# Wallington High School for Girls



## Teacher of Psychology

## Application Pack

Girls' Learning Trust

# Contents

Letter from the Headteacher ..... 3

Information about Girls' Learning Trust ..... 4-5

Information about Wallington High School for Girls ..... 6-9

Information about the department..... 10

Job Description..... 11-13

Person Specification..... 14

Notes to Applicants..... 15

Wallington
High School *for Girls*
HEIRS OF THE PAST, MAKERS OF THE FUTURE

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Dear Candidate

Thank you for your interest in the position of Teacher of Psychology at Wallington High School for Girls (WHSG).

We aim to be a truly outstanding school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

WHSG is an inclusive, happy and caring learning community and we are ambitious for all of our students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All of our staff, both teaching and support, play an important role in achieving this. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

We are seeking to appoint a talented and inspirational teacher to work within our Psychology department to build on its many strengths.

I hope you will find the information in this pack interesting and informative.

We very much look forward to receiving your application.

Yours faithfully

**Richard Booth**
**Headteacher**

Girls' Learning Trust

## Girls' Learning Trust (GLT)
## Message from Jane Burton, CEO

I am delighted that you are interested in a position in one of the GLT schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are to deliver a first class education for girls ensuring that they realise their full potential and leave the Trust well prepared for their future. With around 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to be a 5 school Trust by the end of 2020, retaining the all-girls identity and operating within the London and South East region.

The aims of GLT are achieved through:

- Delivering excellent standards of teaching and learning consistently across the Trust based on the setting of high expectations for all and an evaluative approach to improving performance that secures strong outcomes for all our students.
- Developing strong collaboration across the Trust ensuring each school is a giver and receiver of support where needed.
- Ensuring effective professional development and career progression opportunities across the Trust in order to recruit and retain excellent staff.
- Delivering effective pastoral provision to all our students ensuring they are supported, developed and well cared for during their time in the Trust.
- Developing a strong understanding of how best girls learn, develop and thrive and using this to underpin our approach to education across the Trust.
- Promoting and developing high aspirations for our young women allowing them to become the successful female leaders of the future.
- Creating an exciting, challenging and creative curriculum across the Trust, both inside and outside of the classroom, to allow all students to realise their full potential.
- Securing a financially viable Trust through strategic financial management and by working collaboratively to secure financial efficiencies.

- Communicating effectively with and valuing all of our stakeholders realising the important role they play in the Trust.

For more information on the Trust please follow the link below:
www.nonsuchschool.org/321/welcome-from-the-ceo

The Trust model brings many advantages to staff at all levels in the schools. Free from some of the strategic, financial and operational responsibilities of a standalone role, the primary focus of the school Headteacher role within the GLT structure is to provide highly effective leadership and support of the teaching and learning within their school alongside day to day management. The school Headteacher is accountable for securing strong student outcomes and the delivery of an excellent standard of education for all students in their school. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross -trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities that a stand alone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to submit an application.

**Jane Burton, CEO**

# Information about Wallington High School for Girls

## Our School

Wallington High School for Girls (WHSG) is a selective academy for approximately 1450 girls aged between 11 and 18. The school first opened in 1888 and we celebrated our 125 year anniversary during 2013. The school moved to its present site in 1965. The school is heavily oversubscribed and we have over 1700 applications each year for the 210 places in Year 7, and many external students also apply for our sixth form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.

Our students achieve at the highest level academically. In 2018, 73% of our GCSE entries were awarded grade 9, 8 or 7 and an ALPS score of 2 (placing the school in the top 10% nationally). At A level, 51% of our entries were awarded an A*/A grade, 19% of those at A*. The vast majority of our students move from WHSG into higher education including Oxford and Cambridge (this year fourteen students secured Oxbridge places) and with a significant and increasing number of students gaining places at Russell Group universities or medical schools. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We have a thriving sixth form with just over two hundred girls in each of Year 12 and 13. Our intake has expanded in the last few years and recently we opened a new Library and Study Centre which includes a private study area for Sixth Form. This follows the addition of a new twelve classroom teaching block, housing the Mathematics and Geography departments.

## Curriculum

We currently run a three year KS3, although students begin their GCSE courses in Science in Year 9. Our KS3 students study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study for ten GCSEs, which includes a Language option and a Humanities option. The vast majority of our students continue into the Sixth Form at WHSG where they can choose from a wide range of A level subjects. Many students can opt to study for the Extended Project Qualification (EPQ) in Year 12.

Students enjoy a comprehensive programme of PSHCE and Citizenship throughout the school and we encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school also operates a very successful House system which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported.

**Extra-Curricular**

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students and this is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including Table Tennis, Athletics and Cricket We have for example won the borough Athletics Championships for the last six years. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Drama and the Arts. Alongside this we have a highly popular Duke of Edinburgh programme as well as CCF, shared with a local boys' Grammar School. Staff also organise a number of visits related to both the curriculum and beyond, which enrich student life at the school.

