

a folio education trust school



Wallington
County Grammar School

Assistant Head Teacher

Director of Sixth Form

For January 2022
Candidate Information Pack



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www.wcgs-sutton.co.uk

Per Ardua Ad Summa

Through Difficulties to the Heights

Welcome from the Headmaster



I am delighted to welcome you to the recruitment area for Wallington County Grammar School, one of the greatest schools in the country. What makes us great is that, at our core, we care very deeply about our students, both past and present. We are renowned for the quality of our pastoral work, warmly supporting our students to become happy, confident individuals equipped with the qualifications, skills and attributes to succeed in a globalised world.

This was recognised by Ofsted in January 2017 who graded the school 'outstanding' in all categories. They stated that, since the last inspection, the Headmaster has 'led a highly committed and skilled team in continuing to drive improvements in teaching and learning. Consequently, pupils at this School are confident and successful learners... Teachers here are leaders of learning. They benefit from highly effective and individualised training which improves pupils' learning. Pupils recognise that teachers go the extra mile to help them achieve their lofty ambitions'. If these words describe you and the type of School, you wish to work in then please apply for this post.

Being a boys' selective school founded in 1927 that welcomes girls into the Sixth Form, we blend the best of tradition with innovation to engage and inspire our students to be the very best they can be. Because of this our students regularly make progress within the top 3% of all secondary schools in the country at GCSE and go on to gain places at the world's top universities. This success is born from our core values of **Commitment, Compassion, Courage** and **Creativity**. We believe that we should always show compassion to others, making decisions without self-interest and supporting all those in our community to be happy and successful. We must have courage, never being afraid of failure but embracing it to learn from our mistakes and better ourselves. We are committed, not just to reaching academic success but to enriching ourselves as scholars, sportsmen and women, artists, musicians, actors, debaters and anything else we set our minds to. Finally, we are creative, always being willing to consider different solutions and think deeply about the challenges we face as individuals and as a society.

We tailor our curriculum to ensure students are nurtured as well rounded individuals, excelling in core subjects like Mathematics, English and the Sciences but who are also deeply knowledgeable about the Arts and Humanities. Our co-curriculum further enhances our students' character, forging outstanding sportsmen through our superb coaching programme, and creating individuals who are passionate about representing their club or society, house, year group and school. Above all, we celebrate our incredible students through a culture of praise and recognition to make sure they leave us with the conviction that they can achieve anything they put their minds to.

Mr J Bean
Headmaster

Our students



Our students will surprise you: they are waiting to be challenged and raising the bar only encourages them further to excel.

We are an incredibly diverse school, accepting boys from a wide variety of different boroughs and backgrounds and then welcoming girls into the school in Sixth Form. Because of this we are truly inclusive, putting tolerance and social mobility at the heart of what we do.

Students are selected by an entrance exam held each September for entry the following year. 150 students are admitted to Y7 and we are increasingly oversubscribed with a large waiting list. Entry into our mixed Sixth Form is decided by GCSE performance and the vast majority will go on to the best universities in the country including Oxford and Cambridge.

On entry, all students (and staff) are assigned to one of six Houses, a vertical system which brings everyone together and which is rooted firmly in the traditions of the School. This fosters healthy competition outside the classroom and is cherished by both staff and students who are passionate about getting involved in competitions which include: sport, drama, debating, music, mathematics, literature and commendations.

Our pastoral system is organised horizontally in year groups with a Year Leader ensuring the excellent behaviour and welfare of all students under their care. Student Voice increasingly contributes to the development of School policies and the direction of the School. Visitors comment on the fantastic atmosphere they find in our School, showing excellent relationships among the students and between them and the adults.

Our goal is to attract teachers who can inspire and excite the minds of our students and promote excellence both inside and outside of the classroom.

