



## WOLVERHAMPTON GIRLS' HIGH SCHOOL

Mrs T Young  
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11-18 girls' selective school with Academy Status  
1067 students

### **Teacher of Mathematics Maternity Leave Cover - Full-time**

Salary: Teachers' Pay Scale  
Required for September 2021 (Possibility of June 2021)

An exciting opportunity has arisen to join one of the country's leading grammar schools and offers teachers the opportunity to work with able and well-motivated students. We are seeking an inspirational, professional and dynamic teacher to build upon the reputation of our school. We welcome applications from Newly Qualified Teachers. You will be passionate about your subject, and an engaging and an enthusiastic classroom practitioner. In return, we offer professional support and career development opportunities. We recognise and value continued professional development and as such, training opportunities will be made available to you throughout your career with us.

Visit the school website for further details and the employment application pack.

Closing date for applications: 9am on 20<sup>th</sup> April 2021

Interviews will be held as soon as possible after this date.

**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. The post is subject to satisfactory references which will be required prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications and verification of the Right to Work in the UK.**

# Wolverhampton Girls' High School

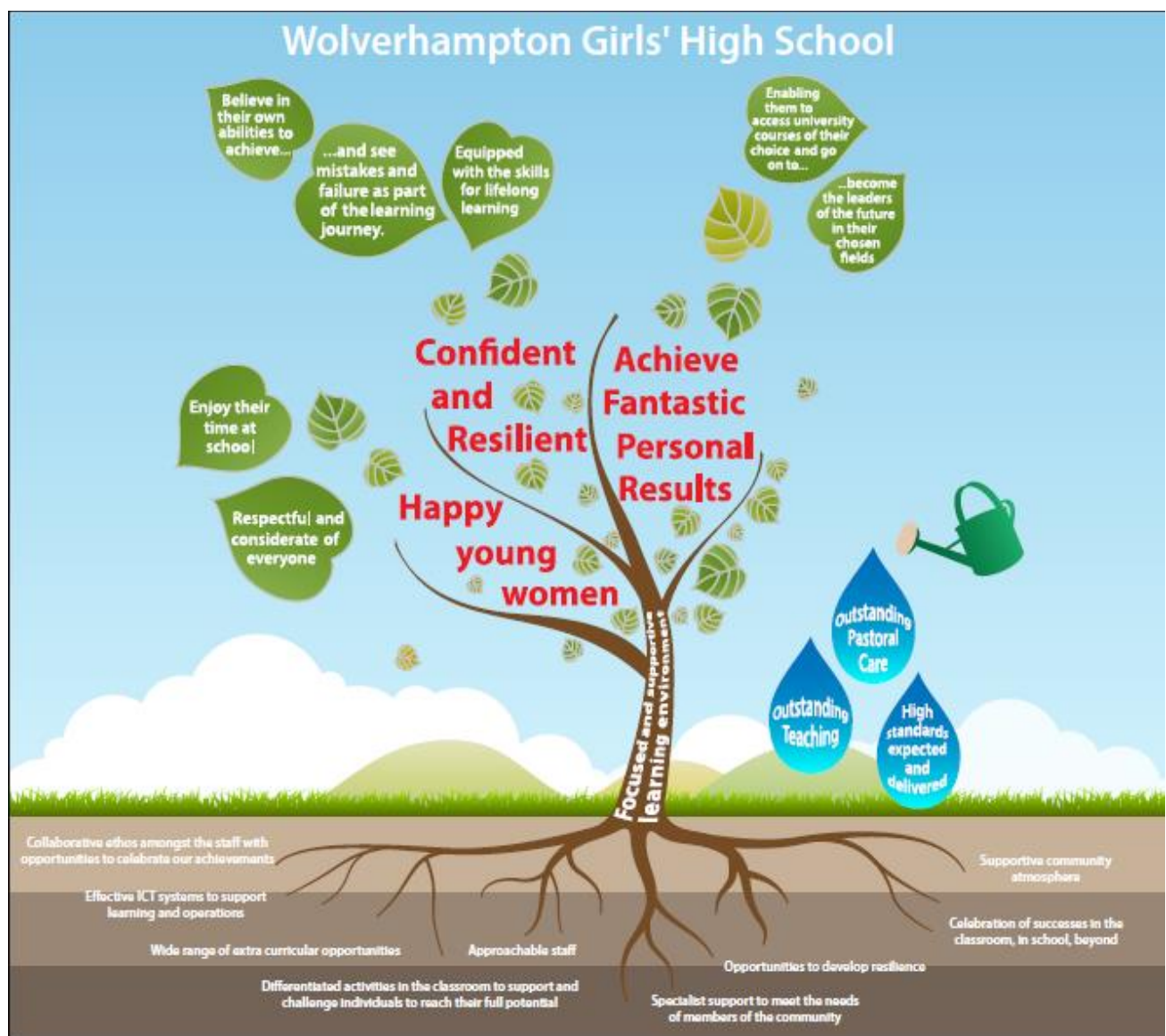
## Teacher of Mathematics - Maternity Leave Cover

