

**WALTHAMSTOW SCHOOL FOR GIRLS**

***“NEGLECT NOT THE GIFT THAT IS IN THEE”***

**Teacher of Science and Mathematics**

**(Temporary Post to cover a period of maternity leave)**

Candidate Information Pack



# 

Welcome letter from Meryl Davies, Headteacher

# March 2020

# Dear Applicant

Thank you for requesting an application pack for the post of Temporary Teacher of Science and Mathematics.

Walthamstow School for Girls is a high achieving, oversubscribed, diverse school which is regularly in the top 10% nationally for progress, significantly above the national average in all key indicators, and is at the centre of the vibrant local community of Waltham Forest (the first London Borough of Culture). We have an ambition to become ‘world class’ and a commitment to work with other professionals both locally, nationally and internationally, through our Erasmus links. We won the national High Aspiration Award for the progress made by disadvantaged students and have won SSAT Achievement and Progress awards annually since 2014. We have been awarded the SSAT Exceptional Education standard twice; in 2017, for *Leadership through Moral Purpose*, and, in 2018, for *Systems: use of assessment, data, policies* *and monitoring to support teaching and learning.* We were awarded Teaching School and National Support School Status in September 2017. In June 2018, following a Section 8 inspection, we were awarded an ‘outstanding’ judgement in all categories.

Our students are ambitious and hard-working; they embrace the range of opportunities offered to them both during and beyond the school day. This is highlighted not only by our exceptional examination results but also by the maturity of the girls, their sense of responsibility, community and fun. They are a delight to work with.

We offer excellent facilities to both staff and students. Our acclaimed architect designed site is an oasis of green and a pleasure to work in. It is well served by transport connections, being just ten minutes’ walk away from Walthamstow Central tube and overground station and five minutes’ walk from the popular Walthamstow ‘village’, and creative and restaurant quarter. We pride ourselves on working hard to retain our role as an important part of the local community. Examples of this commitment can be seen in our weekly *Greensheets*. Our staff are inclusive and friendly, with regular social and wellbeing events as well as charity fundraising.

We are committed to Safer Recruitment practices and procedures and shortlisted applicants will be questioned about their commitment to the safeguarding of young people. The successful candidate will be subject to an enhanced DBS clearance.

Thank you for taking an interest in this position. I do hope that having read more about the school you will decide to apply for the post. I look forward to receiving your application. Please note that it will not be possible to give feedback to unsuccessful applicants, other than those called for interview. Thank you for your understanding and good luck with your career in education.

Ms Meryl Davies

Headteacher, NPQH, NLE

About Walthamstow School for Girls

**History**

In January 1890, a circular stated that a “school for girls” was to be opened in Walthamstow. Miss Hewett was appointed as the first Headmistress and remained until she retired in 1924. There were 49 girls, whose ages ranged from 7-16 years. At this time there were only five teachers, two of whom were graduates.

Our original building was in West Avenue Road and when student numbers grew the school moved to Church Hill House, where a church now stands. It was in September 1913 that 243 girls came to the present building with the Greek Amphitheatre being added in the 1920s. In January 2010 our most recent refurbishment and rebuilding work was completed as part of the Building Schools for the Future Programme. This work has given us the unique blend of traditional and state of the art facilities that we currently enjoy at our school.

**Our school in 2020**

Walthamstow School for Girls is a high achieving, oversubscribed, diverse school which is regularly in the top 10% nationally for progress, significantly above the national average in all key indicators at Key Stage 4, and is at the centre of the vibrant local community of Waltham Forest (the 2019 and first London Borough of Culture). Our most recent results can be found on our website.

We have an ambition to become ‘world class’ and a commitment to work with other professionals both locally, nationally and internationally, through our Erasmus links. We won the national High Aspiration Award for the progress made by disadvantaged students in 2015 and have won SSAT Achievement and Progress awards annually since 2014.

