Wallington High School for Girls



Application Pack

Teacher of Spanish (with French to KS3) (Maternity Cover)

Girls' Learning Trust

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 Teacher of Spanish with French (Maternity Cover) 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 as 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 work within our Modern Foreign Languages 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 9/7grades, 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 PSHCE 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 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.

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 Teachers' 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 assuming 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

The MFL Department

The Modern Foreign Languages Department is a high achieving department and proud of the fact that a number of our recent A-level students have gone to Oxbridge. We are delighted that the school considers languages as an important aspect of today's education. All students study two languages at Key Stage 3 and at least one to GCSE at Key Stage 4, with a number of dual linguists.

We run a variety of events, competitions, enrichment opportunities such as an MFL Film Enrichment Day, and visits in all Year Groups. In addition to this, we collaborate closely with our partner schools within the Trust and are extending our work in the community to include link primary schools, and teacher-training institutions. All Modern Foreign Language teachers are committed to their own Continued Professional Development and many opportunities are made available to ensure this including attendance at AQA and professional courses, lesson observations at WHSG or elsewhere and staff mentoring. Staff are currently following the NCELP MFL CPD Course in preparation for the new MFL curriculum.

SUBJECTS:

KS3:	Year 7/8/9	Two languages from Spanish, French, German
KS4:	Spanish, French, German, Latin.	
KS5:	Spanish, French, German (A Level)	

STAFFING:

Director of Modern Foreign Languages;
Head of French;
Head of German;
Head of Spanish;
9 full/part time language teachers;
3 Language Assistants (French / German / Spanish).

ACCOMMODATION AND RESOURCES:

The department is based in eight dedicated classrooms and a Languages Office, as well as two small rooms in the Languages Boulevard used for conversation with Foreign Language Assistants. All classrooms have interactive whiteboards and projectors. The department is very well-resourced with a wide variety of audio-visual resources which are now mainly accessed digitally, allowing us to make greater use of the Virtual Learning Environment. Our Head of German is in charge of the VLE for the school and the department has benefitted from this support.

Curriculum

KS3: Textbooks used are:

Spanish: Claro 1 & 2
French: Clic with Encore Tricolore online resources to supplement
German: No specific textbook

Assessment for Learning is embedded in the culture of the department and all students have their own assessment criteria and track their own progress accordingly through the Key Stage. Schemes of work are in place and are reviewed on a regular basis.

In Year 7, students take two languages from Spanish, French and German and continue with this combination into Years 8 & 9.

KS4: At KS4, students study at least one modern foreign language but may take two.

GCSE Boards are as follows:

French:	AQA
Spanish:	AQA
German:	AQA
Latin:	OCR

Main textbooks used are French: Kerboodle (Nelson Thornes)
Spanish: Kerboodle (Nelson Thornes)
German: Kerboodle (Nelson Thornes)
Latin: Oxford Latin Course

All students are entered for the Higher Tier MFL exam to be taken at the end of Year 11. There are 5 lessons per fortnight with additional support by a FLA. Clubs and other events to support language learning are regularly attended by students. There are French, German and Spanish/Latin-American Film Clubs run at lunchtime and a successful MFL Club for younger students run by the 6th Form Prefects. In addition, we have access to interactive software and many resources on FROG to extend student learning. Students are also encouraged to buy GCSE Vocabulary, Speaking Test and Grammar guides.

GCSE Latin is very popular at KS4 and is offered to our able and enthusiastic linguists. These lessons are also available for KS5 students.

The MFL department is highly successful with a significant majority of girls achieve grades 7-9 at GCSE

KS5: A Levels are offered in French, German and Spanish with 10 hours of lessons per fortnight and additional oral sessions with the FLA. The Exam Board is AQA and girls regularly achieve A* / A.

Main textbooks used are: French: Kerboodle (Nelson Thornes)
Spanish: Kerboodle (Nelson Thornes)
German: Kerboodle (Nelson Thornes)

Visits and Events

The Modern Foreign Languages Department has run many educational visits in recent years although the Covid pandemic has meant that in the last 2 years trips have not gone ahead. These educational visits have included day trips to Boulogne and Cologne for the Christmas markets, a yearly residential trip to Germany, as well as residential visits to Spain and France for students in Key Stages 3, 4 and 5. We link with other departments to run cross-curricular visits and have established links with schools abroad.

Linguists in the Sixth Form are encouraged to undertake work experience in the target language country at the end of Year 12 and this has proved a popular option with our more able students.

Our students are successful in a variety of international competitions and many go on to study languages at university, including Oxbridge.

Wallington High School for Girls

Teacher of Spanish (with French to KS3) (Maternity Cover)

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 Spanish

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 development 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 subject leader 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, including book checks, learning walks and lesson observations.
- 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 SIMS, 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 subject leader 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.

Date: June 2022

WALLINGTON HIGH SCHOOL FOR GIRLS

Teacher of Spanish (with French to KS3) (Maternity Cover)

Person Specification

Area	Essential	Desirable	Method of Assessment
Qualifications	• Good Honours Degree, PGCE / QTS	• Higher degree	Application DCSF No. Certificates
Professional Development	• Evidence of continuing professional development relevant to the post	• Ability to identify own professional development needs	Application
Experience	• Successful teaching of Spanish across all Key Stages. • Teaching of French to KS3 • 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	• Contribution to extra-curricular activities • Successful teaching of a second language • Experience of teaching Spanish literature and film at A Level.	Application Form Interview Reference
Knowledge and Skills	• 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	• A commitment to securing the best opportunities for all students • High standards and expectations of self and others • 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	• Willingness to contribute to extra-curricular activities	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

Your written application:

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

Closing date: 12 noon on Monday 27th June 2022

(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