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|  | **Wilmslow High School** |  |



**Teacher of Mathematics**

Dear Applicant

Thank you for your interest in the post of Teacher of Mathematics at Wilmslow High School.

This is a permanent post from 1st September 2019 on the main pay range.

A package of information is enclosed in this booklet. In addition, the school website [**www.wilmslowhigh.com**](http://www.wilmslowhigh.com)might be helpful**.**

I hope that you will find the material interesting and that you will decide to apply for what we regard as an exciting post.

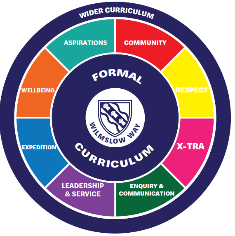
Further information will be sent to those applicants called for interview. Should you require any further details in the meantime, please do not hesitate to contact our Personnel Assistant, Debra Acton.  
  
I look forward to receiving your application.



James Pullé

Headteacher

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**Wilmslow High School**

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**Pursuit of Excellence**

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| **Section 1: Wilmslow High School** |

**Our Improvement Vision**

Young people only get one chance at education; therefore, at Wilmslow High School we are committed to the pursuit of excellence for every student, every day. We do this through our dedication to learning, by being guided by values and in striving to serve.

We are committed to preserving a happy and caring environment that is rooted in our core values, and in which staff and students can flourish, whilst challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

**What does the pursuit of excellence look like at Wilmslow High School?**

**A whole curriculum**

We are committed to a broad and balanced ‘whole’ curriculum delivered by knowledgeable subject specialists, which offers all our students a rich diet of scholastic, creative, practical and sporting opportunities. We are proud of our wide range of both curricular and extra-curricular provision (over 30 subjects at GCSE and A Level and over 50 extra curricular activities) and the variety of opportunities that we are able to offer our students to grow and excel at school, regional and national level. Our sports specialism remains at the heart of our culture and ethos in raising participation, expectations and standards. We are also looking to develop further as a Reading School.

**Research-based teaching**

A great strength at Wilmslow High School is our excellent subject knowledge, but we are keen to challenge ourselves and raise attainment by developing our pedagogical expertise further. We are currently working across the school to deepen our understanding of ‘Big Ideas’ and effective assessment. We are looking to develop further our knowledge of ‘what works and why’ through our growing range of CPD, book clubs, lesson study and action research.

**High expectations**

We aim to grow young people of character who will flourish in their futures. We want each and every one of our students to have a worthwhile ambition for their future that we can help them to achieve. We expect the highest standards of courtesy and respect from our students and are rarely disappointed. We also expect all our staff to support the maintenance of our high standards, but we are looking to develop further the resilience of our students to demand more challenge in their learning.

**Commitment to every child**

Every child matters at Wilmslow High School so we were very proud to be the first school in the country to be accelerated to Inclusion Quality Mark Flagship Status in 2015. We are very proud of our House system that lies at the heart of ‘The Wilmslow Way.’ We have a range of innovative strategies that we use to support our students but we are looking to develop our range of teaching and learning strategies further so that all our students can fulfill their potential. Particular areas that we are keen to develop are the performance of our low attaining students and ‘hard to reach’ students.

**Commitment to the wider educational community**

We are a thoughtful, reflective, innovative community, keen to build ‘professional capital’ at a local and national level. We are strongly committed to the Whole Education Network, as a pathfinder school and inaugural member of the Northwest regional network. We are also proud of our contribution to the educational community both through our contribution to local Teach Meets and subject hubs, and our involvement presenting at national conferences and ResearchEd events.

**Commitment to the wider community**

We see our school as being at the heart of the local, regional, national and global community for all our students. We have excellent links through the KPMW soft federation with other local secondary schools (Knutsford, Poynton and Middlewich). We also have strong and developing connections through the Wilmslow Education Partnership with our partner primaries. We are keen to work with our local community, and were proud to be highly commended in the TES Community and Collaboration Awards (2015) for our links to local businesses through our Achievement Partners Programme.

In Appendix 2 you will find our Pursuit of Excellence document that outlines our ambitions as we move forward.

**School performance**

Having been graded ‘outstanding’ by Ofsted in 2011, and ‘good’ in 2013 under a revised inspection framework, in 2018 we celebrated our strongest set of results in the last four years at both GCSE and A Level as a result of the excellent efforts of our staff and students. Nevertheless, we recognise that there is more to be done in both embedding the gains that we have made and raising attainment further. We look forward to working together to achieve this.

