



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 SPANISH

Teachers' Pay Scale/Upper Pay Scale
Part-time, (0.3) to (0.4), FTE. 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 26 April 2019
Interviews will be held week beginning, 29 April 2019

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.

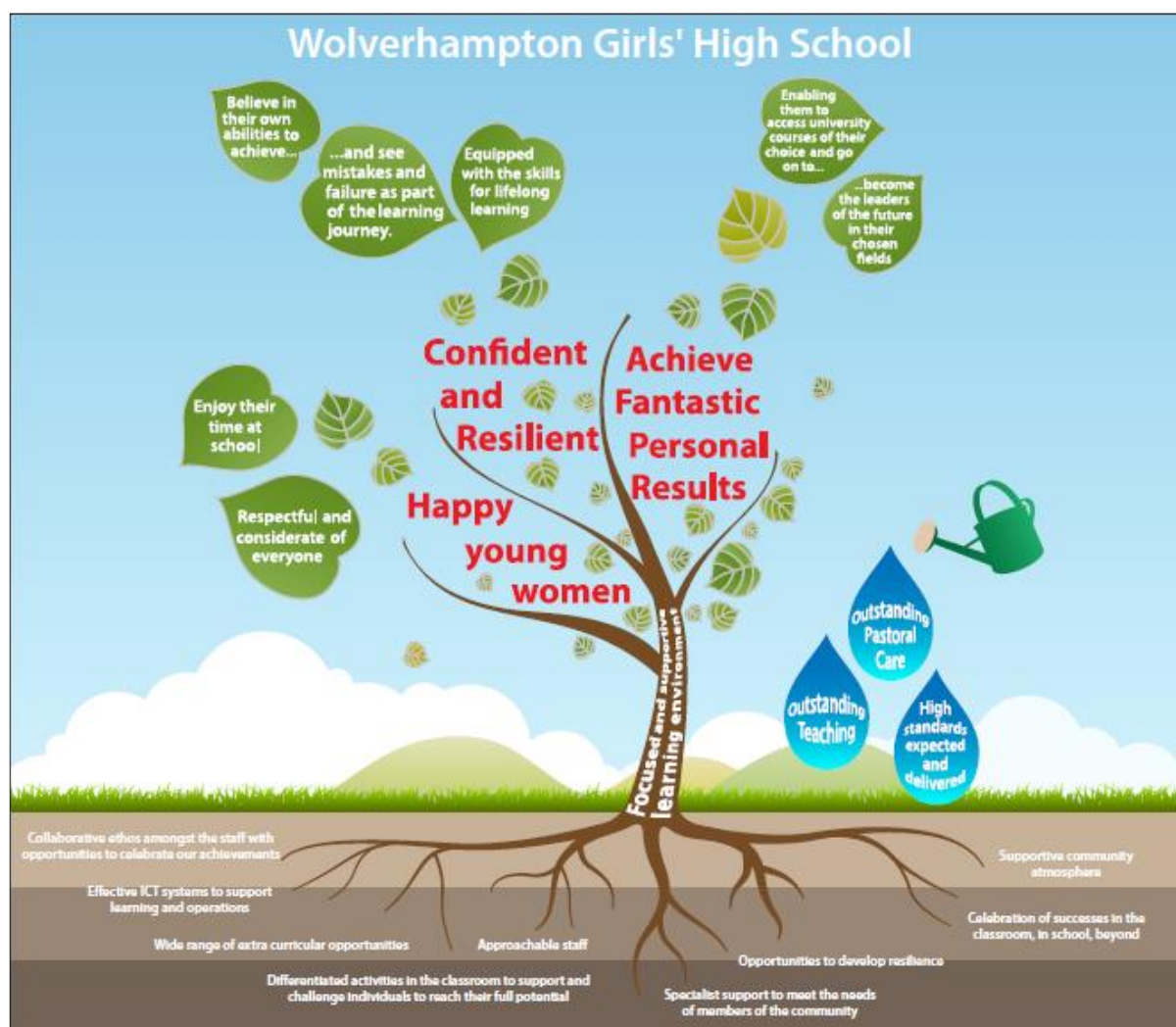
Wolverhampton Girls' High School

Teacher of Spanish

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.

Modern Foreign Language Department

Our aim is to give girls expertise in languages to prepare them for whatever careers they pursue. We offer the chance to learn two modern languages from a total of four. In Years 7 - 9 girls take two languages out of French, German, Spanish and Russian. Girls are allocated to a combination of two of these, both of which are studied throughout Key Stage 3. In Years 10 - 11 girls take at least one modern language. In Years 12 - 13 they are encouraged to continue with at least one language.

The school has strong links in a number of the countries whose languages are taught here.

French

French remains one of the major European languages, spoken by 120 million people in different countries on five continents. Visits to Paris are popular with students.

German

German is also an important European language. As with other languages, an A Level in German complements all other subject combinations.

Russian

The school has taught Russian for over five decades and we are one of the leading schools for Russian in the country. Russian appears to be difficult due to its different alphabet but actually the alphabet is easy and fun to learn. We regularly take school trips to Russia.

Spanish

Spanish is increasing in world importance. There will soon be more Spanish than English speakers in America. It is not a difficult language and pupils quickly develop confidence in communicating in Spanish. Students had the chance to visit Barcelona in 2016 and will visit Madrid in 2019.

Key Stage 3

In Key Stage 3, all students study two modern languages in Years 7 - 9. The topics covered focus on personal information, daily life at home and abroad, travelling, food and drink and school. Students have opportunities to develop the four language skills: listening, speaking, reading and writing. There is a strong emphasis on building confidence and proficiency in literacy and oracy. Grammar and translation skills are emphasised from the start. We also ensure that students gain a broad understanding of the culture of countries where the languages we teach are spoken.

Key Stage 4

In Key Stage 4, we follow the AQA specification for GCSE in French, German and Spanish and Edexcel for Russian. Students study at least one languages which they started in Year 7. They can, of course, study both if they wish. All languages are studied at Higher Tier, which gives access to the top grades, which most of our students achieve. We continue to develop the four language skills. The topics studied in Key Stage 4 include Relationships, Technology in everyday life, Culture, customs and festivals, Lifestyle, Leisure, Environment, Work and Education. As before, we develop cultural knowledge and empathy through our language teaching.

Key Stage 5

In addition to furthering their language skills, students will also focus on cultural aspects of the subject for formal study. This could feature knowledge of literary works, study of a film, a period of history - there are various options which staff can choose to deliver. In French, German, Russian and Spanish students continue with the four language skills.

Each year, there are students who are successful in securing a university place at top institutions to read for a degree in modern languages.

Our subjects are taught in a lively and engaging way, with learning supported by a range of imaginative tasks. Pupils find MFL both interesting and challenging.

The Department has four rooms each with an interactive whiteboard and computers linked to the school network with intranet and internet access.

The Department, at present, consists of three full-time and four part-time specialist members of staff. Recent GCSE and A' level results have been excellent, above the school average and well above the national average.



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/Part-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. |

| | |
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| 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. |

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| 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 26 April 2019

The interviews will held week beginning 29 April 2019.
