

Wallington High School for Girls



Teacher of Chemistry

Application Pack



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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 Chemistry 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 Chemistry and Science 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





Our Trust

The Girls' Learning Trust (GLT) was formed in September 2015 and comprises three schools: Nonsuch High School for Girls, Wallington High School for Girls and Carshalton High School for Girls. All three are high performing, successful schools located in the London Borough of Sutton. Our purpose is to empower girls and young women for their future through excellent education and we are the only all-girls multi academy trust in the UK.

With over 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 believe that, by operating and collaborating as a multi academy trust of 3 schools rather than as standalone academies, we can ensure that your daughter receives the very best education possible.

Trust Governance

The Trust CEO, along with the Trust Board, is accountable and responsible for the strategic direction and outcomes of both schools within the Trust. The 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 for all the schools. There is also a Director of Finance and Operations for the Trust who leads on finance and other business management functions across both schools.

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 the GLT, 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 GLT structure is to provide highly effective leadership of the teaching and learning within their school alongside day to day management. The school Headteachers are accountable for securing strong student outcomes and the delivery of an excellent standard of education for all students in their school. The Headteachers report to, and are 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 the Trust Board and the Local Governing Body.

For more information on the Trust please go to the GLT pages of the school website.

Jennifer Smith

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 the last set of Public Examinations, 82% 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, 42% of our entries were awarded an A*/A grade, 13% of those at A*. The vast majority of our students move from WHSG into higher education including Oxford and Cambridge and with a significant 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.

Enrichment

Our enrichment programme plays an important part in our curriculum, particularly with regards to developing our students' cultural capital, resilience and confidence. Five full days during the academic year are dedicated to enrichment, involving all year groups. Current activities on these days include a

Forensics day, a London Zoo trip, theatre trips, a water-sports day as well as many other activities including in-school events. Our students across all year groups are often involved in a wide range of different competitions across all year groups, including Maths challenges. For example, recently a group of our Year 9 students recently reached the final ten teams in the Design Ventura competition, from over three hundred schools.

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

From September, the Senior Leadership Team consists of four Assistant Heads and five 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 staff, **91% agreed or strongly agreed** that there was an atmosphere of trust and mutual respect within the school and **96%** said that they were proud to work at 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
- A two week half-term in the Autumn Term
- 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 Science Department



We would like to welcome you to the Science Department. Our main aim is to provide the best possible science education for all students, by providing quality where it counts - in the classroom! We recognise our obligation to make science relevant to the needs and interests of the students, and we constantly strive to provide an invigorating experience for all students, irrespective of differences in ability, gender and cultural background.

The Science Department is the largest in the school; currently we have eighteen teaching staff and five technicians. The Teaching and Learning Responsibilities of the department are broken up into the Director of Faculty Head of Chemistry, Head of Biology, Head of Physics and Head of KS3 Science. The department works extremely well as a team and supports each other. Ideas are shared regularly to ensure consistency across the department.



CPD is taken very seriously and all members of the team are fully supported in their own professional development as well as in opportunities to represent the department on whole-school committees and to take a lead role on specific areas of their own expertise and interest.

Accommodation and Resources

There are thirteen dedicated Science Laboratories and five preparatory rooms. We are well-resourced with PCs in two laboratories and whiteboards with projectors in each laboratory. There are numerous class sets of text books and e-books available to use.



Extended Activities

For KS3, there is a weekly Science Club (run by our Science Prefects), where students with a keen interest in Science can come along to carry out exciting and fun practical activities, whilst KS4 students can partake in the CREST award club. There are a wide range of competitions and challenges throughout Key Stages 3, 4 and 5, which students enthusiastically embrace. A wide variety of enrichment days are run, including a Forensic Science Day in Year 9. Revision classes are offered throughout the key stages, for exam preparation and extra support.



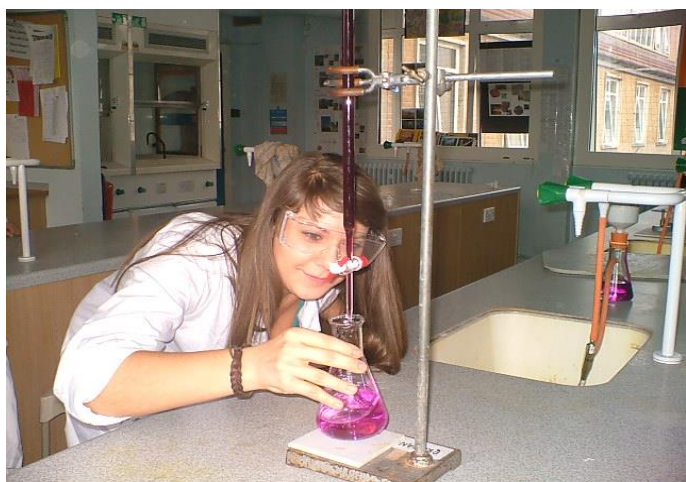
Examination Results

Over the last five years the exam results at all Key Stages have exceeded the school average, with well over 80% of students gaining A*/A or 7-9 grades at GCSE in all three subjects. Many students opt to study Biology, Chemistry and Physics in the Sixth Form and we have fourteen groups in Biology and Chemistry and six groups in Physics. Results at A-level are excellent, with many students going on to take science-related subjects such as Medicine, Dentistry and Engineering courses at university, including Oxbridge.

