



# Wallington High School for Girls



## Application Pack

### Head of Economics and Business



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

---

Woodcote Road, Wallington, Surrey SM6 0PH

Dear Candidate

Thank you for your interest in the position of Head of Economics and Business at Wallington High School for Girls (WHSG).

Wallington is a high performing selective school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

We are 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 lead this 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**



## Information for Applicants

### **The School**

Wallington High School for Girls (WHSG) is a selective academy for approximately 1500 girls aged between 11 and 18. We are part of the Girls' Learning Trust, a multi-academy trust that also includes Nonsuch High School for Girls and Carshalton High School for Girls. The school first opened in 1888 and moved to its present site in 1965. The school is heavily over-subscribed with more than 2000 applications each year for the 210 places in Year 7; 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 2019, 83% of our GCSE entries were awarded 9/7 grades, which placed us among the top 20 schools in the UK. At A level, 43% of our entries were awarded A\*/A grades. The vast majority of our students move from WHSG into higher education including Oxford and Cambridge and with an increasing number of students (over 60%) 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 are particularly proud of our strong pastoral system and girls enjoy a comprehensive programme of PSHE throughout the school. 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, led by student House Leaders 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.

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. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts. We enjoy a successful Combined Cadet Force (CCF) partnership with Wilson's School which is very popular with girls in Year 9 and above and an equally successful Duke of Edinburgh scheme. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.

## **The Sixth Form**

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With around 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. The vast majority of our students in Year 11 choose to stay with us for their Sixth Form education and we also warmly welcome external applicants who meet our entry requirements.

In addition to A Levels, all students in Year 12 will take an elective intended to develop their communication skills and build their cultural capital. There are a number of options available, including the Extended Project Qualification (EPQ) which develops skills of analysis and independent research, vital for success in undergraduate study. Students also follow a wellbeing programme, including dedicated PSHCE time (Personal, Social, Health and Citizenship Education) and Physical Education.

WHSG Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process.

We are very proud of the support and care we provide our students in the Sixth Form, led by the Heads of Year 12 and 13 who are ably supported by two Assistant Heads of Year as well as a large tutor team.

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The prefect team are an integral and highly valued part of the Sixth Form. Lead by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities. In addition, Our Sports Leaders run clubs and contribute to our annual gym and dance display. For those possessing a musical talent we have our Gospel Choir and orchestras who perform at our Spring concert and a wide range of school events. Furthermore, it is Sixth Form students who run some of our most successful clubs and societies, including the Model UN, African-Caribbean Society and our award winning Glee club. All students are actively involved in our local community as part of our volunteering programme, this includes working in charity shops, visiting nursing homes and working in local primary schools.

## **Girls' Learning Trust**

The Girls' Learning Trust (GLT) was formed in September 2015 and consists of three successful and high-performing girls' schools: Nonsuch High School for Girls, Wallington High School for Girls and Carshalton High School for Girls. All three schools are located in the London Borough of Sutton.

As the only all-girls multi academy trust in the UK, we have 4,500 students and over 400 staff; our aim is to empower girls and young women by delivering a first class education and providing an inspirational start to their futures.

## **Working in GLT schools**

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 plays an important role in ensuring that the quality of teaching is very high in the school. There are many opportunities for cross-trust professional development, with staff from all three schools working collaboratively on research and teaching projects in many areas. We have a GLT professional development conference each year for all our staff and run an exciting and innovative 'Empowering Teacher' programme across the trust.

Other benefits the GLT can offer include:

- A culture of promoting GLT staff within and across our trust - we have an excellent record of developing outstanding teachers and preparing staff for senior leadership .
- Outer-London salary scales with easy access to central London
- Extensive parking on site for free
- Access to Workplace Options scheme, for confidential and independent employment advice
- Access to sports facilities
- A two-week October half term break
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS)
- Childcare Vouchers

### Staff Workload and Wellbeing at WHSG

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 maximum teaching load of 43/50 1 hour periods per fortnight
- 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
- Centralised detention system run by the SLT
- 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
- 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
- A two-week half term in the Autumn Term

### 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](http://www.wallingtongirls.sutton.sch.uk)

## Economics and Business Studies

The Economics and Business Studies Department is a successful and popular department whose aim is to provide the highest quality of education to our students and ensure they are equipped with the skills needed to thrive. Members of the department are proud of their subject expertise and all work collaboratively to ensure they are providing our students with the most engaging, challenging and in-depth curriculum available. The department members are able to draw on their knowledge from other subjects to provide insight and context for the key issues within Economics, Business Studies and Politics.