### Applicant Pack

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# School Vision



# Our School

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Wolverhampton Girls' High School has a long and established history of providing outstanding education for girls for over 100 years. We pride ourselves on our traditions, but we do not stand still, we are striving for continuous improvement. There is no charge or cost related to the admission of a student to the school and we welcome students from within the City of Wolverhampton and beyond.

We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and support tailored to meeting individual needs leads to academic excellence. Students are highly motivated to learn and personalised learning lies at the heart of our provision. Students also benefit from exceptional learning facilities.

The school is respected as one of the best state schools in the country, regularly achieving examination results which place it at or near the top of national league tables. This success has also been recognised by Ofsted, with the school achieving four successive "Outstanding" inspections. Indeed, the school was awarded this highest rating in every category in each of the two most recent inspections.

Whilst academic achievements are an important part of life at WGHS, students enjoy the wide range of other opportunities. These include participation in the thriving house system, and opportunities in the fields of sport, music and drama. There is a plethora of activities for the students to engage in from leading whole school events; to organising charity fundraising activities; participating in debating competitions and enjoying expeditions abroad.

Our team of dedicated staff ensures that students are well supported to achieve academic success, within a caring community. Pastoral care is exceptional, focusing upon student wellbeing. High quality advice and support is provided to ensure that students are well informed to make their choices when preparing for higher education and their future careers. The school has an impressive record of students going on to read a variety of degree courses including Medicine and Law; and at some of the best institutions in the country including Oxford and Cambridge, alongside securing prestigious higher-level apprenticeships at companies such as KPMG.

The school's motto: *Ludus Supra Praemium*, emphasises the value of taking part as a member of the school community. Our girls are encouraged to develop skills for lifelong success in terms of understanding themselves as learners and developing as responsible citizens, demonstrating care and respect for all members of the community.

I want each and every one of our students to develop confidence, determination, resilience and self-belief. We encourage our students to embrace all that an education here at Wolverhampton Girls' High School has to offer by seizing the myriad of opportunities both within and outside of the curriculum, to develop passion for learning, and enjoy enriching activities.

As a result, our students leave WGHS with skills, attributes, qualifications and fond memories; equipped as confident and independent minded young women ready to take on the challenges ahead and enjoy success in their chosen fields. We focus on the importance of encouraging each of our students to aim for their personal best.

Girls' High is a special place to be, with its supportive atmosphere, encouraging all students to achieve their best in all aspects of school life.

**Mrs T Young**  
**Headteacher**



# Our Students

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All, of our students, are high achieving and almost all go on to study university courses with girls accessing some of the most competitive courses at the most sought-after institutions.

Examination results are exceptional, year after year.

## Headlines 2019-2020

GCSE	A Level
80.5% of grades awarded at 9/8/7 or A <sup>+</sup> / A <sup>+</sup> /A	72.2% of grades awarded at A*-B (excluding EPQ)
83.2% achieved the English Baccalaureate	100% pass rate
78 students achieved 9/8/7 or A <sup>+</sup> /A in all subjects	53 students achieved A* or A grades in 3 or more subjects

Fewer students than the national average are eligible for the Pupil Premium (Years 7 to 11) (76). We currently have no students eligible for Catch Up Funding and we have one, Looked After Child.

