



WOLVERHAMPTON GIRLS' HIGH SCHOOL

Mrs T Young
Headteacher
Tettenhall Road
Wolverhampton WV6 0BY

Telephone: 01902 551515
www.wghs.org.uk

11-18 girls' selective school with Academy Status
1002 students 281 in Sixth Form

Special Educational Needs and Disabilities Coordinator and Teacher of English

Salary: Teachers' Pay Scale and TLR2B £4529
Required for 1 September 2020
Full-time

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 inspirational, professional and dynamic teachers 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: 9.00am on 30 March 2020

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.

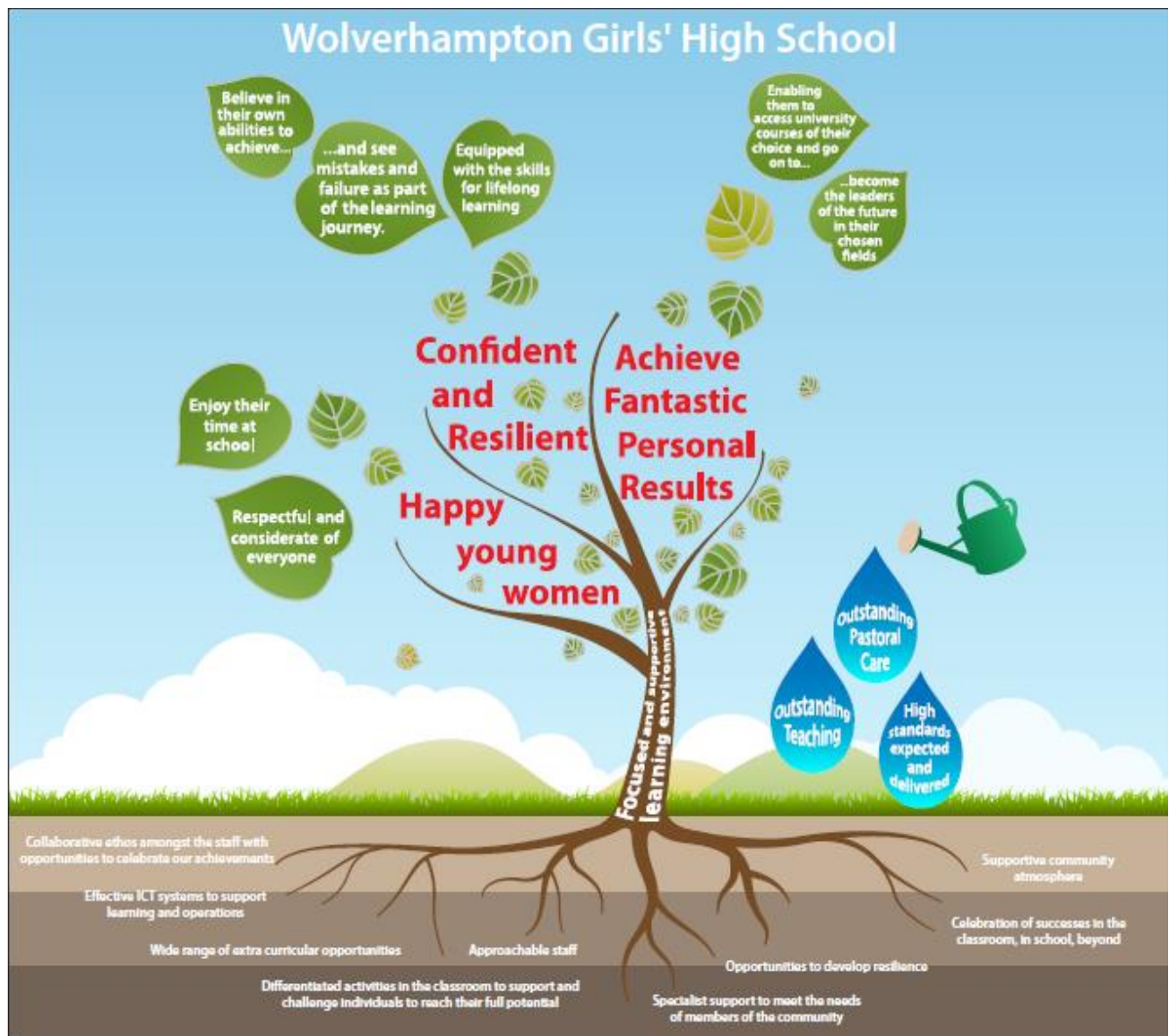
Wolverhampton Girls' High School

SENDCO and Teacher of English

Applicant Pack



School Vision



Our School

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

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.

A Level Results 2019	GCSE Results 2019
9% of entries were awarded A*	22% were awarded the new grade 9.
36% of entries were awarded A*/A.	48% of entries were awarded grade 8/9/A*.
62% of entries were awarded A*-B.	74% of entries were awarded A/A*/7/8/9.
Twenty-four students achieved all A/A* grades.	The overall pass rate was 99.7%.
	Thirty-nine girls achieved A/A*/7/8/9 in all of their 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

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 a number of 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

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. Plans are now in place to commence a further ESFA, £3.4 million funded project in the Summer of 2020. This will include provision of four new science laboratories and refurbishment of two others.

English Department

The English Department currently consists of 5 teachers (3 full-time and 2 part-time). Colleagues are very friendly and supportive and there is a democratic spirit in the discussion of educational issues and departmental matters. English is taught by a lively team of specialists. We are experienced, highly committed and feel passionate about the importance of English in awakening enthusiasm for literature and developing critical and artistic insight.