The department currently delivers A level Economics and GCSE Business Studies with three A level groups in each year at Sixth Form and five Business Studies groups at KS4.

### Economics

The aim in Economics is to ensure students are thinking like master economists who are multi-skilled. In the words of Keynes 'the difficulty lies, not in the new ideas, but in escaping from the old ones'; we aim for our students to be able to escape old ideas and, apply the knowledge they have mastered in order to, come up with new ones. Economics appeals to our students who are fascinated by what is going on around them and want to discover the contribution economics makes to the world. The course focuses on how individual markets, the UK and Global Economy function and equips our students with the knowledge and theoretical foundations needed to understand the complex economic and social environment in which we all operate.

#### A-Level Specification at a glance

Our A-Level students study the OCR specification which is composed of three components; Microeconomics, Macroeconomics and Themes in Economy, all of which are assessed by a two-hour exam at the end of the course.

#### Content overview

##### Component 01: Microeconomics

For this component, microeconomic theories are introduced and applied to the behaviour of economic agents in the real world, especially the theoretical workings of the free market. Exploring imperfections and market failures introduces the merits and drawbacks of government intervention. This encourages students to evaluate the effectiveness of the theories in explaining real-world behaviour.

##### Component 02: Macroeconomics

This component introduces the technical and analytical tools required for understanding of how the macroeconomy functions on both a domestic and global level, and the potential impacts and limitations of a variety of governmental policies and approaches.

##### Component 03: Themes in economics

This component draws on the topics covered in the previous two components and applies the content of both, as appropriate, to a specific unseen theme.

### Business Studies

Our aim is to empower our KS4 students with a detailed knowledge of four interdependent business functions. Alongside this we create an awareness of their economic environment for their future use as entrepreneurs and employees, as well as their present and future use as customers/consumers. Business problem solving skills are introduced at the start of the course and used throughout to help students understand the application of Business in everyday life.

### GCSE Specification at a glance

Our GCSE students study the OCR specification which is composed of two key units: Business (01) and Business (02) both of which are assessed by an hour and a half exam at the end of the course and count for 50% of the grade.

### Content overview

Business 01: Business activity, marketing and people

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.

Business 02: Operations, finance and influences on business

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.

## Extra-Curricular

Across the departments there is a range of extra-curricular opportunities afforded to our students. Politics and Economics societies were originally run by staff but students have been so enthused our Y13 are now currently running the societies. Previously students have enjoyed residential trips to both France and Belgium looking at their Business structures and exploring ideas around supply chain by investigating factories and their production lines. External guest speakers have also offered their expertise to students by visiting during enrichment days. Our students have entered External Shar competitions at a national level and we encourage our students to enter essay competitions through the Royal Economic Society, with which we have had great success in the past.





## Wallington High School for Girls

### **Head of Economics and Business Job Description**

#### **Purpose:**

- To raise standards of student attainment and achievement within the departments and to monitor and support student progress.
- To be accountable for student progress and development within the departments.
- To develop and enhance the teaching practice of others involved in the delivery of Economics, Business Studies and Politics.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher.
- To be accountable for leading, managing and developing the department.
- To manage and deploy teaching/support staff, financial and physical resources within the department effectively to support the department development plan.

**Reporting to:** Director of Faculty (Humanities)

**Responsible for:** Teaching staff and other relevant personnel within the department.

**Liaising with:** Headteacher, Deputy Heads, Assistant Heads, Directors of Faculty, staff with cross-school responsibilities, support staff and parents.