We have been awarded the SSAT Exceptional Education standard twice; in 2017, for *Leadership through Moral Purpose*, and, in 2018, for *Systems: use of assessment, data, policies* *and monitoring to support teaching and learning.* We were awarded Teaching School and National Support School Status in July 2017. In June 2018, following a Section 8 inspection, we were awarded an ‘outstanding’ judgement in all categories.

*“Middle Leaders are exceptional and collaborate well to share best practice. They drive their teams with energy and enthusiasm. They share the strong moral purpose of the Headteacher to ensure that no pupil is left behind. As a result, outcomes for pupils are outstanding, giving them essential life chances.” Ofsted 2018.*

**Students and staff**

Every one of our 900 students is valued equally as an individual with different gifts and talents, reflecting our commitment to the school motto “Neglect not the gift that is in thee”. We offer strong pastoral support and regular monitoring, target setting and dialogue with students and parents/carers.

Our students are encouraged to express themselves, to be creative, to have high aspirations and to challenge stereotypes. There is a strongly ethos of equality at this school.

Our students are also ambitious and hard-working; they embrace the range of opportunities offered to them both during and beyond the school day. This is highlighted not only by our exceptional examination results but also by the maturity of the girls, their sense of responsibility, community and fun. They are a delight to work with.

One of the school’s strengths is the quality of the staff we are able to attract and keep. Our teachers ensure lessons are stimulating and challenging. Students work with enthusiasm and interest in classrooms where there is a calm atmosphere suitable for learning. The broad and balanced curriculum ensures that all students are extremely well equipped to continue their education.

**Our environment**

We offer excellent facilities to both staff and students. Our acclaimed architect designed buildings and facilities make a stunning learning and working environment. Our £18 million rebuild project, completed in 2010, dramatically extended and enhanced our accommodation. We have state-of-the-art facilities in science, technology and performing arts, as well as a fantastic dining hall, two assembly halls and social areas.

Situated in beautiful landscaped grounds, the school’s outside space encourages play and creativity as well as quiet reflection and study. Unusually for a London school, our buildings are surrounded by mature trees and lawns, a pond area and our Greek amphitheatre. We have an allotment area which invites students to learn how to grow fruit and vegetables, some of which are then used by our chef.

Our site is an oasis of green and a pleasure to work in. It is well served by transport connections, being just ten minutes’ walk away from Walthamstow Central tube and rail station and five minutes’ walk from the popular Walthamstow ‘village’, creative and restaurant quarter. We pride ourselves on working hard to retain our role as an important part of the local community. Examples of this commitment can be seen in our weekly *Greensheets*. Our staff are inclusive and friendly, with regular social and wellbeing events as well as charity fundraising.

**Educating and empowering young women**

Our role is to educate tomorrow’s women to be confident, articulate and able to discuss and debate intelligently. Through a range of activities and opportunities, students are helped to develop their leadership qualities, their sense of community and global responsibility as citizens of the world in line with our G.R.E.E.N. values.



Our G.R.E.E.N. Vision

**The G.R.E.E.N. values**

| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/C52FA90503F596A26EE2DC7FE1E19642.png | The value **GROWTH**is based on the work by Carol Dweck on growth mindset.  Having a growth mindset encourages the belief that we can all improve at whatever we put our minds to with practice and perseverance.  It encourages learning, effort and stickability.  It also promotes the importance of reflection and criticism as tools to move us forward. |
| --- | --- |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/3FEE02382FB6B8CCE94E0DF659218767.png | The value **RESILIENCE** represents the notion that, on any learning journey, there will be obstacles.  With **RESILIENCE**and perseverance, these obstacles can be overcome and the final goal more rewarding.  The key is not to be fearful of these obstacles and to accept that mistakes and challenges are an important part of learning.  The learning line is an effective symbol for resilience and for assessment for learning. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/38C6CD54B28E286D9A8410BF39911E01.png | The value **ENERGY**is the centre of our vision.  It encourages focus and enthusiasm from everyone.  This **ENERGY** could be represented in the attitude of students as well as in staff morale, parent and governor involvement.  It promotes positivity and supports all of the other G.R.E.E.N. values. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/BC7D9BD0A310876A7B76D38599477A89.png | The value **EMPATHY**promotes community spirit in many dimensions.  It signifies self-awareness as well as respect for each other despite our differences.  In addition to this, it illustrates that none of us are alone on our learning journey and that, through collaboration, success can be greater. |
| https://www.wsfg.waltham.sch.uk/_site/data/files/images/values/AABBE9BC30E8511FD418D7E3A2E90E56.png | The value **NEWNESS** is vital in an ever changing world.  This encourages us to be open to new ideas, techniques, technologies and challenges.  It encourages us all to step out of our comfort zones as this is where the deepest learning and the greatest success can be achieved. |