**About our school**

Wilmslow is a pleasant commuter town with a population of about 30,000. Our school is the only state secondary in the town, drawing from a catchment of Wilmslow, Handforth and Alderley Edge. We are heavily oversubscribed due to the excellent reputation that the school enjoys. We are a large school, with approximately 2000 students on roll, including a sixth form of almost 500 students; however, due to our strong sense of community, we are a school in which every child is known.

Our intake of high attaining students is significantly above national average, but our intake of top attaining students is average. We have a higher percentage of boys than average and, as part of our commitment to inclusion, we host two LA-funded resource provisions for Hearing Impairment and Autistic Spectrum Condition. The social composition of our catchment is extremely wide, ranging from students with the lowest IDACI score possible to students from areas within the top 20% of deprivation in the country. Approximately 16% of our students are disadvantaged, and narrowing the aspiration and attainment gap for these students remains a priority for us.

Professional Development

We are keen to develop our teaching and support staff whatever their career stage.  We run induction programmes for new staff and for newly qualified teachers, and are extensively involved in initial teacher training through university-led PGCE courses.   We have close links with the ‘Whole Education’ professional learning network and work with the Research Schools movement to support evidence-informed practice across the school system.  Targeted mentoring is also provided for those eligible to apply for pay progression.  Our middle leadership meetings are open to all teachers and we are happy to provide coaching and leadership opportunities for teachers who are keen to progress their careers.  Our local and national links mean that there are plenty of opportunities for those who wish to ‘make their mark’ in education.

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| **Section 2: The Post, Person Specification and Context** |

**The Post**

Title: Teacher of mathematics

Salary: Main Pay Range

Date of Appointment: 1st September, 2019

Information relating to the school generally may be accessed through the school’s website at [www.wilmslowhigh.com](http://www.wilmslowhigh.com)

**Person Specification**

The post would suit either a newly trained teacher or an experienced teacher of mathematics, with Qualified Teacher Status (QTS), seeking a stimulating working environment. The teacher appointed will be or have the capacity to become an excellent practitioner with flair and ambition, able to engage and challenge students to enable them to achieve their best and possess the following qualities:

* A high degree of subject competency and personal organization with a continuing   
  personal interest in, and commitment to mathematics.
* An innovative and progressive approach to curriculum development, working   
  practice and teaching
* The flair and ambition to motivate students of all abilities and develop the profile of mathematics within the school and wider community
* An ability to teach at all levels including A Level.
* Effective and appropriate student management with high expectations evident in all lessons.
* An ability to take responsibility and achieve success.
* The ability to work as a member of a team and to contribute to that team in a creative and purposeful manner.
* Rigorous professionalism in everything, accepting nothing but the best in a culture of excellence.
* A willingness to embrace new technology and techniques for promoting mathematics, engaging students and encouraging an international perspective.
* An ability and suitability to safeguard and promote the welfare of children
* A good attendance record and the stamina required to cope with the demands of the post

Wilmslow High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure and Barring Service. A consideration of the person’s suitability to work alongside children is part of the selection process. Applicants will be required to undertake pre-employment checks which will include References, Health, Right to Work in UK, DBS and a Declaration that neither they nor anyone who lives in the same household is a disqualified person under the Childcare (Disqualification) Regulations 2009.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

* Disciplinary offences relating to children, including any which the penalty is ‘time expired’
* Whether the applicant has been the subject of any child protection concerns
* The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

**Context**

Mathematics is held in high regard by students and parents and is a popular subject for students at AS/A2 level within and beyond our catchment area.

The curriculum area is currently staffed by twenty-one specialist teachers, combining a range of experience and those new to the profession. Both the school and the department promote a challenging and forward-thinking ethos with a strong sense of collaboration and teamwork. The accommodation consists of a suite of 12 rooms and two adjoining offices, with full-time teachers being largely based in their own room. The curriculum area is well resourced with textbooks and worksheets as well as teachers having access to a range of support materials, software and equipment.

All mathematics teaching rooms are equipped with Promethean interactive whiteboards, 3 sets of Qwizdom handsets are available along with a class set of iPads, investment in other ICT hardware and software is continuing.