Background and Ethos of our School



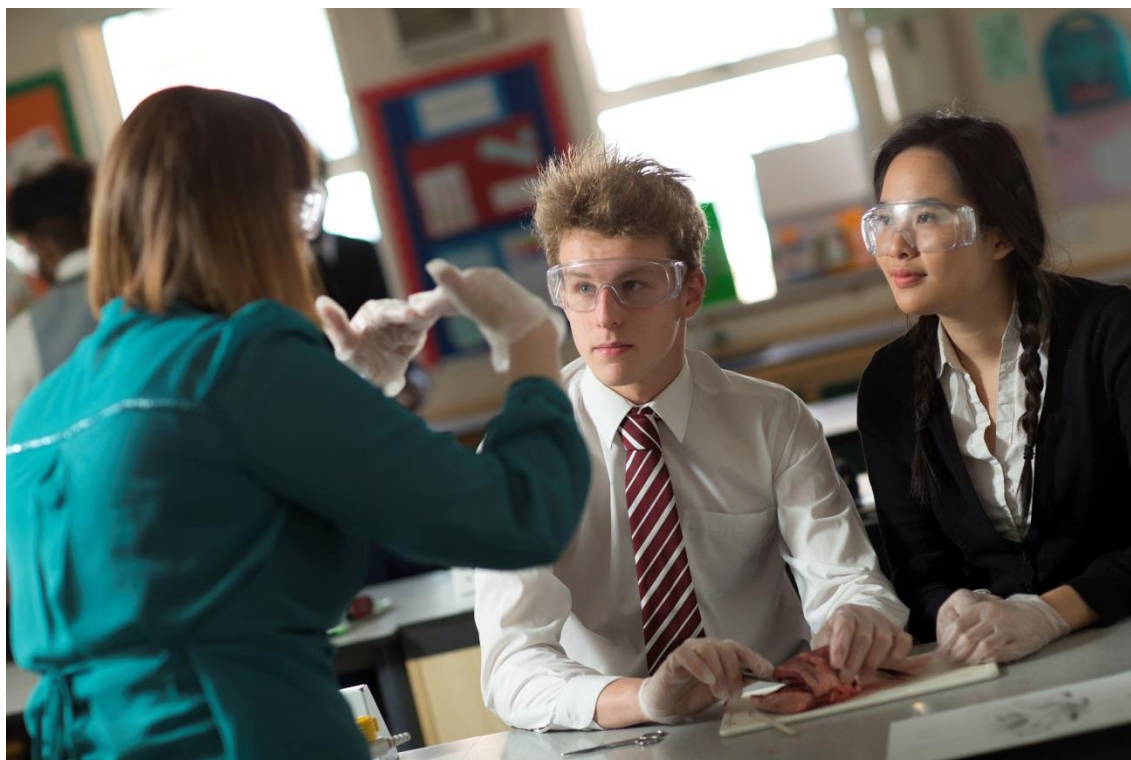
Founded in 1927, our aim is to combine the best of what tradition can offer with a cutting edge approach to achieve successful delivery in the classroom. Being an academy set in nine acres of parkland in the London Borough of Sutton, our site is comprised of a mixture of characterful red brick buildings with modern, state of the art facilities, science laboratories and Drama Studio and latterly including our recently completed DT and Music facility.

We have a thriving co-curriculum which helps create globally competitive alumni who go on to take leading roles in society. Clubs and societies, quality form time provision, regular and adventurous school trips and frequent 'Challenge Days' all go towards creating well rounded, ambitious and highly skilled individuals.

The loyalty WCGS inspires in its students is demonstrated by the thriving Old Walcountians' Association, which has its clubhouse at Clockhouse in nearby Woodmansterne. This body supports and contributes to the School in many ways.

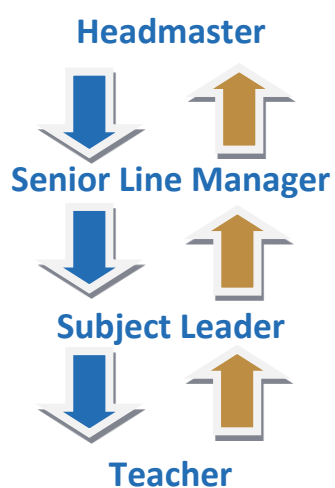
The 'Culture & Ethos' of WCGS permeates all aspects of the School, promotes positivity and is the main technique used to motivate learners. Our core values of **Commitment**, **Compassion**, **Courage** and **Creativity** are the corner stone of our day-to-day procedures and routines, creating a well-mannered and orderly environment in which everyone will learn. Staff and students never give up in search of excellence.

Staffing Structure



Staffing Structure

The following staffing structure diagram shows the intended line management structure for Departments.



Induction

The School has a caring yet thorough approach to inducting new staff into the School. Line managers oversee this process and sessions are run weekly for all new staff to attend to up skill you in various School specific systems and approaches.