*“The school’s values of Growth, Resilience, Energy, Empathy and Newness (GREEN) are lived by staff and pupils in all aspects of the school’s work.” Ofsted 2018.*

What staff value about the school

* This school feels safe, kind and caring. We are not driven by results – we seem to be driven to produce fabulous young women
* Ethos of the school, supportive colleagues and strong management with compassion

*“There are very strong working relationships between staff and pupils based on mutual trust and respect.” Ofsted 2018*

* I value the ethos of hard work in the students and how the school promotes kindness, tolerance and maturity amongst the students
* Atmosphere of diversity, respect and inclusion
* Freedom to teach in a range of styles



Job Description

**The Governing Body and the Local Authority are committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the latest national guidance and regulations on safeguarding and child protection. This role is subject to an enhanced DBS check.**

**Job title:** Classroom Teacher

**Reporting to**: Head of Faculty

**Responsible for:** The provision of a full learning experience and support for students.

Safeguarding and promoting the welfare of all students.

**Liaising with:** Teachers and support staff. LEA representatives, external agencies and parents/carers.

**Working time:** Full time as specified with in STPCD

**Salary:**  Classroom Teachers’ Pay Scale

**Disclosure:** Enhanced

|  |  |
| --- | --- |
| **Core Purpose** | * Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current school Teachers’ Pay and Conditions Document (STPCD) * To implement and deliver an appropriately broad, balanced relevant and differentiated curriculum for students and to support a designated area as appropriate * To monitor and support the overall progress and development of students as a teacher/Form Tutor * To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential * To contribute to raising standards of student attainment * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth. |
| **Teaching** | * To teach students according to their individual educational needs, including the setting and marking of work according to the school’s policies * 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 ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students * To undertake a designated programme of teaching on a ratio of 40/50 periods * To ensure a high quality of learning experience for students which meets internal and external quality standards * To prepare and update subject materials * To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus * To maintain discipline in accordance with the school’s procedures, and to encourage and model 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, grade and give written/verbal and diagnostic feedback as required |
| **Operational / Strategic Planning** | * To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies in the Faculty * To contribute to the Faculty’s development plan and its implementation * To plan and prepare courses and lessons * To contribute to the whole school’s planning activities |
| **Curriculum Provision and Development** | * To assist the Head of Faculty in ensuring that the curriculum area provides a range of teaching which complements the school’s strategic objectives and continues to be relevant to the needs of students, examining and awarding bodies and the school’s Aims |
| **Staffing** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development * To continue personal development in the relevant areas including subject knowledge and teaching periods * To engage actively in the Performance Management Review process * To ensure the effective/efficient development of classroom support * To work as a member of a designated team and to contribute positively to effective working relationships within school |
| **Quality Assurance** | * To help implement school quality procedures and to adhere to those * To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. * To review from time to time methods of teaching and programmes of work * To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school |
| **Management Information** | * To maintain appropriate records and to provide relevant accurate and up to date information for MIS, 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 and Liaison** | * To communicate effectively with the parents/carers of students as appropriate * Where appropriate, to communicate and co-operate with persons or bodies outside the school * To follow agreed policies for communications in the school * To take part in liaison activities such as parents’ evenings, review days and liaison events with partner schools * To contribute to the development of effective subject links with external agencies |
| **Management of Resources** | * To assist the Head of Faculty in identifying resource needs and 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 benefit the School, Faculty 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 Form Tutor Group as a whole * To liaise with a Curriculum Leader to ensure the implementation of the school’s Pastoral System * To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life * To evaluate and monitor the progress of students and keep up-to-date student records as may be required * To contribute to the preparation of action plans and progress files and other reports * To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved * To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. * To apply the Behaviour Management systems so that effective learning can take place * To deliver a tutorial programme of activities relevant to the tutor group as advised by line manager * To attend annual reviews for assigned students who are on the SEN register |
| **School Ethos** | * To play a full part in the life of the school community, to support is distinctive aims and ethos and to encourage staff and students to follow this example * To promote actively the school’s policies * To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate |

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

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 below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

March 2020

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

Person Specification

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Criteria** | Essential | Desirable |  | Assessed by application | Assessed by selection process |
|  | **Qualifications** | | | | | |
| 1 | A good honours degree or equivalent | / |  |  | / |  |
| 2 | Qualified Teacher Status (QTS) | / |  |  | / |  |
|  | **Professional experience and knowledge** | | | | | |
| 3 | Proven classroom expertise as a BT or have 1 or more years’ experience | / |  |  | / | / |
| 4 | An ability to constantly monitor students’ achievements and adapt teaching to the needs of the class with the support of the Head of Faculty of teaching/working in a single sex educational environment | / |  |  | / | / |
| 5 | Understanding and knowledge of the appropriate use of a range of differentiation techniques | / |  |  | / | / |
| 6 | The ability to contribute to the work within the faculties, both as a member of a team and individually | / |  |  | / | / |
| 7 | A commitment to the promotion of anti-sexism, anti-racism and equality of opportunity in all aspects of their work within the school | / |  |  | / | / |
|  | **Professional aptitudes, qualities and skills** | | | | | |
| 8 | A willingness to contribute to the extra-curricular activities within the faculty and support ongoing projects | / |  |  | / |  |
| 9 | A willingness to learn new skills and develop existing skills as a part of a program of professional development, with the aim of using this development to further their career | / |  |  | / | / |
| 10 | Personal qualities and skills that can contribute to the school’s pastoral system | / |  |  | / | / |
| 11 | An ability to effectively organise their workload, be energetic and have a sense of humour | / |  |  |  | / |

March 2020

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Science Faculty Information

The Science Faculty at WSFG is a dynamic and cohesive team, made up of eight very committed and enthusiastic teachers. We are constantly striving to raise standards in science using a variety of innovative learning and teaching techniques. Our KS4 results are currently in the top 20% nationally.

Classes are currently taught in mixed ability groups in year 7 and 8, and ability grouping in year 9. There are Higher and Foundation groups at KS4. Effective classroom support is provided by members of the Learning Support department which, together with high expectations, allows pupils of all abilities to make good progress.

A team of two technicians provide the practical support for teaching in the department. The department is very well resourced, and our technicians provide equipment for all areas of the Science curriculum, including iPads and other ICT based activities; whilst also being actively involved in researching and creating new resources to further improve the learning and teaching in the department. They are very much a part of the science team and work closely with all teachers to provide an efficient delivery of equipment to lessons.

The Science curriculum places great emphasis on developing skills and confidence within the subject. As teachers of Science, we aim to capture the girls’ imagination, whilst also aiming to engage their scientific curiosity. Our approach of providing maximum practical work to support knowledge, builds the students’ skills as they move through the school. We hope to encourage them to go on to further education in Science or to consider careers in related fields.

The Faculty has extensive collaboratively-produced schemes of learning in place for both Key Stages, which cover the requirements of the National Curriculum. These consist of carefully devised sequences which respect students’ diversity, stimulate their interests and introduce them to fresh challenges. At KS3, the curriculum has been devised around ‘Exploring Science – How Science Works’ with the scheme’s ‘Active Book’ being a dominant feature. At both key stages our schemes of learning are continuously edited and updated to fit it with any curriculum changes. All KS3 students have online to access to active books.