We have 31 students on SEN support code (K).

The proportion of students from ethnic minority groups is 62% with Indian students making up 32% and 16% who speak English as an Additional Language.

There is a very strong community ethos across the school with the House system at its heart. Students compete enthusiastically in a range of different competitions. These events, together with academic and pastoral mentoring across the year groups, ensure that students actively support each other from Years 7-13. Students seize leadership opportunities, running many clubs at lunchtime and leading a variety of fundraising activities.

All of our girls want to and are encouraged to achieve their personal best. They support each other in and beyond the classroom to strive for excellence and subsequently achieve great success in all areas.

# Our Staff

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We have 106 staff; 62 teachers of whom 27 are part-time; and 44 support staff. There are 16 Curriculum Leaders and 4 House Leaders. The Senior Leadership Team is comprised of the Headteacher, 2 Deputy Headteachers, 1 Senior Assistant Headteacher and 1 Assistant Headteacher.

There is a strong sense of support and community amongst the staff.

Staff are actively encouraged to inform the planning of future whole school priorities. In addition, staff make valuable and active contributions to several school-working groups.

All staff receive an annual appraisal with a mid-year review, alongside ongoing professional development. Career development is an expectation for all, and we provide support within school to help colleagues to develop. There are opportunities to lead whole school training sessions and to share expertise across and within departments.

We are very fortunate to be supported by a team of dedicated and high-quality support staff who support the school in a variety of ways. These include administration, finance, learning support, data and examinations and site.

Students and parents have high expectations of the staff as a result of their thirst for learning and ambition. This makes our focused learning environment a very rewarding one of which to become apart.

# Our Facilities

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The school is steeped in traditions from over its 100-year history, but we are forward looking and aiming for continuous improvement. We have recently benefited from an £8million BSF investment updating facilities across the school and extending our facilities to include new science laboratories, new art rooms, new lecture theatre and a £2.3 million ESFA investment for new sixth form social and study facilities. All Sixth Form students are issued with a one-to-one device to support their learning.

Work has commenced on an additional ESFA, £3.4 million funded project. This will include provision of four new science laboratories and refurbishment of two others.

# Mathematics Department

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The Department consists of a Curriculum Leader, a Deputy Curriculum Leader and six other members of the department, some of whom have other school responsibilities.

In the Mathematics Department, we work to a structured scheme of work that allows each member of the department to contribute ideas and resources. Our teaching styles reflect a variety of good practice and include a mixture of traditional methods, discovery methods, group activities, practical work and appropriate use of ICT. At both KS3 and GCSE, we are following a Maths mastery scheme of learning. We aim to make the learning of mathematics an enjoyable experience. There is a large amount of informal discussion within the department (in addition to formal meetings) where ideas, methods and work are shared.

We are a caring department and make a point of being available to the students at times other than teaching periods if help is needed. Older students are keen to act as mentors to younger students and many sixth formers and KS4 students help in this way.

All maths classrooms have access to SMART boards as well as traditional white boards.

Students enter the School from a wide variety of primary schools and bring with them differing experiences of mathematics. We teach students in mixed ability classes in all years as we believe this allows students to support and learn from each other.

At GCSE, we prepare the students for OCR Mathematics Specification. The majority are entered at the Higher Level. In the first years of the new GCSE, the majority of students have achieved grade 7 or above. We also offer an additional qualification, the AQA iGCSE in Further Mathematics to approximately 50, Year 11 students in addition to their GCSE in Mathematics. This is studied as an optional enrichment activity.

At A level, the courses on offer include:

1. Edexcel A level Mathematics
3. Edexcel Further Mathematics with mechanics and decision maths.
4. STEP preparation.

Every year we have students who go on to university to read mathematics or related subjects. Some of our former students have taken up places at Cambridge, Warwick and Oxford. It is our aim to give the sixth form students a good background and sound basis on which their future studies can develop.

The Department offers a wide variety of enrichment activities throughout the year across the whole age range and are keen to find new and exciting challenges for the students.