CPD

We have a Silver Status Quality Mark CPD programme which is both responsive to the needs of our staff yet supports our whole school priorities. It focuses on developing co-planning, lesson study and evaluation to allow staff the time and resources they need to develop as trusted Practitioners. We are keen for staff to work with colleagues in our wider networks, which include the Sutton Alliance, the Boys Academic State Schools group, and the Grammar School Heads Association, and actively facilitate this process.

We have a proactive approach to developing staff in-house, seconding teachers onto the Academic and Pastoral Boards each year, as well as onto the Senior Leadership Team. This has led to the creation of a highly motivated and ambitious body of staff who often secure promotions within the school or outside of it.

Facilities

In addition to the dedicated Staff Room, the aim is for all staff to have their own quiet, personal work space (not classroom based) equipped with desk, PC and other facilities appropriate to their subject. Classrooms are currently being refitted with state of the art display monitors and we are keen to accept bids to from Subject Areas to develop classrooms for personal needs.

Pay

We pay staff on the Outer London Pay Spine and have a performance related pay policy which aims to reward commitment to, and excellence in, our practice. We also have a Lead Practitioner Scale for teachers to apply for when positions become available should they wish to make a career out of demonstrating and developing excellence in the classroom.

Results and Statistics



A full breakdown of our raw results can be found in the tables below.

GCSE

	2019 percentages				2018 percentages		
	Entries	9	8-9	7-9	Entries	8-9	7-9
Overall	1633	22%	49%	71%	1761	N/A	64%

In 2018, 8-9 grades are not available as some subjects were still unreformed letter grades (A* etc.)

A Level

	2019 percentages				2018 percentages			
	Entries	A*	A*/A	A*-B	Entries	A*	A*/A	A*-B
Overall	539	15%	45%	77%	549	16%	53%	79%

We are, however, very conscious of our selective intake and the impact that this has on our raw attainment data. For this reason, we prefer to measure our performance on progress so that we can directly compare the impact we are having on our students' learning with all other schools nationally. When using Progress8 as a measure, the following statistics demonstrate just how successful we are as a school:

GCSE 2019

(2019 data is used here as 2020 grades were determined by Centre Assessed Grades rather than by public examinations)

We were in the top 4% of all schools nationally for the amount of progress our students made overall.

Top 1% for progress in Mathematics

Top 1% for progress in the Sciences

Top 5% for progress in the Humanities

Top 5% for progress in English Literature

We also pride ourselves on how well our students on the Pupil Premium and with special educational needs perform being consistently well within the top 10% of all students in the country for progress.

Our curriculum



Wallington County Grammar School is a highly academic but pastorally minded school that delivers a curriculum that enables all students to embody our motto - *Per Ardua ad Summa, Through Difficulties to the Heights*. The intentions behind our curriculum are to provide:

Breadth - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives. This is why:

- we commit highly qualified subject specialists to deliver 18 different subjects in Key Stage 3, with suitable time allocations to ensure they are taught and explored meaningfully. Over two years this includes: 128 hours of history and classics; 110 hours of geography; 73 hours each of drama, art, music and computer science; 147 hours of design and technology including food and nutrition; and 18 hours of government and politics. All other subjects are continued into Year 9;
- all students take a world civilisations curriculum in Y9 to gain a greater appreciation of the history, art and culture of our greatest civilisations;
- almost all of our students will do at least 11 GCSEs including mathematics, English language and literature, biology, chemistry, physics, religious studies, three options and a language;
- we structure our GCSE options blocks around one 'humanities' subject (history, geography, economics or classics), one 'creative' subject (art, music, drama, design and technology or computer science) and one free option;
- KS4 students will do lessons in wellbeing, physical education, games and an annual drop down day in government and politics;
- Clubs and Societies time is timetabled into the school day for all students to provide enrichment outside of the core curriculum;
- all Sixth Form Students participate in an enrichment programme on Wednesday afternoons;
- we have such a strong focus on the co-curriculum which includes the delivery of the Extended Project Qualification, Duke of Edinburgh (bronze, silver and gold), an exceptionally strong house system, school productions, fundraising weeks etc.