**Key Stage 3**

Year 7 students are given a baseline assessment on entry and are set into broad mixed ability groups. The setting is reviewed when we receive the results of the baseline test which is normally November.  In Years 8 students are organised into an extension class, a support class and two broad ability sets with this carrying through to the end of Year 11. The KS3 scheme of work incorporates the programme of study from the National Curriculum and is part of a wider 5 year SOW which has been developed to meet the needs of the new 2015 GCSE. All students have access to a textbook in addition to a variety of other resources.

**Key Stage 4**

Years 10 and 11 follow the Edexcel 1MA1 Linear Specification, Sets 1-2 Higher Tier and Sets 3-4 Foundation Tier. All students have access to suitable support materials along with additional online resources through the school VLE. We offer the OCR FSMQ qualification, which is taught as an extra-curricular subject in Year 10 and Year 11.

**Key Stage 5**

'A' Level mathematics is very popular with around 25% of Sixth Form students studying Mathematics (this compares with the national figure of just over 10%). We currently have three single Mathematics groups and one Further Maths group in Year 12 and Year 13. Students are entered for EDEXCEL A-Level examination at the end of two years. The Further Mathematicians take their A Level Mathematics at the end of Year 12, going on to sit a combination of Further Pure and Applied Mathematics at the end of Year 13. There is a strong team of 'A' Level teachers and a tradition of high achievement, with the majority of students achieving A and B grades. We were also a pilot school for the new Core Maths (Level 3 Mathematical Methods) qualification and this remains an import element of our post-16 offer with two groups in Year 12 and Year 13.

**General**

The Curriculum Team meets regularly and there is an ongoing programme of developmental work and training to keep abreast of current requirements.

Assessment and recording procedures, although well-established, are being developed further to fit both the new GCSE and AWOL’s. The mathematics team has a reputation for high expectations and students’ results in public examinations are well above the national averages: in 2018, at GCSE 86% achieved 9 - 4 grades with 31.7% achieving 9 - 7; at ‘A2’ level 47.4% achieved A\* to B grades.

The Curriculum Team works closely together and is committed to setting high standards of teaching and learning.  The main team responsibilities are currently shared between four post holders. Staff are encouraged to develop their range of skills and all main scale teachers are expected to take responsibility for some aspect of the team’s work; this may be varied to enhance professional development.

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| **Section 3: Job Description** |

Post: Teacher of mathematics

Salary Scale Main Pay Range

Purpose of Post

To teach within the mathematics team, to carry out such associated duties as are reasonably assigned by the Head teacher and to contribute to the promotion of a culture which celebrates both learning and achievement.

To whom responsible

Team Leader – mathematics

Principal Duties

You are required to carry out the duties of a school teacher as set out in paragraph 50-52 and to meet the Teachers’ Standards as set out in Annex 1 of the School Teachers' Pay and Conditions Document 2018.

With particular reference to the role of Form Tutor and Classroom Teacher, you are required to carry out those duties outlined in the Staff Handbook (see following page).

Notes

**Health and Safety**

To take all reasonable steps to ensure the Health and Safety of students and staff within the teaching base environment

To promote and safeguard the welfare of students in accordance with the school’s child protection policy

**County Flexibility Policy**

Notwithstanding the detail in this job description, in accordance with the   
 Policy the jobholder will undertake such work as may be determined by the   
 Headteacher from time to time, up to or on a level consistent with the   
 Principal Responsibilities of the job.

**‘No Smoking’ Policy**

The school is an entirely ‘no smoking’ environment.

**Review**

This will be reviewed annually at the end of the academic year or earlier if   
necessary. In addition, it may be amended at any time after consultation with   
you.