KEY STAGE 3



In Years 7 and 8 students are taught a combined science curriculum. Students have six hours per fortnight of Science teaching. The Key Stage 3 curriculum is condensed over Years 7 and 8. Students build on their scientific knowledge and understanding from Key Stage 2 and also build on their skills in scientific enquiry and investigations, such as: using scientific models and ideas to explain phenomena; understanding the applications of science; planning, carrying out, analysing and evaluating investigations; communicating what they did and its significance; learning the value of experimental evidence in supporting scientific ideas; developing their ICT skills.



The units covered will be based on Biology, Chemistry and Physics using a whole range of resources and the department has an in-house SoW which is reviewed regularly to keep it relevant and interesting. Students learn to handle laboratory apparatus safely and accurately and learn how to apply their knowledge in unfamiliar situations, using scientific models and ideas to explain phenomena; understanding the applications of science; planning, carrying out, analysing and evaluating investigations; communicating their ideas; learning the value of experimental evidence in supporting scientific ideas; and developing their ICT skills.

KEY STAGE 4

All students study the three separate sciences at GCSE. Biology and Physics follow the Edexcel specification, whilst Chemistry use AQA. Access to online textbooks and homework activities are provided for all students.



The Chemistry Department



Chemistry is an organised and well-established department which still seeks innovative solutions to constantly improve its teaching practice and results. The department harnesses the talent and experience within the Chemistry team to develop the learning experience of its students. The Chemistry department is exceptionally well-resourced with a highly skilled and experienced specialist technician. We provide all students with a supportive and challenging environment where their learning is tailored specifically to their needs through a range of consistent, effective teaching and a wide range of support both online as well as face to face. The department has a dedicated team of KS5 prefects that help support and promote the subject at every opportunity.

Key Stage 4

All students study the three separate sciences and students here follow the AQA specification. Chemistry is taught as a separate subject by Chemistry specialists in Years 9, 10 and 11. Students receive two hours of Chemistry teaching per fortnight in Year 9 and four hours in Year 10 and 11. Students achieve excellent results in Chemistry which exceed the school average. In the last academic year, 94% of students achieved grade 7-9.



Key Stage 5

In KS5, students study the AQA specification. A very popular subject at Sixth-Form, both the year 12 and year 13 cohorts have approximately 130 students. The results at A level are very good with nearly 62.3% gaining A*/A/B in Chemistry last year. A large percentage of Chemistry students move on to University to study Chemistry-related disciplines, including, Medicine, Dentistry and Veterinary Sciences and a number of students successfully obtain Oxbridge places.

Extended Learning

Students are supported in their learning by extra-curricular activities organised by the Science and Chemistry departments. Both year 12 and year 13 pupils have successfully taken part in a range of competitions, such as the Chemistry Olympiad and finishing as the top placed state school in the RSC Analyst competition. At Key Stage 3 students enjoy an after school Science club and regular trips to museums.



Teacher of Chemistry 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

Director of Faculty

MAIN DUTIES

The main duties of a teacher at WHSG are to:

Teaching

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

Operational/Strategic Planning

- assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- plan and prepare courses and lessons.

- contribute to the whole school's planning activities.

Curriculum Provision

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

Curriculum Development

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

Personal Development

- take part in the school's appraisal process, ensuring the correct CPD has been applied to support this
- ensure the effective / efficient deployment of classroom support.
- work as a member of a designated team and positively contribute to effective working relations within the school.

Quality Assurance

- participate in all quality assurance processes, working within the remit of school policy and procedure, to ensure the highest quality of teaching and learning
- review methods of teaching and programmes of study within the department.
- take part in the review of and development of activities relating to the department and pastoral functions of the school.

Management Information

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

Communications

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

Marketing and Liaison

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

Management of Resources

- contribute to the process of the ordering and allocation of equipment and materials.
- assist the subject leader to identify resource needs.
- contribute to the efficient/effective use of physical resources.
- 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

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

Whole School

- play a full part in the life of the school community.
- support the vision and aims of the school.
- support the school in meeting its legal requirements for worship.
- comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- 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: April 2022



Teacher of Chemistry

Person Specification

Area	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • Good Honours Degree, PGCE / QTS 	<ul style="list-style-type: none"> • Masters 	Application DCSF No. Certificates
Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relevant to the post 	<ul style="list-style-type: none"> • Ability to identify own professional development needs 	Application
Experience	<ul style="list-style-type: none"> • Successful teaching of Physics across all Key Stages including GCSE and A Level. • Planning of lessons / schemes of work in line with the demands of an examination syllabus • Evidence of raising student attainment in subject • Assessment of students across all key stages 	<ul style="list-style-type: none"> • Experience of exam marking 	Application Form Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> • Excellent subject knowledge • Ability to inspire, enthuse and motivate students • The ability to reflect constructively on the effectiveness of a lesson • Ability to use a variety of teaching strategies to raise attainment • Effective interpersonal skills • Excellent written and verbal communication skills • Good ICT skills • Knowledge of best pedagogic practice and strategies to improve teaching and learning • Awareness of curriculum development issues for the subject • Experience of using data to help improve performance 		Lesson observation Application Interview Reference
Personal Qualities	<ul style="list-style-type: none"> • A commitment to securing the best opportunities for all students • High standards and expectations of self and others 	<ul style="list-style-type: none"> • Contribution to extra-curricular activities 	Application Interview Reference

	<ul style="list-style-type: none">• An ability to reflect on own professional practice• Integrity, loyalty and commitment• Strong intellect, energy and an innovative and positive approach to opportunities and challenges• The capacity to inspire confidence in parents and students and to work collaboratively with colleagues		
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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 9th May (noon)

(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.