## Job Description

<b>Post Title:</b>	<b>TEACHER</b>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• Under the reasonable direction of the Headteacher, to carry out the professional duties of a teacher as circumstances may require.</li> <li>• To perform, in accordance with any directions which may reasonably be given by the Headteacher from time to time, such particular duties as may reasonably be assigned.</li> <li>• To share the school's responsibility for monitoring, promoting and supporting the general progress, development, well-being and discipline of individual students and of any class or group of students assigned to the teacher, providing opportunities for personal and academic growth, and monitoring and evaluating progress in these areas.</li> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, and to support a designated department/subject as appropriate.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment and achievement.</li> </ul>
<b>Reporting to:</b>	Curriculum Leader
<b>Responsible for:</b>	The provision of a full learning experience and of support for students.
<b>Liaising with:</b>	Senior Leadership Team, Pastoral Leader, teaching/associate staff, external agencies and parents.
<b>Working Time:</b>	195 days per year Full-time
<b>Salary/Grade:</b>	Mainscale/UPS
<b>RESPONSIBILITIES:</b>	
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• To teach the students assigned according to their educational needs, including setting and marking work to be carried out by the student in school and elsewhere.</li> <li>• To stimulate learning through the use of a variety of delivery methods and the provision of high-quality learning experiences which are appropriate to student needs and address the demands of the syllabus.</li> <li>• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>• To mark, grade and give written/verbal and diagnostic feedback as required.</li> <li>• To maintain good order and discipline among the students in accordance with the school's policies and procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>• To safeguard the health and safety of students both when authorised to be on the school premises and when engaged in authorised school activities elsewhere.</li> <li>• To participate in arrangements for preparing students for public examinations, in assessing students for the purposes of such examinations and recording and reporting such assessments and participating in arrangements for students' presentation for and supervision during such examinations.</li> <li>• To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To supervise and, so far as is practicable, to teach any students whose teacher is not available to teach them.</li> </ul>



<b>Pastoral:</b>	<ul style="list-style-type: none"> <li>• To be a Form Tutor to an assigned group of students.</li> <li>• To liaise with the Pastoral Leader to ensure the implementation of the school's pastoral procedures.</li> <li>• To register students' attendance, supervise them, accompany them to assemblies and encourage full attendance and full participation in other aspects of school life.</li> <li>• To monitor and evaluate the progress of students and keep up-to-date student records as may be required.</li> <li>• To contribute to the preparation of Action Plans, Progress Files and other records of and reports on the educational, personal and social needs of students.</li> <li>• To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about source of more expert advice on specific questions.</li> <li>• To alert appropriate staff to problems experienced by students and to contribute, where appropriate, to the resolution of these problems.</li> <li>• To contribute to PSHCE, Citizenship Education, Work Related Education and Enterprise Education according to school policy.</li> <li>• To apply the Behaviour Policy so that effective learning can take place.</li> </ul>
<b>Planning:</b>	<ul style="list-style-type: none"> <li>• To advise and co-operate with the Headteacher and other teachers on the preparation, development and implementation of appropriate syllabuses, schemes of work, resources, policies, teaching and learning strategies and pastoral arrangements.</li> <li>• To contribute to the departmental/subject development plan and its implementation.</li> <li>• To plan and prepare courses and lessons.</li> <li>• To contribute to whole school planning activities.</li> </ul>
<b>Curriculum:</b>	<ul style="list-style-type: none"> <li>• To assist the Curriculum Leader to ensure that teaching and learning complement and support the school's mission, aims, objectives and strategic plans.</li> <li>• To assist in the process of curriculum development and change so as to ensure its continued relevance to the needs of the students, of examining and awarding bodies and of the school's mission, aims, objectives and strategic plans.</li> </ul>
<b>Staffing:</b>	<ul style="list-style-type: none"> <li>• To participate in the Appraisal process.</li> <li>• To participate in arrangements for further training and professional development as a teacher, including the school's staff development programme, and to undertake training and professional development to meet needs identified through the Performance Management process.</li> <li>• To ensure the effective/efficient deployment of classroom support.</li> <li>• To work as a member of a designated team and to contribute positively to effective working relations within the school.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To contribute to the school's self-evaluation and review procedures.</li> <li>• To contribute to the process of self-evaluation and review of the department/subject in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> <li>• To review from time to time methods of teaching and programmes of work.</li> <li>• 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.</li> </ul>
<b>Management of Information:</b>	<ul style="list-style-type: none"> <li>• To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers, etc.</li> <li>• To complete the relevant documentation to assist in the tracking of students.</li> <li>• To use data and information to track student progress and to inform teaching and learning.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To participate in meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.</li> <li>• To communicate and consult, as appropriate, with the parents of students.</li> <li>• Where appropriate, to communicate and co-operate with persons or bodies outside the school, after consultation with the appropriate staff.</li> <li>• To follow agreed policies for communications within the school.</li> </ul>