The subject develops a number of skills including sensitivity to language, ability to analyse texts and creativity. Work is divided into thematic or skills-based units: for example, “Shakespeare’s Comedies”, “Persuasion and Rhetoric” or “Narrative Voice”. Students study a range of text types covering prose (fiction and non-fiction), poetry and plays, and are given opportunities to develop their writing skills in a variety of ways. Drama and Spoken Language activities bring another dimension to lessons. We also place considerable value on accuracy in writing as this is the lens through which ideas are viewed. Students are encouraged to become independent learners and the department actively fosters a spirit of enquiry in the girls. At all Key Stages, we try to lift our gaze beyond the everyday and discuss the importance of reading for pleasure, and to develop a greater awareness of the world around us. Wider independent reading is fostered throughout Key Stage 3, and into Key Stage 4 as preparation for A Level Literature.

Key Stage 4:

Work is strongly influenced by the requirements of the GCSE specifications in English Language and English Literature, which culminates in terminal examinations. Pupils study for English Language skills to enable them to communicate information and ideas and explore effects and impact. For English Literature they study a range of texts comprising: Modern Drama, Shakespeare, Literary Heritage and Poetry.

Key Stage 5:

A Level Literature includes the in-depth study of poetry, prose and drama. In Year 12 students study Shakespeare, Modern Drama and Prose and Pre 1900 Poetry leading to a terminal examination. In Year 13 they are also introduced to a variety of texts for coursework study and a comparative and contextual study for examination. We encourage independent learning, and personal preferences, through encouraging students to select texts for wider reading to expand their knowledge for examination and coursework, as well as making them into well-rounded students of literature.

