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Recruitment Pack

'Ad Hoc' Cover Supervisor

November 2023



Wallington
High School For Girls
HEIRS OF THE PAST, MAKERS OF THE FUTURE

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WELCOME FROM THE HEADTEACHER

Dear Colleague,

Thank you for your interest in the position of Cover Supervisor at Wallington High School for Girls – a truly exceptional school with a reputation for academic excellence, the very best pastoral care, guidance and support as well as superb extra-curricular provision.

WHSG is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

The school is also part of the Girls' Learning Trust (GLT) which aims to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures. A feature of our trust is that schools have a tangible sense of their own special identity and staff are shapers of their school's character and ethos.

If you have the energy, passion and integrity to bring to this role, you can look forward to Working with a highly qualified, skilled and committed staff team who work extremely hard for their students, and who are proud to teach at Wallington High School for Girls.

But most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

I hope you will want to learn more about the school and the GLT by visiting our websites at www.wallingtongirls.sutton.sch.uk and www.girlslearningtrust.org and that you are motivated to join our team and take Wallington High School for Girls to the next stage of its development.

Yours sincerely



Mrs T O'Brien
Headteacher





OUR TRUST

What is a Multi Academy Trust?

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

What makes Multi Academy Trusts different?

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

What is the history of the Girls’ Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls’ Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls’ education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

What is it like working at the Girls' Learning Trust?

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.

OUR SCHOOL

Wallington High School for Girls (WHSG) is a selective academy for approximately 1500 girls aged between 11 and 18. The school first opened in 1888 and moved to its present site in 1965. The school is heavily over-subscribed with more than 2000 applications each year for the 210 places in Year 7. Our sixth form has expanded over recent years and although our retention rate is very high, many external students also apply and gain places into our sixth form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.

Our students achieve at the highest level academically. In 2022, 91% of our GCSE entries were awarded 9/7 grades. At A level, 65% of our entries were awarded A*/A grades putting us in the top 25% of the county when it comes to progress at KS5. The vast majority of our students move from WHSG into higher education. Seventeen 17 students gained places at Oxford or Cambridge in 2022, with over 70% gaining places at Russell Group universities or medical schools. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We are particularly proud of our strong pastoral system and girls enjoy a comprehensive programme of PSHCE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. Form tutors remain with their group from year 7-11 or in 12 and 13 and this further fosters this relationship. We encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school operates a very successful House system, led by student House Leaders, which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported. We have an extensive student mentoring and tutor programmes and many of our KS5 students help local primary schools with a range of outreach activities.

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students, which is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school production and gym and dance showcase. We enjoy a successful Combined Cadet Force (CCF) partnership with Wilson's School, involving over 50 of our students and an equally successful Duke of Edinburgh scheme, involving 250 students. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.

The Sixth Form

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With over 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. 87% of our students chose to stay with us for Sixth Form in 2022 and we also warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, all students in Year 12 will take an elective intended to develop their communication skills and build their cultural capital. There are a number of options available, including the Extended Project Qualification (EPQ) which develops skills of analysis and independent research, vital for success in undergraduate study. Students follow a wellbeing programme, including PSHCE and Physical Education provisions.

WHSG Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that

includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process as well information about other pathways they may suit some of our students

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The prefect team are an integral and highly valued part of the Sixth Form. Lead by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities. In addition, Our Sports Leaders run clubs and undertake outreach work with local primary schools. Furthermore, it is Sixth Form students who run some of our most successful clubs and societies, including those that build upon our EDI commitment to school life. All students are actively involved in our local community as part of our volunteering programme, this includes working in charity shops, visiting nursing homes and working in local primary schools.

Curriculum

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them all to do 3 separate sciences at GCSE. Our KS3 students, study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study for ten GCSEs, which includes a Language option and a Humanities option. In the sixth form most students study 3 A Levels, with the most able being given the opportunity to study 4. This is supplemented with the range of opportunities detailed above.



OUR LEADERSHIP TEAM

The Senior Leadership Team consists of one Deputy Head, four Assistant Heads and five Directors of Faculty, who work closely & supportively to plan for the future development of our highly successful school. Collaborative & open working practices ensure coherence and clarity in the leadership & management of WHSG. The Local Governing Body is a strong & supportive team with considerable professional expertise.

Tracey O'Brien (Headteacher)

Tracey started as the Headteacher of WHSG in Sept 2023. Since reading Geography at The London School of Economics, Tracey has always worked in schools. She has been a school leader for 15 years and through this time, in various roles, she has been responsible for the full range of leadership activities including improving teaching & learning, delivering high-quality CPD, planning school self-review and evaluation and leading on behaviour and inclusion at different times. She has worked for London Challenge supporting other schools and has set up and became the Director of one of the early National Teaching Schools. Tracey has written leadership courses for middle and senior leaders, delivered teaching programmes as an AST and was awarded one of the few London Commissioner Teacher roles. Tracey has published two school leadership books and is passionate about teacher and staff development.

