

Wallington High School for Girls



Examination Invigilator

Application Pack



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Wallington High School *for Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE

Woodcote Road, Wallington, Surrey SM6 0PH

Telephone 020 8647 2380
Facsimile 020 8647 2270
info@wallingtongirls.org.uk
www.wallingtongirls.org.uk

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Dear Candidate

Thank you for your interest in the position of Examination Invigilator 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 an enthusiastic and competent Exam Invigilator 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





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. The Director of Finance and Operations (DFO) is accountable for ensuring a financially viable and efficient Trust and leads the team of Trust staff across Finance, HR, IT and Premises .The DFO and the Headteacher in each school report to and are 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 attend the 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 than 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.

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 PSHE 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. As part of this, we offer the following to all 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 in departments
- 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 issues

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



Examination Invigilator Job Description

Line Manager:	Examination Officers
Supervisory Responsibility:	None
Hours:	Ad hoc - as required by the school
Salary:	£10.20 and £11.16 per hour when leading exams, as requested by Exam Officer. Training will be given before you become a Lead Invigilator.

You will need to be available for most of the sessions during the public exam time.

MAIN OBJECTIVES OF THE POST

To provide an efficient and effective invigilation support service to the School Examinations Office and ensure the integrity of its examinations.

RESPONSIBILITIES

Supervision of students. Security of examination papers/scripts, equipment and stationery.

To attend paid training/review meetings twice a year.

SUPERVISION AND GUIDANCE

Responsible to the Examinations Officers and expected to work with limited supervision within the agreed procedures and practices.

RANGE OF DUTIES

- To collect examination papers and associated documentation and equipment.
- To prepare the examination room ensuring awarding body requirements are met.
- To receive and seat students appropriately and issue with the correct examination papers.
- Notify the start and finishing times of examinations.
- Ensure regulations are strictly applied and adhered to and that all electronic equipment, including mobile telephones, are not in the Exam room in accordance with the Awarding Bodies procedures.
- To complete registers and other invigilation documentation.
- Actively invigilate throughout the exam to ensure that there is no malpractice and to alert the examination staff immediately to any irregularities and complete the invigilators report.
- To ensure all scripts and examination stationery are collected and checked at the end of each examination.
- To return scripts and associated documentation and equipment to the examinations office.
- To supervise those students who have timetable clashes between their examinations.
- To carry out any additional duties, as required by the Examinations Officers.
- To co-operate with School management in all Health and Safety matters and to take reasonable care for the Health and Safety of yourself and other persons who may be affected by your acts or omissions at work.



PERSON SPECIFICATION

Examination Invigilator

Evidenced by Application details, presentation and/or interview		
CRITERIA	ESSENTIAL	DESIRABLE
EDUCATION/ EXPERIENCE	Good level of Education	Invigilation experience at other schools/colleges.
PERSONAL QUALITIES SKILLS AND ABILITIES	<p>Excellent Communication skills and be able to understand and interpret written instructions</p> <p>Numeracy skills</p> <p>Organisational skills – time management and able to work to strict deadlines</p> <p>Commitment, reliability and adaptability as well as punctuality</p> <p>Able to work methodically, paying particular attention to detail and accuracy</p> <p>Willingness to work as part of a team and have a flexible and effective approach to work</p> <p>Able to work without supervision and take instructions</p> <p>Understanding and appreciation of the need to maintain confidentiality and work within agreed guidelines and procedures</p> <p>Commitment to the principle of equal access for all students</p> <p>Able to exercise sound judgement at all times</p> <p>Physically fit – some lifting, use of stairs and long periods of standing</p>	

INFORMATION SHEET FOR POTENTIAL INVIGILATORS

These notes set out some of the points to consider regarding this role and also outline the commitment that we would require.

Invigilators help create the best environment for students to achieve their full potential during their exams. Invigilators help to make sure the right students are in the right places and have the right exam papers in front of them. They give out vital information such as the start and finish times for exams and ensure that students have the materials and information they need.

Working as a team, invigilators contribute to ensuring a calm environment for exams, giving student's confidence in their exam.

Invigilators must be able to demonstrate that they have a good command of English, are able to deal with students in a firm but pleasant manner, will remain composed under pressure and be able to conduct tasks accurately whilst paying attention to detail. You should be an adaptable and flexible team member who is discreet, calm and efficient with a sense of humour. Invigilators must be able to commit to as many sessions as possible – morning and/or afternoon - throughout all examination periods, mocks and public exams.

When do most of the exams take place?

The main periods for examinations are:-

November	Year 11 Mock exams
September	School Entrance Test
Late February	Year 13 Mock exams
Early May	Year 12 School exams
Mid-May until the end of June	External GCSE & GCE level exams
End of June	Year 10 School exams

There will be ad hoc exams when you may be asked to invigilate at other times throughout the year.

The working day

You should be available for whole sessions only, AM or PM, during all examination periods. Duties would be allocated as required by the school (there are no guarantees as to how many sessions you will be allocated).

- AM sessions normally begin at 8am
- PM sessions are normally 12.45pm
- The length of these sessions depends on the length of the examinations.
- There may be some supervision of candidates over the lunch breaks because of timetable clashes.

If you say you are available and are booked to work you are expected to attend except in an emergency; reliability and adaptability are essential in this role. It is too complicated to accommodate early finishes, late starts or last minute arrangements.

Pay

Invigilators will be paid for hours worked. For shorter exams, you may claim a minimum of 2 hours per session.

Disclosure and Barring Service (DBS)

It is a requirement that schools obtain DBS checks for all staff working in their establishment. DBS checks carried out for other schools or organisations are not acceptable. These checks would have to be repeated if there was more than a three month gap between periods of employment. Because of this requirement it is essential that invigilators have good availability and are able to attend short training sessions scheduled in February and early July to meet the three month rule.

Dress code

We expect all invigilators to report for duties in smart and tidy attire, therefore denim or sportswear will **not** be acceptable.



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: 12th November 2018 at 12noon

Interview date: 16th November 2018

(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.