WHSG has a very supportive PFA who play a vital role in the life of the school. We also enjoy supportive and committed parents who work alongside the school to improve outcomes for their daughters.

**Senior Leadership Team**

The Senior Leadership Team consists of one Deputy, two Assistant Heads and six Directors of Faculty, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the School. The Local Governing Body is a strong and supportive team with considerable professional expertise. In addition the CEO of GLT and the Trust Board provide support and challenge to the school. The Leadership Team meets together twice weekly. The first meeting focusses on operational matters and the second has a strategic focus. In the strategic meeting we work on or report back on current leadership priorities. Each member of SLT is responsible for project planning their priority areas on the SDP. There is a personal assistant who provides administrative support for all members of the leadership team

**Staffing**

Our staff are our most valued asset and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within the school. Continued professional development (CPD) plays an important role and we are developing a more bespoke approach to this provision. All teachers are fully supported by an induction programme when they join the school.

## Staff Workload and Wellbeing

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development. In a recent survey amongst our teaching staff, **91% agreed or strongly agreed** that there was an atmosphere of trust and mutual respect within the school. As part of our commitment to staff well-being and development, we offer the following to teaching staff:

Professional Development

- CPD programmes tailored to individual's aspirations which are based both in school and across the wider Trust
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation
- Our "No lesson judgements" policy ensures our lesson observations are developmental and supportive
- One INSET day a year dedicated to moderation and curriculum preparation
- An annual cross- Trust teaching conference allowing the chance to meet and network with other staff
- 'Pop-up' CPD run by staff for staff on issues of their choosing, including pastoral

Staff Welfare

- A Marking and Feedback policy designed from the bottom up, with regard for teacher workload, based upon a set of principles, different according to department
- Data capture that is measured and timely - we report progress two or three times a year (depending on year group)
- Minimal written reports
- No requirement for teachers to submit lesson plans, even for lesson observations
- Teaching staff are only required to do one twenty minute duty each week
- Supportive yet challenging governance, which understands that teachers are our most valuable resource
- End of school day at 2.50pm making it easier for staff to pick up their children from local schools
- Work scrutiny is departmentally-based and developmental
- We are a school that appreciates the importance of family and do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school
- A teaching load of 43/50 1 hour periods of teaching per fortnight maximum.

- The average size of our A level classes is 13 students and GCSE is 24 students. We also continue to run many A level classes even if their numbers are small

Support

- The school calendar and training is planned in advance across the whole year so people know what is happening and when
- In-house cover supervision team
- A highly effective and proactive support staff that play an important role in supporting teaching and learning
- An Events, Communication and Visits team that are responsible for organising key school events and trips
- Every full-time teacher operates from a base classroom and has an office based work station which means our large staff room can be work station free

Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise
- 'Champagne Moments', a staff reward and recognition scheme
- The 'Wallington Weekend' –the school closes for the last Friday and Monday of November
- Free tea and coffee provided in the staff room
- Access to our fitness suite
- A Staff Association that responds to the welfare of the staff and organises social events
- Use of onsite canteen offering hot meals and salad bar
- Teaching staff can go home if they have PPA time last period of the day
- Opportunities to participate in enrichment activities e.g. theatre visits
- Assisted cycle purchase scheme and designated cycle parking bay
- Opportunities for flexible working
- Access to Workplace Options scheme, for confidential independent employment advice

Environment

- Pleasant working environment with very well-behaved students
- The school has invested heavily in new buildings and in IT in every classroom
- Eleven acres of school grounds set in Green Belt land

More information on the school can be found at our website

www.wallingtongirls.sutton.sch.uk

## The Psychology and Sociology Department

Welcome to Psychology and Sociology. We are a small dedicated department with two psychology specialists and one sociology teacher.

We follow the AQA examination specification for all our courses. Current A2 Psychology students have learned Gender, Schizophrenia, and Aggression. Psychology is a very popular option for both GCSE and A-Level students. In the current academic year 281 students opted to take the subject across KS4 and KS5. In the next academic year, 2019-2020, we are anticipating a similar number of students who wish to study the subject.

The department has its own hub within the sixth form block. We have three teaching rooms and the staff office. The teaching rooms are equipped with a PC, projector, and display boards.

This is a high performing department. Summer 2018 we had another successful year: one third of our GCSE students gained A*- A; the A Level results were also excellent: 25% gained an A* grade and 59% achieved A*- A grades. This performance has put the department at the top 10 % high performing department nationally for value added.

We take pride in being in the position to inspire and enthuse our bright and talented students, not only celebrating their excellent academic success, but also sharing their passion for Psychology. More than a third of our A level students this year have chosen to further study the subject in universities and many of them have received offers from leading universities.