<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>• To take part in marketing and liaison activities such as Open Days/Evenings and Parents' Evenings.</li> <li>• To contribute to the development of effective subject links with external agencies.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of ordering and allocation of equipment and materials.</li> <li>• To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, the department/subject and the students.</li> </ul>
<b>Other Specific Duties:</b>	<ul style="list-style-type: none"> <li>• To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.</li> <li>• To support the school in meeting its legal requirements for worship.</li> <li>• To promote actively the school's corporate policies.</li> <li>• To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.</li> <li>• To undertake any other duty as specified by STPCD not mentioned in the above.</li> </ul>

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the post and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown but, following consultation, may be changed to reflect or anticipate changes in the post which are commensurate with the salary and job title.



## Person Specification

Factor	Required	Desired
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>Good Honours Degree or equivalent in the subject</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Interest in pursuing further qualifications</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Subject knowledge sufficient to challenge the most able students and achieve high outcomes at GCSE and A' Level.</li> <li>A good understanding of curriculum developments in the subject</li> </ul>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Recent relevant and successful teaching experience to <u>OR</u> evidence of successful completion of initial teacher training</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching students of high ability</li> </ul>
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>A positive attitude towards professional development and own learning</li> </ul>	<ul style="list-style-type: none"> <li>Clear sense of responsibility for own Continuing Professional Development</li> </ul>
<b>SKILLS/ABILITIES</b>	<ul style="list-style-type: none"> <li>Able to use a range of teaching and learning strategies</li> <li>Teaches to a high standard</li> <li>Motivates and relates to students</li> <li>Good classroom management</li> <li>Good personal organisation</li> <li>Good communicator, orally and in writing</li> <li>Developing ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>Able and willing to engage in extra-curricular activities</li> <li>Confident and competent user of ICT</li> </ul>
<b>PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>Positive and enthusiastic</li> <li>Conscientious and self-motivated</li> <li>Works well within a team and contributes to team development</li> <li>Effective inter-personal skills</li> <li>Reliability and integrity</li> </ul>	<ul style="list-style-type: none"> <li>Willing to seek and respond to advice positively</li> <li>Sense of humour</li> </ul>
<b>VALUES</b>	<ul style="list-style-type: none"> <li>A clearly articulated philosophy on the teaching of the subject</li> <li>Belief in the ethos of selective, single-sex education</li> <li>Commitment to high standards</li> </ul>	<ul style="list-style-type: none"> <li>Commitment to Personalised Learning</li> </ul>
<b>REFERENCES</b>	<ul style="list-style-type: none"> <li>References describe an adaptable, reliable, conscientious and enthusiastic candidate</li> <li>Appearance of words such as good, excellent, outstanding</li> </ul>	<ul style="list-style-type: none"> <li>References indicate confidence, integrity, competence and effectiveness</li> </ul>

## How to Apply

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To apply for this post, please complete the application form and submit it with a supporting letter. In your letter you should state:

1. Your reasons for applying for the post
2. The experience you believe to have prepared you for the post
3. The skills and strengths you will bring to the school with reference to the person specification

Please note that the application form must be completed in full and submitted for the attention of the Headteacher by post or to [jobs@wgghs.org.uk](mailto:jobs@wgghs.org.uk)

**The deadline for submissions of applications: 9am on 20<sup>th</sup> April 2021**

The interviews are expected to be held as soon as possible after this date.