

a folio education trust school



Wallington
County Grammar School

WORKING AT WALLINGTON COUNTY GRAMMAR SCHOOL

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 best 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 recently recognised by Ofsted who confirmed that we are an 'outstanding' school. 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 5% 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 a large number of 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 solely 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, the latter including our recently completed Physics Laboratories and a new Drama Studio.

We have a thriving co-curriculum which helps create a globally competitive alumni who go on to take leading roles in society. Student run 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 cornerstone 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.

Employment and Training



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, the Grammar School Heads Association and PiXL 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 a 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 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

Table 1: 2022 A Level Results vs 3 Year Average 2017-19 by Department.

	2022 A Level Results					Three year average percentages (2017-19)				
	Entries	A*	A*/A	A*-B	A*-C	Entries	A*	A*/A	A*-B	A*-C
Art	3	33	67	100	100	5	11	22	81	100
Biology	69	17	45	78	94	66	11	33	67	91
Chemistry	83	19	59	76	93	78	10	41	76	91
Classics	5	20	60	80	80	8	4	37	90	90
Computer Science	30	47	80	97	100	14	7	32	52	74
Drama		0	0	0	0					
Economics	57	21	77	100	100	53	16	68	91	98
English Literature	10	50	70	100	100	17	12	55	83	98
French	6	0	50	67	83	4	0	60	60	100
Geography	8	0	88	100	100	14	14	52	85	93
Government & Politics	13	15	54	92	100	17	6	44	80	95
History	21	29	57	95	100	26	22	62	93	100
Mathematics	143	27	60	82	93	149	25	52	75	87
Further Mathematics	28	46	86	96	100	29	24	68	88	93
Philosophy	11	45	100	100	100	9	3	25	75	94
Physics	57	28	58	79	96	58	15	46	74	88
Spanish	5	80	100	100	100	5	10	68	100	100
Overall (exc AS)	549	27	63	85	96	552	16	49	78	91

Table 2: 2022 GCSE Results vs 3 Year Average 2017-19 by Department.

	2022 GCSE Results as %							Three year average of GCSE Results as % 2017-19						
	Entries	9	9/8	9-7	9-6	9-5	9-4	Entries	9	9/8	9-7	9-6	9-5	9-4
English Language	149	13	35	64	94	99	100	145	13	35	58	84	97	99
English Literature	149	13	36	64	87	98	99	145	19	43	68	91	97	100
French	77	18	36	57	79	94	99	78	5	17	42	71	87	92
Geography	61	36	67	89	95	98	98	77	15	36	67	85	90	99
Food Tech	17	29	59	71	94	100	100	12	23	62	71	100	100	100
History	49	73	78	90	98	100	100	61	27	54	75	89	96	99
Latin	19	16	37	58	89	89	89	19	13	46	69	90	100	98
Mathematics	149	41	81	94	100	100	100	145	29	70	90	98	100	100
Music	18	22	33	72	94	100	100	12	15	28	46	82	85	96
Physical Education	24	58	83	92	100	100	100	27	26	43	59	85	94	99
Physics	149	35	69	87	97	99	99	145	34	68	84	97	99	100
Religious Studies	148	15	39	66	87	96	97	142	23	49	71	90	97	99

Spanish	54	19	41	74	94	96	98	53	8	31	55	81	93	99
Overall	1636	27	54	76	93	98	99	1669	22	49	67	90	98	98

Table 8: Internally calculated value added percentiles by department and group (6th being in the top 6% of schools in England):

	Num	All	EL	EL	Ma	Bi	Ch	Ph	CS	Fr	La	Sp	Ge	Hi	Ar	Cl	Dr	DT	Ec	FT	Mu	PE	RS
Year 11(ALL)	149	6	20	19	2	6	2	3	1	11	87	1	9	1	1	68	16	3	8	1	25	1	15
Pupil Premium	17	13	39	20	3	18	11	15	1	62	99	34	57	1	1		29	31	33	15	1	1	18
SEND	7	1	7	5	1	1	1	1	1	1	72	1	1	1	1	1	26	26	1	1	94		1
English as a first language	91	8	23	17	4	11	4	5	1	12	87	3	7	1	1	57	17	3	7	1	31	1	16
English as an additional language	77	6	28	24	1	3	2	2	1	20	88	1	13	1	1	89	27	6	14	1	28	1	19

Our curriculum

Wallington County Grammar School is a highly academic but pastorally minded school which 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;
- 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 focussing 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.

Application procedure

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

We welcome visits to the School prior to application. Please contact the WCGS HR Department at personnel@wcgs.foliotrust.uk to arrange an appointment.

Please note that to comply with Safer Recruitment guidelines CVs cannot be accepted as a valid form of application.

Closing Date: As advertised
Interview Date: To be confirmed

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.

Safeguarding

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 and Child Protection and Safeguarding Policy are 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

We believe that we are outstanding: not because we say it, but because we work hard at it. We are dedicated, committed and focused. We believe that every person will reach their personal best and overcome any challenge through a shared culture and ethos. We are dedicated to developing as successful individuals, creating a positive environment where all of us will learn. We never fail because we never give up. We believe in ourselves. We believe in each other.

Core values – The system which helps guide our existence

Our 'values system' is shared by all academies within the Trust and is the cornerstone of our existence. It ensures that everything we do is with the young people in mind and promotes a culture and ethos which allows all to BELIEVE.

Our Future – what do we want to see in 10 years?

Our Academy Trust will support academies that are the first choice of local families because of the 'gold standard' education that is provided. All academies within the Trust are student centred and this drives our decision making. Smiling faces are common place for students and staff as they are happy being part of the academy and part of a wider Trust community. Being educated as part of this Trust will mean something to not only the individual but also those who provide the next step of a young person's education, training or employment.

The service provision which helps drive the individual organisations within the Trust is focused on quality – listening, understanding and adjusting to meet the needs of those it is designed to serve. A main objective is to provide a system of self-challenge, self-improvement and collaboration with a shared passion to raise standards and allow all students to reach their personal best. No student or member of staff is neglected but inspired to develop improved life chances and live long and happy lives. As part of the collaboration between academies there is a desire to research pedagogy and the importance of Health and Well-Being to influence social change to remove the barriers which affect mental health and access to the opportunities for discovering and reaching personal best. Every person deserves the best and the Trust will do what it takes to deliver this while ensuring efficiencies and economies of scale which deliver outcomes beyond outstanding on a global scale.

Long term goal on a national scale

Contribute towards the changing face of British Education and be one of the top five performing Multi –Academy Trusts in the country, designing and sharing academy improvement strategies.