Catherine Godyn (Deputy Headteacher)

Catherine joined WHSG in 2010 as a Mathematics NQT, having graduated from Southampton University with a degree in Mathematics. Over the years she has taken on a number of roles, including Head of Year, Enrichment & Visits Coordinator, Director of Sixth Form and now Deputy Headteacher. Her background in both pastoral and strategic leadership has given her an insight into many different aspects of school life. With a young daughter, Catherine is a supporter of girls' & womens' rights, especially in education and the workplace. Coming from a performing arts background, Catherine is particularly passionate about the important role a broad and balanced curriculum plays in the development of well-rounded students.

Jon Donnelly (Assistant Headteacher - Curriculum and Standards)

Jon joined as an NQT in 2010 as a member of our Department of Theology and Philosophy. After his first year he became Head of Dept, then Director of Humanities, and eventually in 2019 Assistant Headteacher responsible for teaching & learning. A common theme throughout Jon's career is his passion for all things teaching & learning and CPD. He is constantly reading books about education and has used his knowledge to promote evidence-informed practice throughout the school. Jon is a firm believer that more is not necessarily better, and a healthy work life balance is an essential feature of any outstanding education.

Jamie Parkinson (Assistant Headteacher - Co-Curricular and Academic Support)

Jamie joined in 2013 from Wilson's School, having been a Head of Year. He joined as Head of Biology before becoming Director of Science and later an Assistant Headteacher, in 2020. Jamie is the Careers Leader at WHSG and has leads on Pupil Premium, PSHCE & Primary Outreach. He is a Senior Examiner for Pearson & the Vice Chair of Governors at a Primary School. Outside of school, Jamie is President of Old Wilsonians Football Club & as well as sports, he enjoys reading & spending time with his young family.

Melissa Gough (Assistant Headteacher - Pastoral Care and Student Support)

Melissa joined WHSG in 2022 as Assistant Headteacher, prior to this she worked for a large Multi-Academy Trust in North London as an Assistant Principal. Melissa has worked in education for over a decade, across all Key Stages, as well as in Higher Education as a lecturer at the Royal Academy of Dance. Melissa believes it is important to develop an inclusive, happy and caring learning environment where all students are challenged to achieve their best.

Sam Collins (Acting Assistant Headteacher - Director of Sixth Form)

Sam joined the school as an NQT in 2010 with a passion for developing sport in girls' education. An experienced Netball player and performing arts background has seen Sam involved in an array of extracurricular both in the PE department and whole school, supporting with school productions and dance shows. Sam has been fortunate enough to run a whole host of inspiring enrichment opportunities as both Director of Sport and within her role as EVC. Netball tours to Barbados, skiing in Europe & America are highlights so far. Sam is a passionate leader and balances her current role with being a mum to 2 very sporty and busy children.

OUR COMMITMENT TO YOU

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development, no matter what stage of your career you are at. We pride ourselves with the supportive and inclusive nature of the school and ensure that we foster a friendly working environment. A recent Wellbee survey stated that staff do not feel pressured to work long hours and staff are always consulted about changes at work. As part of our commitment to staff well-being and development, we offer the following to teaching staff:

Professional Development

- Research led CPD programmes, tailored to individual's aspirations, which are based both in school and across the wider Trust.
- A full induction programme for all new staff.
- Opportunities for promotion within the school or trust, as well as a chance to lead on whole school projects.
- An additional INSET day at the beginning of the academic year dedicated to planning and preparation.
- One INSET day a year dedicated to moderation and curriculum preparation.
- An annual cross- Trust teaching conference allowing the chance to meet and network with other staff.
- 'Pop-up' CPD run by staff for staff on issues of their choosing, including pastoral.

Staff Welfare

- Data capture that is measured and timely - we report progress home twice a year.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- Work scrutiny is departmentally based and developmental.
- We are a school that appreciates the importance of family. We do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school.
- The average size of our A level classes is 13 students and GCSE is 24 students. We also continue to run many A level classes even if their numbers are small.

Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- In-house cover supervision team.
- A comprehensive pastoral team to help with supporting our students with behaviour and wellbeing.
- A highly effective and proactive support staff that play an important role in supporting teaching and learning.
- An Events, Communication and Visits team that are responsible for organising key school events and trips.
- Full-time teachers operate from a base classroom and have an office-based work station which means our large staff room can be work station free.

Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise.
- A two-week Autumn half-term.
- Free tea and coffee provided in the staff room.
- Free access to our fitness suite.
- A Staff Association that responds to the welfare of the staff and organises social events.
- Use of onsite canteen offering hot meals and salad bar.