**Expectations of Form Tutors and Subject Teachers**

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| (a) Form Tutor - somebody who will: | (b) Subject Teacher - somebody who will: |
| Relationships and Ethos  establish effective and positive relationships to help all students be happy and on course.  lead by example.  encourage and show interest and involvement in students’ development, both in and out of school.  have an approachable, friendly and firm demeanour.  effectively promote moral values such as tolerance, trustworthiness and courtesy.  encourage the development of the personality of the individual. | Relationships and Ethos  encourage students to experience success in, and enjoyment of the subject and have high expectations.  be imaginative and passionate so as to challenge and inspire.  consistently outline, apply and reinforce all school policies and expectations to students, on such issues as uniform, punctuality, attendance, behaviour and learning.  create a positive, safe and disciplined learning environment where respect and understanding are valued.  act as an enthusiastic and positive role model who treats students as individuals.  be resilient with difficult groups and consistent with discipline. |
| Organisation  establish the correct tone and ethos for the day ahead, via a daily tutorial activity and an annual form assembly.  consistently outline, apply and reinforce all school policies and expectations to students, on such issues as uniform punctuality, attendance behaviour, and learning.  as and when appropriate, provide support, advice and guidance on issues such as revision, options, examination technique, and higher education.  be involved in Tutorial day and target setting.  participate in and deliver the PHSCE curriculum  check and comment on students’ end of year reports.  monitor student planners on a weekly basis.  be an effective administrator - register, notes, reply slips, certificates, free lunch tokens, etc. | Teaching and Learning Issues  encourage students to achieve their full potential in lessons and public examinations.  consistently mark and assess work with positive and constructive feedback, on a regular basis.  be a good team member who contributes to the department.  maintain and keep up to date their own subject knowledge and professional development.  have clear aims and objectives.  plan and be well prepared and organised for every lesson.  create differentiated, stimulating and accessible lessons which employ a range of teaching styles, and cater for the needs of all students.  foster student learning and communication skills |
| Support and Monitoring  be the first point of contact for liaison with, and support for, parents and staff.  be the focal point of all channels of communication which effectively include all concerned parties, regarding all relevant issues.  be a recipient of transfer information from the primary school.  be the first to flag up, deal with, and follow up, all pastoral issues such as bullying and teasing.  reward, praise and communicate all achievements to all relevant parties. | **Staff Generally - people who will**:  be supportive of all the school’s structures once established  encourage sensible behaviour around the school  encourage students to be sensitive as they move around the school - e.g. by holding doors open  encourage respect for the environment  safeguard and promote the welfare of students |

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| **Section 4: Arrangements for the Application** |

Application details

Please apply by uploading a completed application form through [www.tes.com](http://www.tes.com) (please note that the application form must be completed in full before it can be considered). We use the official TES application form. If you experience any problems with this or require further information please contact Debra Acton, Personnel Administrator [dacton@wilmslowhigh.cheshire.sch.uk](mailto:dacton@wilmslowhigh.cheshire.sch.uk) or 01625 441085

Closing Date: Monday, 20th May 2019 at 12 noon

Formal Interview Date: Thursday, 23rd May 2019

Applicants invited for interview will be contacted by telephone. If you have not heard from the school by **Wednesday, 24th May 2019** please assume that on this occasion your application has been unsuccessful.

Our school community places the highest priority on keeping our children safe. Applicants for all posts will be subject to stringent vetting and induction processes.

Asylum and Immigration Act

If successful with this application you will be asked to confirm, in advance of taking up the appointment, that you are eligible to work in the United Kingdom. In order to establish this you will be asked to provide us with documentation showing your National Insurance Number of provide copies of Tax Forms P45 or P60, or if this is not possible, other evidence of your entitlement to work.

**The Rehabilitation of Offenders Act**

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than two years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence has never occurred. This is known as a spent conviction.

The holder of this post will be required to work with children under the age of 18 in a position of trust and is, therefore, exempt from the Rehabilitation of Offenders Act. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

**Disclosure and Barring Service Check (DBS, formerly CRB)**

Successful applicants will be subject to a Disclosure and Barring Service Check (Disclosure) from the Disclosure and Barring Service. These were previously known as CRB checks. There are three levels of Disclosure: Basic, Standard and Enhanced. This job is subject to an Enhanced Disclosure**.**

*Standard disclosures* provide details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. *Enhanced disclosures* involve an additional level of check to those above and also include a check on local police records. This post is subject to an Enhanced disclosure. Further information about the Disclosures scheme can be found at [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

**If called for interview, please bring with you as much of the following as possible so that we can complete the necessary identity check and, if your application is successful, a DBS check:**

**If you have a passport and/or a driving licence you MUST provide both (if it is a photographic driving licence the paper counterpart must also be provided), your original birth certificate or marriage certificate and one piece of recent documentation (e.g. utilities bill) which shows your current address.**  **If you have changed your name, you will need to provide evidence of this**. **One document should contain photographic evidence of your identity.**

If you are appointed, you will be required to complete part of your DBS disclosure application online at home.  Please keep the identity documents you have supplied at interview handy, as you will need to input information from these as part of the process.

