



# Wallington High School for Girls



## Application Pack Teacher of Economics





# Wallington High School for Girls

HEIRS OF THE PAST, MAKERS OF THE FUTURE

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Woodcote Road, Wallington, Surrey SM6 0PH

Dear Candidate

Thank you for your interest in the position of teacher of Economics 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 join 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**



## **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.

## **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 450 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.



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

## Economics and Business Studies Department

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 and Business Studies.

The department currently delivers A level Economics and GCSE Business Studies, with three A level groups in each year at Sixth Form and two Business Studies groups in each year 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 department there are a range of extra-curricular opportunities afforded to our students. The Economics society was originally run by staff but students have been so enthused our Y13 are now currently running the society. 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

### **Teacher of Economics Job Description**

#### Job Purpose

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

#### Reporting to

Head of Economics

#### MAIN DUTIES

##### Teaching

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

##### Operational/Strategic Planning

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

### Curriculum Provision

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

### Curriculum Development

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

### Personal Development

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

### Quality Assurance

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

### Management Information

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

### Communications

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

### Marketing and Liaison

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

### Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the head of department to identify resource needs.
- To contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

### Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- To liaise with a Pastoral leader to ensure the implementation of the school's support system.

- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

### Whole School

- To play a full part in the life of the school community.
- To support the vision and aims of the school.
- To support the school in meeting its legal requirements for worship.
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB 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.

# WALLINGTON HIGH SCHOOL FOR GIRLS



## Teacher of Economics

### 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 DCSF No. 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
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching across Key Stages</li> <li>Planning of lessons / schemes of work in line with the demands of an examination syllabus</li> <li>Evidence of raising student attainment in subject</li> <li>Assessment of students across all key stages</li> </ul>	<ul style="list-style-type: none"> <li>Contribution to extra-curricular activities</li> </ul>	Application Form Interview Reference
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Excellent subject knowledge</li> <li>Ability to inspire, enthuse and motivate students</li> <li>The ability to reflect constructively on the effectiveness of a lesson</li> <li>Ability to use a variety of teaching strategies to raise attainment</li> <li>Effective interpersonal skills</li> <li>Excellent written and verbal communication skills</li> <li>Good ICT skills</li> <li>Knowledge of best pedagogic practice and strategies to improve teaching and learning</li> <li>Awareness of curriculum development issues for the subject</li> <li>Experience of using data to help improve performance</li> </ul>		Lesson observation Application Interview Reference
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>A commitment to securing the best opportunities for all students</li> <li>High standards and expectations of self and others</li> <li>An ability to reflect on own professional practice</li> <li>Integrity, loyalty and commitment</li> <li>Strong intellect, energy and an innovative and positive approach to opportunities and challenges</li> <li>The capacity to inspire confidence in parents and students and to work collaboratively with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to contribute to extra curricular activities</li> </ul>	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:** Monday 4<sup>th</sup> July (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>*