Depth - we do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding. This is why:

- all lessons in all key stages include Deep Thinking Challenges to push students out of their comfort zone and engage them in the value of scholarship;
- subjects at KS3 are not taught on carousels but delivered by subject specialists as separate, academic disciplines;



- we provide students with a three-year Key Stage 4 so that they can go beyond the already challenging GCSE specifications to truly explore the subjects that they love through enrichment topics and tasks;
- we encourage acceleration in subjects such as mathematics so that most of our students will sit GCSEs in further mathematics and/or additional mathematics;
- we offer only highly academic A Levels;
- we encourage a large number of departmental educational visits;
- we provide a wide range of academic clubs and competitions including Crest Award, Physics Olympiads, Maths Challenges, Debating Tournaments, Oxbridge Essay Competitions etc.

Values - we aim for our students to develop our four core values: **commitment**, **courage**, **compassion** and **creativity**. This is why we:

- structure our entire praise policy around these qualities;
- report on them regularly to parents;
- use them as the basis for our assembly schedule and our pastoral curriculum delivered through form times alongside our five pastoral pillars educating students in drug/alcohol awareness, sex and relationships, eSafety, mental health and careers;
- provide Challenge and SMSC (social, moral, spiritual and cultural) Drop Down Days in all year groups throughout the year;
- have such a strong focus on the co-curriculum as described above.

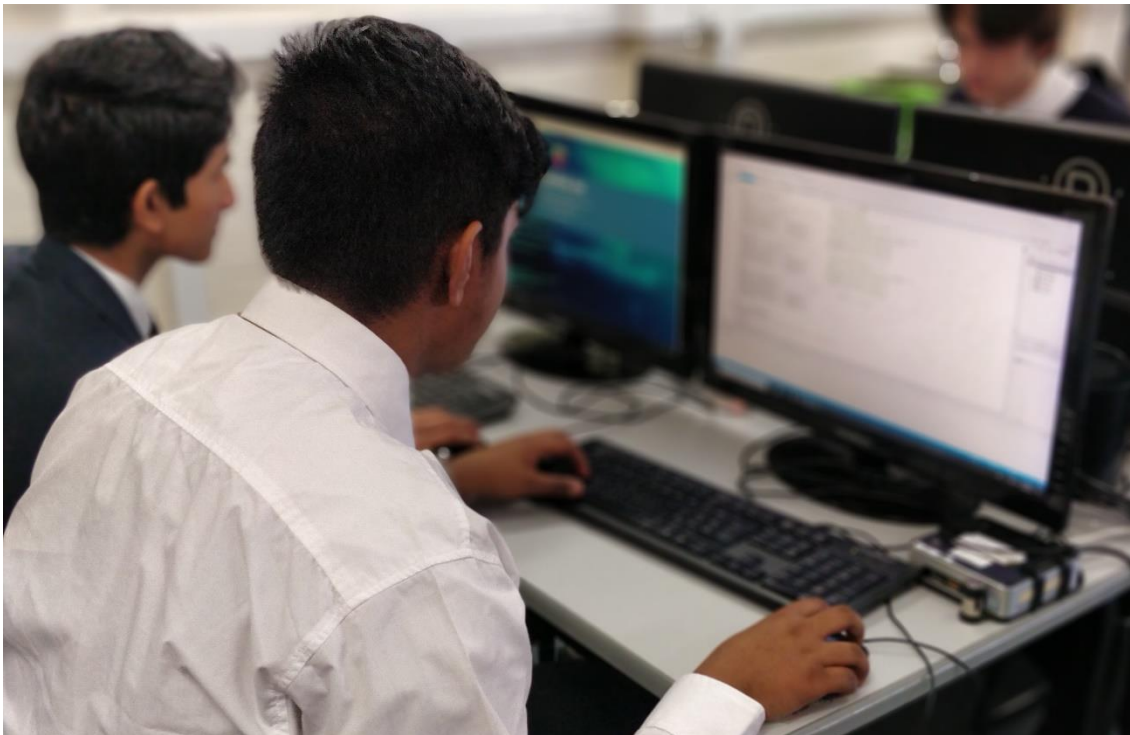
Democracy - we aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead within it. This is why we:

- deliver a dedicated drop down day focusing on the fundamentals of our political system in years 7, 9, 10 and 12;
- provide a full government and politics curriculum in Y8 and in wellbeing;
- offer government and politics at A Level;
- run a full range of politics related activities and trips during activities week;
- have such an active school council;
- promote such strong politics and debating societies.