### **MAIN DUTIES**

#### **Operational/Strategic Planning**

- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To oversee day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources.
- To actively monitor and follow up student progress.
- To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims of the School.
- In conjunction with the Director of ICT to foster and oversee the application of ICT in the Department.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Manager.

#### **Curriculum**

- To deliver an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Development Plan/School Evaluation.

- To be accountable for the development and delivery of the Department's curriculum including GCSE and A Level.
- To keep up to date with and respond to national developments in the subject area and teaching practice and methodology.
- To prepare and be accountable for the completion and submission of course core practical requirements at GCSE and A Level and also to ensure adequate preparation and organisation for moderation days.
- To contribute fully to the range of trips and activities within the Department.

#### **Development / Deployment of Staff**

- To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To help deliver the schools CPD programme as directed.
- To be responsible for the efficient and effective deployment of the Department's support staff.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme.
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.

#### **Quality Assurance:**

- To establish the process of the setting of targets within the department and to work towards their achievement.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles.
- To contribute to the school procedures for lesson observation.
- To seek/implement modification and improvement where required.
- To ensure that the Department's quality assurance procedures meet the requirements of Self Evaluation and the School Development Plan.
- To produce an annual examinations analysis and department development plan as part of the school's self-evaluation cycle.
- To take part in department reviews as requested across the Trust.
- To quality assure reports, data and correspondence that is sent to parents and other members of staff.

#### **Management Information:**

- To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- To analyse and evaluate, with the department, performance data provided and take appropriate action in response.

#### **Communications:**

- To ensure that all members of the department are familiar with departmental aims and objectives within the framework of the School and Departmental Development Plan.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- To represent the department's views and interests.

**Marketing and Liaison:**

- To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases and the school website.
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.

**Management of Resources:**

- To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including monitoring the department budget.
- To work with the Deputy Head, Timetable Lead, Director of Faculty and Head Technician in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.

**Pastoral System:**

- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer.
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
- To monitor and support the overall progress and development of students within the department.
- To monitor student attendance together with students' progress and performance, with the class teacher, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship, enterprise and other cross-curricular issues according to school policy.

**Teaching:**

- To undertake an appropriate programme of teaching in accordance with the duties of a Head of Department

**Other Specific Duties:**

- To play a full part in the life of the school community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and pupils to follow this example.
- To continue personal professional development as agreed.
- To engage actively in the performance review process.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- To undertake a new staff induction programme as directed.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the 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, in consultation with you, may be changed by the Head to reflect or anticipate changes in the job commensurate with the grade and job title.

## Head of Economics, Business and Politics Person Specification

Area	Essential	Desirable	Method of Assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Good Honours Degree, PGCE / QTS</li> </ul>	<ul style="list-style-type: none"> <li>Higher degree</li> </ul>	Application DfE Certificates
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development relevant to the post</li> </ul>	<ul style="list-style-type: none"> <li>Ability to identify own professional development needs</li> </ul>	Application form Interview Reference
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching of Economics in KS5</li> <li>Planning of lessons / schemes of work in line with the demands of an examination syllabus</li> <li>Evidence of raising student attainment through innovative practice.</li> <li>Assessment of students across all key stages</li> </ul>	<ul style="list-style-type: none"> <li>Previous teaching of Business at KS4 &amp; Politics A-Level</li> <li>Previous experience of administering GCSE and A Level courses</li> <li>Experience of holding a responsibility post</li> </ul>	Application form  Interview  Reference
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Excellent subject knowledge</li> <li>The ability to motivate learners and colleagues</li> <li>The ability to reflect constructively on the effectiveness of a lesson</li> <li>Ability to use AFL strategies to raise attainment</li> <li>Effective interpersonal and communication skills</li> <li>Efficient time management and organisational skills</li> <li>Knowledge of best pedagogic practice and strategies to improve teaching and learning</li> <li>Awareness of curriculum development within subject</li> <li>Excellent ICT skills and clear ideas about how ICT can support learning</li> </ul>		Lesson observation  Application  Interview  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

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

**Closing date:** Wednesday 18<sup>th</sup> 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.***

*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>*