At KS4, all students follow the AQA Trilogy suite where all material is assessed at the end of year 11. Students are also chosen to study Separate Science in KS4 where they are taught Biology, Chemistry and Physics separately by subject specialists. The KS4 course is taught from the beginning of year 9.

At the beginning of January 2010 following a Building Schools for the Future initiative the Science Faculty moved into a brand new building. The Science Faculty had a major input into the design of the new facilities with an emphasis on obtaining the highest quality learning environment possible. We now have a suite of eight well equipped laboratories, all with interactive whiteboards and broad band internet access. Students also have access to significant ICT resources and have regular hands on experience of using specialised scientific equipment. This is supported from four preparatory rooms and, in addition the science department has its own faculty base room. There are excellent grounds, enhanced by the rebuild, including a purpose designed school pond and sympathetic planting, which provides an excellent resource for ecology and related studies, as well as providing a pleasant environment to enhance the girls’ learning.

March 2020

Mathematics Faculty Information

Mathematics in Year 7 is taught in mixed ability groups of around 24 students, currently until the end of the first term. The students work mainly on the new Oxford Mymaths books. The classes all work on a particular topic together, with separate groups within the class working on different levels. This system allows for flexibility for individual students, as well as the possibility of whole class lessons on particular topics. A lesson which includes a starter on the same or a different topic is the norm.

The course is supplemented with a full set of written tests covering all the chapters, a bank of homework and investigational and rich tasks, computer software and various other modules of work, including one on financial capability.

Students who have not reached the required standard for maths at the end of KS2 are taught in a separate class for all of year 7, unless they reach the required standard and are moved into a mixed ability group.

After the Christmas break the rest of the students are placed in sets according to their ability. The six form groups are split into 8 mathematics sets. The top 4 groups usually have 30 students in them, with the groups decreasing in number down to the lowest groups having around 10 students.

In year 8 the groups are refined so that they are now set 1 to 8. The four lower groups currently work towards taking the Foundation level GCSE. The other four groups all take Higher. A number of group 1 students also take the FSMQ during year 11 and it is possible that in future, they also may be able to take GCSE Statistics during year 10.

During the 4 years from year 8 to 11, the students take tests that cover about one third of each book, so that comparative progress can be monitored. Other forms of continual assessment of students, including self-assessment, numeracy tests and a program of ‘mock’ style papers are also used.

The successful candidate will be expected to teach in every year group and cover the full range of ability levels.

January 2019



Staff Benefits

Outlined below are some of the additional benefits available to staff working at Walthamstow School for Girls.

**Cycle 2 work scheme**

This benefit offers staff the opportunity to make tax and national insurance savings whilst keeping fit at the same time.

**Commitment to CPD**

We actively encourage CPD to all staff. We regularly provide whole school CPD as part of the school calendar, as well as opportunities for individual CPD requests.

“*I have been given some fantastic CPD opportunities with an amazing amount of training. My personal knowledge and confidence has increased immensely.”*

**Eye Tests**

All staff using computer equipment should have eye and eyesight checks at regular intervals. Eyesight testing should also happen where staff experience visual difficulties, which may reasonably be considered to be caused by computer work. Staff working within schools in the London Borough of

Waltham Forest may be entitled to reimbursement of some costs associated with vision testing and the frames and lenses needed to enable them to work safely on display screen equipment.

**Staff Wellbeing**

As part of our CPD for staff we include session related to staff wellbeing. There are also opportunities for staff to participate in various activities as individuals.

At Walthamstow School for Girls we also offer a staff running club, Badminton club, Boxfit exercise sessions, yoga and the London Club (historical walks around London).

“Since joining WSFG *I have felt totally reinvigorated and I am excited to teach again. This is undoubtedly because the atmosphere in school is a very positive one.”*

**Workplace Options - Employee Assistance Provider**

A confidential counselling, help and information service is provided for all those employed by Waltham Forest and is available free of charge 24 hours a day, every day of the year. This service can help with a range of problems from practical everyday matters to sensitive and emotional issues. For further information please call 0800 328 1437 or contact: [**www**.**employeeassistance.org.uk**](http://www.employeeassistance.org.uk)







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