



# Wallington High School for Girls



## Student Counsellor

### Information Pack

## Contents

Letter from the Headteacher.....	3
Information about NWET.....	4-5
Information about Wallington High School for Girls .....	6-7
Person Specification.....	8
Job Description .....	9-10
Notes to Applicants.....	11



# 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 Student Counsellor at Wallington High School for Girls (WHSG).

We aim to be a truly outstanding school with an excellent academic reputation that provides first class care, guidance, support and development so that our students enjoy a positive experience during their time at school and leave well prepared for life beyond. That aim applies not only to our students but to all our staff as well.

We are seeking to appoint a well-qualified, enthusiastic and competent Student Counsellor to join our existing team and become a valued member of our School's community.

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

We very much look forward to receiving your application.

Kind regards

**Richard Booth**  
Headteacher

## **Information about the Nonsuch and Wallington Education Trust (NWET)**

The Nonsuch and Wallington Education Trust (NWET) was formed in September 2015 and consists of two schools: Nonsuch High School for Girls and Wallington High School for Girls. Both are high performing selective schools that rank amongst the top girls' schools in the UK, are located within the London Borough of Sutton on the South London/Surrey border and are within easy reach of Central London. In September 2017, a consultation was launched on a proposal for Carshalton High School for Girls to join the Trust.

NWET exists 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 2700 students and a highly effective operating model, NWET gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust.

The aims of NWET 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.

### **Features of the NWET model**

The CEO, Jane Burton, along with the Trust Board, is accountable and responsible for the strategic direction and outcomes of both schools within the Trust. The Trust Board sets key performance indicators (KPIs) across the Trust to allow the strategic vision to be monitored and reviewed. The CEO is also the Accounting Officer for the Trust and retains legal responsibility as head of both schools. There is also a Director of Finance and Operations, Helen Latham, who leads on finance and other business management functions across the Trust.

The CEO supports, challenges and leads all the schools in the Trust. She is accountable for the delivery of an excellent standard of education across NWET, securing strong student outcomes, setting the ethos and vision throughout and embedding effective collaboration and efficiencies across 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 NWET structure is to provide highly effective leadership 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. The Headteacher reports to, and is supported by, the CEO.

Each school retains its own identity within the Trust and has its own Local Governing Body who provide a wealth of skills and experience and work with the Headteacher in setting the development plan for their school, in line with the overall strategic vision of the Trust, acting as 'critical friends' and supporting and challenging where

needed. A clear scheme of delegation differentiates between the roles of Trust Board and the Local Governing Body.

For more information on NWET please follow the link below:

[www.nonsuchschool.org/321/welcome-from-the-ceo](http://www.nonsuchschool.org/321/welcome-from-the-ceo)



## Information about Wallington High School for Girls

### Our School

Wallington High School for Girls (WHSG) is a selective academy for approximately 1400 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 2017, 76% of our GCSE entries were awarded an A\*/A grade. At A level, 60% of our entries were awarded an A\*/A grade, 23% of those at A\*. The vast majority of our students move from WHSG into higher education including Oxford and Cambridge 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 twelve classroom teaching block, housing the Mathematics and Geography departments. This follows the addition of a new Sports Hall, and so we are very proud of the facilities we are offering at the school.

### 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 eleven GCSEs, two of which are subjects that they choose from a wide range of options and all our students study qualifications to meet the E Bacc requirements. 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 13.

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 Tennis and Badminton. 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. 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 NWET 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. We can offer you:

- ✓ Opportunities for flexible working
- ✓ Pension scheme
- ✓ CPD programme tailored to individuals aspirations
- ✓ Additional leave policy
- ✓ Assisted cycle purchase scheme and designated cycle parking bays
- ✓ Gym
- ✓ Workplace options scheme
- ✓ Staff rewards and recognition scheme
- ✓ Free tea and coffee
- ✓ Staff Association Scheme
- ✓ Use of onsite canteen offering hot meals and salad bar
- ✓ Opportunities to participate in enrichment activities eg theatre visits
- ✓ Pleasant working environment with recently refurbished English corridor

More information on the school can be found at our website  
[www.wallingtongirls.sutton.sch.uk](http://www.wallingtongirls.sutton.sch.uk)



## Student Counsellor

### Person Specification

Area	Essential	Desirable	Method of Assessment
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Experience of having worked with young people in a school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of counselling in the voluntary, community or statutory sector</li> </ul>	Application
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• BACP registration (British Association of Psychotherapists)</li> <li>• Up to date child protection/safeguarding training</li> </ul>	<ul style="list-style-type: none"> <li>• Professional qualification in counselling or psychotherapy (minimum diploma standard)</li> <li>• A commitment to continued professional development</li> </ul>	Application
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent literacy and numeracy – minimum of GCSE Mathematics and English</li> <li>• The ability to maintain strict confidentiality and appropriate boundaries in all matters related to the role</li> <li>• Excellent oral, written and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible style, including effective communication and an ability to lead, multi-task and work as part of a team, as required</li> </ul>	Application Interview
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to create, maintain and enhance effective relationships with all stakeholders</li> <li>• Ability to work effectively within a team, but also able to work independently and with initiative</li> <li>• Ability to work collaboratively with the Assistant Head and other members of the school staff</li> <li>• Resilience in a fast-paced school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to ‘lend a hand’ and ‘join in’ with school activities and play a full and active part in the life of the school</li> </ul>	Application Interview



## Student Counsellor Job Description

WEEKLY HOURS:	min 21hours per week
ANNUAL WEEKS WORKED:	39 (Term Time plus Insets)
RESPONSIBLE TO:	Assistant Headteacher
RESPONSIBLE FOR:	N/A

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### Main purposes of the job

1. To support the emotional needs of vulnerable students on a one-to-one basis
  2. To promote emotional well-being to the wider school community
  3. To act as a First Aider, when required.
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### Main responsibilities and tasks

- 1. To support the emotional needs of vulnerable students on a one-to-one basis**
    - To offer individual counselling for students with emotional needs referred by Heads of Year or AHT Student Support
    - To provide drop-in opportunities (as appropriate) for students in need of emotional support
    - To complete and maintain appropriate confidential records and ensure confidentiality is maintained where appropriate
    - To ensure that the BACP 'Ethical Framework for Good Practice in School ' guidelines are adhered to
    - To liaise with parents/carers and outside agencies as appropriate
    - To produce regular reports on students being seen to Heads of Year and the line managing member of SLT
    - To maintain in good order the room, resources and equipment required to carry out the role
  - 2. To promote emotional well-being to the wider school community**
    - To provide advice and guidance to staff whose role it is to support students in emotional distress
    - To attend Pastoral Team meetings as appropriate
    - To maintain up-to-date records of specialist support agencies outside school for example 'Jigsaw 4U' bereavement service
  - 3. To act as a First Aider, when required.**
    - To undertake and maintain training in First Aid (Emergency At Work), and to act as a First Aider, when called upon, and if necessary supervise students/staff in the Medical Room, in accordance with the Duty Rota.
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### **General Duties**

- To be aware of and comply with School policies and procedures, including those relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
  - To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require. The Job Description will be subject to periodic reviews to fit in with the needs of the school and provide development opportunities as appropriate. It is not a comprehensive set of tasks, but sets out the main expectations of the school in relation to the postholder's responsibilities and duties at this time.
  - To participate in training, other learning activities and performance development as required.
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### **Key measures of success**

- Improved outcomes for vulnerable students.
- Compliance with the BACP guidance for schools



## 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:** Monday 30<sup>th</sup> October

**Interview date:** Monday 6<sup>th</sup> November

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.***