We have a number of Psychology prefects who have been selected from the current Year 12 Psychology students. They play an important role in supporting and assisting the department: running an after school Psychology club, mentoring peers, and assisting the whole school events.

**Dr Mandy Wu**
**Head of Psychology and Sociology**

**Wallington High School for Girls**

**Teacher of Psychology**

**Job Description**

## Job Purpose

To provide an outstanding learning experience for students, allowing them to fulfil their potential through the provision of excellent teaching, support and guidance.

## Reporting to

Head of Psychology

## MAIN DUTIES

### Teaching

- To meet the requirements of a classroom teacher set out in the Teacher Standards or Post Threshold Standards (if applicable).
- To teach students according to their educational needs**,** including the setting and marking of work carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students that meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's behaviour policy and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, assess and give written/verbal and diagnostic feedback as required.

## Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- To contribute to the department Improvement Plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

## Curriculum Provision

- To assist the head of department to ensure that the department provides a range of teaching that complements the school's strategic objectives.

## Curriculum Development

- To assist in the process of curriculum development and change within the department.

## Personal Development

- To take part in the school's performance development programme.
- To ensure the effective / efficient deployment of classroom support.
- To work as a member of a designated team and positively contribute to effective working relations within the school.

## Quality Assurance

- To contribute to the process of monitoring and evaluation of the curriculum area.
- To review methods of teaching and programmes of work within the department.
- To take part in the review of and development of activities relating to the department and pastoral functions of the school.

## Management Information

- To maintain appropriate records and provide relevant, accurate and up-to-date information for registers etc..
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

## Communications

- To communicate effectively with parents as appropriate.
- To communicate effectively with persons or bodies outside the school.
- To keep up-to-date with school communications via emails, bulletins and briefings.

## Marketing and Liaison

- To participate in open evenings and parents evenings.
- To contribute to the development of effective subject links with external agencies and partner schools.

## Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the head of department to identify resource needs.
- 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, department and the students.

## Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- To liaise with a Pastoral leader to ensure the implementation of the schools support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

## Whole School

- To play a full part in the life of the school community.
- To support the vision and aims of the school.
- To support the school in meeting its' legal requirements for worship.
- 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.
- Employees are expected to be courteous to colleagues and students and to provide a welcoming environment to visitors and telephone callers
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Date: May 2019

# Teacher Psychology

## Person Specification

| Area | Essential | Desirable | Method of Assessment |
|---|---|---|---|
| **Qualifications** | • Good Honours Degree, PGCE / QTS | • Higher degree | Application<br>DCSF No.<br>Certificates |
| **Professional Development** | • Evidence of continuing professional development relevant to the post | • Ability to identify own professional development needs | Application |
| **Experience** | • Successful teaching of Psychology across all Key Stages<br>• Planning of lessons / schemes of work in line with the demands of an examination syllabus<br>• Evidence of raising student attainment in subject<br>• Assessment of students across all key stages | • Contribution to extra-curricular activities<br>• Ability to teach Sociology at A Level | Application Form<br>Interview<br>Reference |
| **Knowledge and Skills** | • Excellent subject knowledge<br>• Ability to inspire, enthuse and motivate students<br>• The ability to reflect constructively on the effectiveness of a lesson<br>• Ability to use a variety of teaching strategies to raise attainment<br>• Effective interpersonal skills<br>• Excellent written and verbal communication skills<br>• Good ICT skills<br>• Knowledge of best pedagogic practice and strategies to improve teaching and learning<br>• Awareness of curriculum development issues for the subject<br>• Experience of using data to help improve performance | | Lesson observation<br>Application<br>Interview<br>Reference |
| **Personal Qualities** | • A commitment to securing the best opportunities for all students<br>• High standards and expectations of self and others<br>• An ability to reflect on own professional practice<br>• Integrity, loyalty and commitment<br>• Strong intellect, energy and an innovative and positive approach to opportunities and challenges<br>• The capacity to inspire confidence in parents and students and to work collaboratively with colleagues | • Willingness to contribute to extra curricular activities | Application<br>Interview<br>Reference |

# Notes to Applicants

## Safeguarding

Wallington High School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of leadership of and contribution to a safeguarding environment.

The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of his/her induction

## Your written application:

We hope that after reading the information pack you will want to apply for the post advertised.

**Closing date:** **Tuesday 21st May at 12noon**

***(We reserve the right to close early should the right candidate be found)***

If you are shortlisted, we will take up references prior to your interview unless otherwise specified.

***For your convenience our specimen contracts can be viewed on the vacancy page of the School website.***

*As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.*

*For further information about this and to read our Data Protection and Freedom of Information Policy please visit one of our schools websites: For WHSG [http://www.wallingtongirls.sutton.sch.uk/Policies](http://www.wallingtongirls.sutton.sch.uk/Policies)*