If the outcome of the process for the successful candidate is that the DBS certificate contains information, the school will need to see the original DBS certificate in order to decide whether the appointment can proceed.

**Qualifications**

Please also bring, if called for interview, original copies of the certificates which awarded your degree(s) and QTS status.

**Occupational Health**

The appointment is subject to satisfying the County’s appointed Occupational Health Physician of your medical suitability for appointment to this post.

**Recruitment Data Privacy Notice**

We collect a range of information about you during our recruitment process, including:

* Your name and contact details
* Your qualifications, experience, skills and employment history
* Whether you have the right to work in the UK
* Your current salary
* Whether you have a disability for which we need to make reasonable adjustments during our recruitment procedure

We will collect this information from your application form and, if called for interview, the documents you bring in. If your application is unsuccessful, we will store your application form on our internal computer network and in hard copy in our HR department for six months from the date of interview. If your application is successful, we will store this information within your personnel file and issue you with a new privacy notice setting out how long we keep your personal information.

If called for interview we will obtain relevant information from former employers/ referees and store it for six months as above. If you are appointed, we will also obtain information from the Disclosure and Barring Service to carry out the necessary background and criminal record checks. We will not store the DBS information but we will record that we have received it.

**Why We Handle Your Personal Data**

We need to process various types of information about you to:

* Manage the recruitment process fairly and consistently, assess your suitability for the role and decide whether to employ you
* Take the necessary steps before entering into a contract with you
* Comply with our legal obligations, such as checking your right to work in the UK before employment starts
* Make reasonable adjustments to the recruitment process in response to information about disabilities
* Collect data for equal opportunities monitoring
* Provide evidence, if necessary, that the recruitment process has been managed fairly, consistently and legally

Without the data itemised above we will not be able to process your application properly, if at all.

We have strict controls in place to prevent the loss, accidental destruction, misuse or disclosure of your data.

**Automated Decision Making**

We do not base our recruitment process solely on automated decision making

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| Section 5: Statistical Profile |

# Details of the most recent GCSE and A level performance data are available through the following link:

<http://www.wilmslowhigh.com/about-us/school-performance/>

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| Appendix |

**Wilmslow High School**

**Rationale, Aims, Statement of Entitlement**

**Rationale**

Education at Wilmslow High School is based upon the premise that all children are of equal value, the belief that education has intrinsic worth and the determination to meet individuals' educational needs by presenting challenging and engaging opportunities to learn. These basic beliefs will be promoted within a school culture which fosters a sense of community, which is caring and supportive, which is intellectually and socially demanding and which, by promoting mutual respect and dignity, enhances the self-respect and confidence of our students and encourages them to take responsibility for themselves and their activities.

The promotion of learning will be at the heart of the school's ethos with learning being promoted as a continuum across all of the Key Stages and as a lifelong activity. The school's ethos will recognise the importance of possessing an international perspective and recognise also that communities are increasingly interdependent.

The school's curriculum will be based upon the promotion of skills, attitudes, concepts, knowledge and understanding and will, whilst offering both breadth and balance, provide individualised pathways to ensure relevance as students proceed through the school. The curriculum will seek to challenge and engage students' intellect across all areas of experience, will employ a wide range of approaches to learning, will encourage critical thought and will seek to develop independence of learning.

An integral part of the operation of the school will be the fostering of an active link with the community. It is intended that the link will be of mutual benefit, with the community contributing, both to the promotion of values and the education of young people and with the school providing opportunities for lifelong learning. In linking the school and the community it is intended to encourage young people to recognise their responsibilities as members of a community and the part that individuals can play in enhancing the community in which they live.

Wilmslow High School will seek to generate a love of learning, a pride in achievement and a commitment to quality.

**Aims**

To foster learning within an environment which is disciplined, calm, stimulating, enjoyable and within which there is mutual respect.

To establish a culture that values achievement, encourages students to develop their full potential and recognises individual success.

To encourage a commitment, amongst all individuals, to the achievement of the highest standards in all aspects of school and personal life.

To encourage the development of broadly educated, happy, confident, self-disciplined, self-motivated individuals equipped for adult life. To promote a partnership between the school and the community, encouraging students to be responsible, caring members of society.

