 'values system' is shared by all academies within the Trust and is the cornerstone of our existence. It ensures that everything we do is with the young people in mind and promotes a culture and ethos which allows all to BELIEVE.

Our Future – what do we want to see in 10 years?

Our Academy Trust will support academies that are the first choice of local families because of the 'gold standard' education that is provided. All academies within the Trust are student centred and this drives our decision making. Smiling faces are common place for students and staff as they are happy being part of the academy and part of a wider Trust community. Being educated as part of this Trust will mean something to not only the individual but also those who provide the next step of a young person's education, training or employment.

The service provision which helps drive the individual organisations within the Trust is focused on quality – listening, understanding and adjusting to meet the needs of those it is designed to serve. A main objective is to provide a system of self-challenge, self-improvement and collaboration with a shared passion to raise standards and allow all students to reach their personal best. No student or member of staff is neglected but inspired to develop improved life chances and live long and happy lives. As part of the collaboration between academies there is a desire to research pedagogy and the importance of Health and Well-Being to influence social change to remove the barriers which affect mental health and access to the opportunities for discovering and reaching personal best. Every person deserves the best and the Trust will do what it takes to deliver this while ensuring efficiencies and economies of scale which deliver outcomes beyond outstanding on a global scale.

Long term goal on a national scale

Contribute towards the changing face of British Education and be one of the top five performing Multi –Academy Trusts in the country, designing and sharing academy improvement strategies.