Building a Family of Schools

The School works as part of Folio Education Trust which also includes Coombe Wood School, a new secondary Free School in South Croydon which opened in September 2018, Park Hill Junior School and St Peter's Primary School. The opportunities of working within a Federation of schools is very rewarding and includes shared, cross phase CPD, as well as opportunities for career sabbaticals and promotion.

Profile for Vacant Post



Please consult the job description sent out with this brochure for a full break down of the skills, qualities and duties that need to be fulfilled to achieve excellence in this position addition to these, desirable qualities for this specific position include:

The initial strategic areas for the successful candidate to focus on will be:

- Supporting the recovery curriculum for the current Sixth Form who have not taken any GCSE examinations and have missed significant amounts of school.
- Implementing our new 3+ A Level model which can be seen in our 2022 admissions criteria.
- Building on our recent gains in improving entry levels into Oxbridge and top US universities.

Candidates will have a proven record of:

- excellence in leadership
- a commitment to safeguarding
- the ability to model and improve standards of teaching and learning

The successful candidate will need to demonstrate:

- an understanding of how to lead an outstanding Sixth Form;
- a full awareness of the most pertinent safeguarding risks to Sixth Formers and how to manage them;
- a strong knowledge of the UK universities system.

Contact Information

How to Apply



Designated departmental contact for this vacancy:

Name: Mr Jamie Bean, Headmaster

Number: 020 8647 2235

Email: jbean@wcgs.foliotrust.uk

Please visit <https://www.wcgs-sutton.co.uk/career-opportunities> to download the candidate pack including the Job Description and Application Form. Please note that to comply with safer recruitment requirements; we can only accept applications on this form. The completed form should be emailed to the HR Department at personnel@wcgs.foliotrust.uk.

Visits to the School are welcome. Please contact the HR Department at personnel@wcgs.foliotrust.uk to arrange an appointment.

Closing Date: 9am, Thursday 30th September 2021

Interviews will be conducting during the week beginning 4th October 2021

We reserve the right to interview and appoint a suitable candidate prior to the closing date. We therefore recommend that applications are submitted as soon as possible.

Wallington County Grammar School is part of the Folio Education Trust and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The recruitment process will include an enhanced DBS check, medical screening, confirmation of right to work in the UK and all other pre-employment checks in line with safer recruitment requirements.

The Candidate Privacy Notice is published on our web site at <https://www.wcgs-sutton.co.uk/career-opportunities>.

Equal Opportunities

At Wallington County Grammar School, we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.



Appendix 1

Folio Education Trust

What do we believe as an organisation?

We believe in the power of collaboration and the importance of developing schools who instil ambition and the desire in every staff member and every young person to discover and achieve their personal best, overcoming any challenge they may face. The Trust is committed to the pursuit of excellence, with young people at the heart of everything we do and personal wellbeing prioritised at every stage. We believe in ourselves. We believe in each other.

Our Mission and Purpose – why do we exist?

To provide inspiring and safe places to learn, where young people are respected, their talents nurtured and where they are able to thrive. Folio Schools offer young people the best chance to lead happy, healthy lives and to be responsible, active citizens.

In Folio Schools;

Young people are healthy and happy.

Young people feel safe.

Young people have good relationships.

Young people become active and involved in school life and the wider world.

Our Vision and Goals – where will we be by 2025?

By 2025, we aim to establish a wider family of collaborative Primary and Secondary Schools supporting over 5,000 young people and 500 staff all working towards the following outcomes;

- Goal #1 - We will deliver outstanding educational standards across all Folio Schools ensuring we have the capacity to create a sustainable and collaborative model of school improvement which continually evaluates, develops and celebrates success.
- Goal #2 - We will recognise the rights of all young people ensuring that daily school life gives children the best chance to lead happy, healthy lives and the opportunity to become responsible, active citizens.
- Goal #3 - We will be an employer of choice, providing good people management, transformational leadership and opportunities for all staff to fulfil their potential. We will recognise the importance of investing in staff and focussing upon people's well-being.
- Goal #4 - We will provide a shared services model for all Folio Schools which listens, understands and anticipates the needs of the people that are being served. Through a process of identifying and mitigating risks we will deliver excellent value for money and efficient resource management.



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ourselves
We Believe in
each other***