To ensure equal provision for all and supplementary provision for those with special needs.

**Student Entitlement**

Every student at Wilmslow High school is entitled:

* To a broad and balanced curriculum which provides equality of access for all and which provides challenging tasks to meet individual needs.
* To be valued, to be treated fairly and with respect.
* To be able to learn in a safe and supportive environment.
* To have his/her individual achievements recognised.
* To operate in a culture which nurtures self respect, self confidence and the ability to respect other people's point of view.
* To experience a range of learning styles.
* To access an extended range of educational opportunities.

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| Appendix 2 |

**Our journey to 2019: Wilmslow High School**

**Our Improvement Vision**

All young people only get 950 days of secondary education; therefore, at Wilmslow High School we are committed to the ***pursuit of excellence*** for every student, every day.

We do this:

* through our dedication to learning,
* by being guided by values and
* in striving to serve.

We are committed to:

* maintaining a strong, happy and caring school community that is rooted in our core values, and in which staff and students can flourish, whilst
* challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

**What does the pursuit of excellence look like at Wilmslow High School?**

The pursuit of excellence will see each and every one of our students **participating fully and**

**performing highly throughout a rich and deep curriculum.**

**High performance by all groups of students will be seen in the following three dimensions**

* academic attainment and progress that are significantly above average.
* interpersonal skills and qualities that are widely recognised as exemplary.
* an ability to produce highly effective responses to a wide range of competitions, projects and tasks.

We will achieve these ambitions through:

1. **A powerful curriculum**
2. **Strong leadership and systems**
3. **A professional learning school**
4. **Young people of character**
5. **A school at the heart of its community**

**1. A powerful curriculum**

Our students are entitled to develop the powerful knowledge, skills and qualities that will allow them to flourish in life, learning and work.

As we move towards 2019, we are committed to:

* using our time and resources optimally to build further a deep, broad and balanced ‘whole’ curriculum;
* providing across the formal and wider curriculum a rich diet of
  1. scholastic,
  2. creative,
  3. practical,
  4. sporting and
  5. character-building experiences;
* ensuring our students develop as
  1. effective communicators
  2. safe and healthy decision makers
  3. ambitious and independent learners,
  4. confident leaders
  5. empathetic thinkers
  6. knowledgeable and responsible citizens
  7. active participants
  8. resilient and courageous team players

**2. Strong leadership and systems**

Our students deserve leadership that is founded in sound judgement, determined in its pursuit of excellence and strongly guided by moral purpose.

As we move towards 2019, we are committed to building further the strong and sustainable leadership and systems that our school deserves through:

* well-planned staff, leadership and resource stewardship and development aligned to key areas of school improvement
* the further implementation of efficient and effective systems and structures that optimise performance
* using our contribution to a school-led education system.

**3. A professional learning school**

Our students need us to work smarter not harder, developing our pedagogical expertise and knowledge of ‘what works and why’.

As we move towards 2019, we are committed to:

* developing further as a mutually supportive, collaborative and professional community of enquiring, thoughtful and well-informed practitioners.
* seeking out and sharing innovation and expertise, both within and beyond the school community, for the benefit of all young people.
* engaging fully in a thriving programme of professional learning, book clubs, lesson study and action-research that involves all staff working with our students.

**4. Young people of character**

Our students should be young people of character who:

* have a ‘do more and be more’ approach.
* are guided by moral purpose, intellectual engagement and a spirit of enquiry.
* are determined to succeed through hard work and effort.

As we move towards 2019, we will:

* continue to expect the highest standards of courtesy and respect from all our students, and to provide a happy and caring environment in which they can flourish.
* develop further and celebrate more powerfully, the resilience, responsiveness to challenge, and effort of all our students.
* ensure that all our students have a worthwhile ambition for their future and are engaging fully with the learning process that will help them to achieve this.

**5. An school at the heart of its community**

Our students deserve to feel a sense of belonging to their full community: local, regional, national and global.

As we move towards 2019, we will continue to

* develop knowledge and understanding of these communities through our powerful curriculum
* build further sustainable, mutually reinforcing and effective partnerships across and beyond the Wilmslow community that will help our students to flourish in life, learning and work.
* shape our school so it responds to the evolving needs of our growing community.