Extra-Curricular Activities:

There are many English related extra-curricular activities: House Arts and the end of year production all need enthusiastic actors, administrators, stage managers and directors. The department regularly organises theatre trips to see set texts and other plays in performance. Each year, Year 7 have an activities day at the Lighthouse Cinema and Media Centre to explore Shakespeare’s comedies and watch a live stream of a play from the Globe Theatre. In 2015, pupils enjoyed a variety of cinema screenings of plays such as: The Globe’s “Macbeth”, ‘Of Mice and Men’ from Broadway and Benedict Cumberbatch in ‘Hamlet’. The Department is committed to giving students every opportunity to see the texts they are studying brought to life on the stage. Drama Productions To further develop our pupils’ appreciation of literature; girls have the opportunity to participate in the end of year whole school production. Also, every year, the House Arts Competition combines both drama and music. There is a lot of enthusiasm for these events. Senior girls take on much of the responsibility for directing, administration, and technical support. They carry these projects through with great style and initiative. In recent years, we have upgraded lights and other technical equipment. There is great interest among senior girls to run the technical side of the productions. The Performing Arts Suite is in regular use for rehearsals and performances. Here are some extracts from notes on recent productions. House Arts 2015 brought to life on stage the great American Musical. Four classic musicals: “Show Boat”, “Barnum”, “Chicago” and “Guys and Dolls”, filled the stage with dance, song, laughter and drama. Our themed year continued with a production of “Bugsy Malone” in the Spring Term. The hall was transformed into Fat Sam’s Speakeasy and the audience was transported to the mean streets of New York and the menace of the splurge gun! Finally, the year ended with a heart-warming production of “Annie”. Once again in New York, we followed the trials and tribulations of our orphaned heroine’s attempts to find her mother and father.



Job Description

Post Title:	SENDCO AND TEACHER
Purpose:	<ul style="list-style-type: none"> Under the reasonable direction of the Headteacher, to carry out the professional duties of a teacher as circumstances may require. 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. 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. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, and to support a designated department/subject as appropriate. 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 and achievement.
Reporting to:	Deputy Headteacher
Responsible for:	The provision of a full learning experience and of support for students.
Liaising with:	Senior Leadership Team, House Leaders, teaching/associate staff, external agencies and parents.
Working Time:	195 days per year Full-time
Salary/Grade:	Mainscale/UPS and TLR 2B
RESPONSIBILITIES:	
Teaching:	<ul style="list-style-type: none"> 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. 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. To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. To mark, grade and give written/verbal and diagnostic feedback as required. 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. 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. 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. To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students. To supervise and, so far as is practicable, to teach any students whose teacher is not available to teach them.
	<ul style="list-style-type: none"> Develop, share and Monitor teaching and learning activities to meet the needs of pupils with SEND.

Whole School SENDCO Y7-13	<ul style="list-style-type: none"> • Identify and teach study skills that will develop pupils' ability to work independently. • Liaise with other agencies, schools/local schools and those in the UK to ensure continuity of support and learning when transferring pupils with SEN. • Ensure the school SEND register is up to date and all stake holders are fully informed about support programmes in place/planned. • Ensure EHCPs and PEPs are monitored regularly, are live documents and their impact is assessed and progress can be evidenced. • Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND and understand the importance of taking ownership of additional provision and the progress students (with SEN) make in their class/teaching group. • Take the lead in constructing the school's provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately. • Provide training opportunities, teachers and other stake holders to learn about SEND and work with other colleagues to deliver training on specific intervention programmes. • Disseminate good practice in SEND across the school. • Identify resources needed to meet the needs of pupils with SEND and advise the Deputy Headteacher of priorities for expenditure. • Contribute to Senior Leadership's evaluation of the effectiveness of SEND provision in the school and be prepared to share this information with other stake holders. • Take the lead in liaising, co-ordinating and managing all external support offered to school locally and from the agency. • Work with colleagues to set challenging targets for raising achievement among pupils with SEND. • Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its teaching programme and intervention strategies. • Set up systems for screening pupils at "point of entry" identifying, assessing and reviewing provision for SEND children once identified.
Pastoral:	<ul style="list-style-type: none"> • To liaise with the House Leaders to ensure the implementation of the school's pastoral procedures. • To register students' attendance, supervise them, accompany them to assemblies and encourage full attendance and full participation in other aspects of school life. • To monitor and evaluate the progress of students and keep up-to-date student records as may be required. • 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. • 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. • To alert appropriate staff to problems experienced by students and to contribute, where appropriate, to the resolution of these problems. • To contribute to PSHCE, Citizenship Education, Work Related Education and Enterprise Education according to school policy. • To apply the Behaviour Policy so that effective learning can take place.
Planning:	<ul style="list-style-type: none"> • 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. • To contribute to the departmental/subject development plan and its implementation. • To plan and prepare courses and lessons. • To contribute to whole school planning activities.