- Opportunities to participate in enrichment activities e.g. theatre visits.
- Assisted cycle purchase scheme and designated cycle parking bay.
- Opportunities for flexible working.
- Access to Workplace Options scheme, for confidential independent employment advice.
- Outer-London salary scales with easy access to central London.
- Free on-site parking where possible.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

Environment

- Pleasant working environment with very well-behaved students.
- The school has invested heavily in new buildings and in IT in every classroom.
- Eleven acres of school grounds set in Green Belt land.





THE OPPORTUNITY

We are seeking to increase our team of cover supervisors who can be called upon to provide classroom and teaching cover where short-term teaching staff absences occur. All suitable candidates will receive training prior to commencing duties.

You will need to be reliable, well organised and able to commit to being available to work ad hoc hours, often at short notice, as well as working well as part of a team.

The successful candidate should be able to provide a regular commitment during school term times but hours worked will be on an ad-hoc basis.

JOB DESCRIPTION

Job Title	Cover Supervisor
Reporting To	Cover and CPD Officer
Salary Scale	£13.61 per hour plus holiday pay

Main Duties

- To supervise whole classes during the short-term absence of teachers.
- To give instructions for lessons as provided by a teacher.
- To maintain good order and to keep students on task by following the school behaviour policy.
- On occasions to carry out routine administrative tasks if required.

KEY RESPONSIBILITIES

The main duties of this post are:

Learning in the classroom

- To liaise with the Cover and CPD Co-ordinator in order to be informed of the classes to be supervised and the work set for students.
- To collect materials for the work set and take them to the relevant classroom.
- To welcome the class, present the work set, and answer any questions from students about process or procedures.
- Take registers for all classes covered.

Behaviour Management

- To supervise students whilst carrying out the work, ensuring that they are 'on task' and that behaviour is good.
- Monitor students to ensure that they are working in a safe manner.
- To deal in the first instance with problems of students' failure to work or misbehaviour in accordance with the School's behaviour policy.
- To refer persistent problems of students' failure to work or misbehaviour to the designated member of the teaching staff.
- To promote the inclusion and acceptance of all students within the classroom.

Emergency Procedures

To deal with any incidents or emergencies that may arise using the school's established procedures and policies.

Feedback to staff

- To collect work completed at the end of the lesson and return to the designated member of staff.
- Ensure that the classroom is left in an acceptable condition for the next lesson.
- To report on and provide feedback on the conduct of lessons to the designated member of the teaching staff.
- To provide feedback to the cover manager about the quality of work set

Other duties

Make appropriate use of equipment and resources.

Support the use of ICT where appropriate.

Participate in training and other learning activities as required.

When not required to supervise a class, to carry out routine clerical duties which may include:

- Filing
- Reprographics
- Putting up display materials

Whole School

Play a full part in the life of the community, supporting the vision and aims of the school.

Support the school in meeting its legal requirements for worship.

Comply with all school and Trust policies.

Undertake any other duty as specified by STPCD not mentioned in the above.

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 shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

E: essential

D: desirable

		Essential / Desirable
Qualifications and Training		
	Good Level of Numeracy and Literacy - Minimum GCSE Maths and English	E
	Frist Aid training	D
Experience		
	Experience of working with and interacting with young people	E
	Previous experience of supervising young people in a learning environment	D
	Previous experience in carrying out basic admin tasks - filing photocopying etc	E
Knowledge and Understanding		
	Ability to use a range of IT Packages including Microsoft Office	E
Skills and Abilities		
	The ability to manage behaviour in the classroom.	E
	The ability to relate to young people	E
	The ability to follow instructions as required	E
	Flexible style, including effective communication and an ability to work as part of a team, as required	E
Personal Attributes		
	Ability to be resilient and flexible in a fast-paced school environment	E
	Organised approach	E
	Adaptability and responsive to feedback	E
	Calm and confident approach to work	E
	Positive and enthusiastic	E
	Good communication skills	E
	Commitment to the school's ethos and values.	E
	Commitment to safeguarding and promoting the welfare of young people	E

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. For any shortlisted applicants, we are also required to conduct an online search about you in accordance with Keeping Children Safe in Education guidance, in order to identify any incidents or concerns which are publicly available online.

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process

We operate a safer recruitment process. All applications should be via an official application form (available on our website) and sent to: vacancies@wallingtongirls.org.uk

Closing Date

Applications must be received by no later than **midnight on Sunday 10th December 2023**

Interviews

Interviews will take place on **the week commencing the 11th December 2023**

Notification & Feedback

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

Additional Information

If you would like to arrange an informal discussion about this exciting opportunity with **Mrs A Hui, Cover and CPD** please email ahui@wallingtongirls.org.uk to arrange a mutually convenient time.



Girls' Learning Trust

www.girlslearningtrust.org