Curriculum:	<ul style="list-style-type: none"> To assist the Curriculum Leader to ensure that teaching and learning complement and support the school's mission, aims, objectives and strategic plans. 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.
Staffing:	<ul style="list-style-type: none"> To participate in the Appraisal process. 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. To ensure the effective/efficient deployment of classroom support. To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> To contribute to the school's self-evaluation and review procedures. 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. 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 of Information:	<ul style="list-style-type: none"> To maintain appropriate records and to 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 use data and information to track student progress and to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> To participate in meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. To communicate and consult, as appropriate, with the parents of students. Where appropriate, to communicate and co-operate with persons or bodies outside the school, after consultation with the appropriate staff. To follow agreed policies for communications within the school.
Marketing and Liaison:	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Days/Evenings and Parents' Evenings. To contribute to the development of effective subject links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> To contribute to the process of ordering and allocation of equipment and materials. To assist the Curriculum Leader to identify 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 the benefit of the school, the department/subject and the students.
Other Specific Duties:	<ul style="list-style-type: none"> 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. To support the school in meeting its legal requirements for worship. To promote actively the school's corporate policies. To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate. To undertake any other duty as specified by STPCD not mentioned in the above.

- 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
QUALIFICATIONS	<ul style="list-style-type: none"> Good Honours Degree or equivalent in the subject Qualified Teacher Status 	<ul style="list-style-type: none"> Interest in pursuing further qualifications SENDCO qualification
KNOWLEDGE	<ul style="list-style-type: none"> Subject knowledge sufficient to challenge the most able students and achieve high outcomes at GCSE and A' Level. A good understanding of curriculum developments in the subject 	Knowledge of relevant strategies to support students with SEND
EXPERIENCE	<ul style="list-style-type: none"> Recent relevant and successful teaching experience to <u>OR</u> evidence of successful completion of initial teacher training 	<ul style="list-style-type: none"> Experience of teaching students of high ability Experience of teaching performing arts/drama Experience of managing SEND students in the classroom Experience in a position of responsibility
TRAINING	<ul style="list-style-type: none"> A positive attitude towards professional development and own learning 	<ul style="list-style-type: none"> Clear sense of responsibility for own Continuing Professional Development
SKILLS/ABILITIES	<ul style="list-style-type: none"> Able to use a range of teaching and learning strategies Teaches to a high standard Motivates and relates to students Good classroom management Good personal organisation Good communicator, orally and in writing Developing ICT skills 	<ul style="list-style-type: none"> Able and willing to engage in extra-curricular activities Confident and competent user of ICT Able to teach another subject at Key Stage 3
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> Positive and enthusiastic Conscientious and self-motivated Works well within a team and contributes to team development Effective inter-personal skills Reliability and integrity 	<ul style="list-style-type: none"> Willing to seek and respond to advice positively Sense of humour
VALUES	<ul style="list-style-type: none"> A clearly articulated philosophy on the teaching of the subject Belief in the ethos of selective, single-sex education Commitment to high standards 	<ul style="list-style-type: none"> Commitment to Personalised Learning
REFERENCES	<ul style="list-style-type: none"> References describe an adaptable, reliable, conscientious and enthusiastic candidate Appearance of words such as good, excellent, outstanding 	<ul style="list-style-type: none"> References indicate confidence, integrity, competence and effectiveness

How to Apply

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@wghs.org.uk

The deadline for submissions of applications: 9.00am on 30 March 2020

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