

# Wellington School



11 – 18 School with Academy Status

Humanities Specialism

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Headteacher: Mr S P Beeley

*"Excellence in Everything"*

## Information for Applicants



**HONESTY; COMMUNITY; EXCELLENCE; FAIRNESS; ENDEAVOUR**



## Recruitment at Wellington School

### **Application and Closing Date**

Applications should be sent (either by post or electronically) for the attention of Mr S Beeley, Headteacher, to arrive by the designated closing time / date

To enable us to give consideration to your application, please:

- Complete the application form in full and ensure there are no gaps on the application form.
- Ensure your contact details are accurate and clear to read
- Attach your curriculum vitae (if necessary)
- Enclose a supporting letter of no more than 2 sides of A4 (12pt font)
- As this post involves substantial access to children and young people you must give a complete list of every period of employment, including exact start and finish dates. You must also account for any gaps in your employment history.
- Applications received after the closing time will not be considered

### **Disclosure & Barring Service (DBS)**

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

We will require verification of your identity, right to work in the UK and qualifications where appropriate as part of our pre-employment checks. Further details of evidence you will need to provide will be given to you before starting work with us.

### **Acknowledgment of Applications**

Due to the high volume of applications we receive we regret that we are unable to reply individually to each application. We aim to contact you within 2 weeks of the closing date if you have been shortlisted. If you do not hear from us within 3 weeks of the closing date, your application will have been unsuccessful. Electronic applications will not be acknowledged unless specifically requested. Candidates who wish to receive acknowledgment of their postal application should include a pre-paid, self-addressed envelope.

### **Referees**

References will only be sought for those candidates who are invited to attend for interview. Referee contact details on the application form should be completed fully including email addresses. One of your referees must be your current Headteacher or in the case of a first teaching appointment, your professional mentor from your placement school. Open testimonials will not be accepted as the sole source of information.

### **Selection Activities**

If called for interview you will be asked to provide evidence of identity and certificates to verify any necessary qualifications. You will be informed in advance of the selection activities to be used on the day of the interview. Selection activities are likely to include a range of activities relevant to the selection criteria. Those applying to teaching posts will be asked to teach a group or class of students. Whilst attending for interview, you will have the opportunity to tour the School and meet with members of staff. Selection Panels will consist of a minimum of two people who have the necessary authority to make appointments but will usually include members of the Leadership Team and on occasion, Governors of the School. The panel will meet before the interview to prepare a set of questions and agree on issues to be explored with each candidate. Competence based questions will be used to explore the candidates' experience of actual situations. The interview will also include questions which explore the candidates' attitudes to young people and their safety, any discrepancies in the information provided and his or her willingness to support the welfare of students, any issues

which may arise from a DBS check. At the interview candidates will be told when they will hear the final outcome.

### **Equal Opportunities**

Wellington School is an equal opportunities employer and is committed to promoting equality and social inclusion. The School operates a policy whose aim is to ensure that unlawful or otherwise unjustifiable discrimination does not take place in recruitment. The Monitoring Equal Opportunities form will be detached before the form reaches the selection panel and this information will not be made available to them. The information you provide on the monitoring form will be held in confidence by the school. The information will be used for statistical purposes to enable the school to carry out its equal opportunities monitoring obligations.

### **Applicants Who Have a Disability**

We welcome applications from candidates with disabilities. Please give details of any special arrangements or adjustments you would require to attend interview.

### **Offer of Employment**

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

- the agreement of a mutually acceptable start date and the signing of a contract incorporating the School's standard terms and conditions of employment;
- the receipt of two satisfactory references (one of which must be from the applicant's most recent employer) which the School considers satisfactory; and
- the receipt of a Disclosure from the Disclosure & Barring Service with which the School is satisfied.
- satisfactory completion of the School's Pre-Employment Health Questionnaire.
- The successful completion of the statutory induction period and your initial and continued recognition as meeting Qualified Teacher Status standards.
- Verification of your qualifications

### **Medical Clearance**

All offers of appointment are subject to obtaining satisfactory medical clearance. You will be asked to complete a health questionnaire, and in some cases a more detailed questionnaire and/or medical examination may be required.

All applicants are reminded that Wellington is a No Smoking School.

## **Mission Statement**

***Enabling every member of our community to flourish in an environment where high aspiration is expected and 'character' is acknowledged as the foundation of success.***

## **Aims**

**To ...**

- create happy and successful young people
- enable our students to be the best they can be
- fulfil the academic potential of ALL our students
- develop the skills and attributes (character) in our students to live and work in tomorrow's global society
- instil the values and morals to be able to contribute to our community and beyond

## **Values**

### **Honesty**

- Being true to yourself and others
- Self-knowledge is essential for growth and change
- Accepting responsibility for who you are and what you do

### **Community**

- A sense of belonging and ownership
- Accepting our duty to and responsibility for others
- Collaborating to achieve

### **Excellence**

- Being the best we can be in all that we do
- Holding the highest of standards and expectations
- Setting an example to others

### **Fairness**

- Celebrating what we have in common and our differences equally
- Providing opportunities that are open to all
- Equality is not treating everybody the same

### **Endeavour**

- Hard work and character are essential to success
- We should seek to challenge ourselves and take risks
- To fail is to learn

Wellington School is situated in Timperley, a quiet residential area of Altrincham, south of Manchester with excellent transport links. The school is co-educational with at present 1400 students in Years 7-13 and a teaching staff of 85.

Trafford LA, within which the school is located, operates a total selection system at age 11, whereby 40% of the cohort are admitted to Grammar Schools.

In April 1993, Wellington School achieved Grant Maintained Status and in September 1994 received Technology College Status. The school was granted a Change of Character to become an 11 - 18 school in June 1996. The school became a Foundation School in September 1999. As a result of its 'Outstanding' Ofsted grading, the School became an Academy on 1<sup>st</sup> January 2011. Awards include the prestigious Customer Service Excellence and Leading Edge status and Investor in People. The School has also been listed by the DfE as being a High Performing Specialist School and has received awards annually from the SSAT.

In June 2013, Ofsted judged us 'Good' with 'Outstanding' for Behaviour and Safety; 'Behaviour and safety are outstanding because students are exceptionally attentive and disciplined in lessons. Relationships with staff are very positive, attendance figures are amongst the best nationally'. Of course, we believe we are 'outstanding'.

Given this selection system, it makes results at GCSE quite remarkable. We have celebrated our best 3 sets of GCSE results over the last 3 years with 76%, 74% and 73% 5 or more subjects at A\* - C including English and Maths respectively. In 'new money' our Progress 8 Score of +0.16 demonstrates that our pupils fared extremely well compared with those nationally of similar starting points. Pupil progress in English was excellent and at its highest ever with 90% of pupils making expected progress for 2016. In mathematics this figure was 72%.

Prior to admission, Year 7 students are placed in teaching groups based on KS2 assessments. The Year group is divided into two halves and there are 5 'sets' in each half. This continues through Year 8. At present, Year 9 students are placed in one of ten sets according to ability. The percentage of 'higher' ability students is broadly in line with national averages, we have a comparatively larger 'middle' ability cohort and a smaller 'lower' ability cohort.

Our GCSE 'diet' has a strong academic core of Ebacc subjects (available to all) and most students have the option of 3 other subjects. Currently the School offers a curriculum which is purely GCSE and A Level based. This adds additional credibility to the results when comparisons are made. RAISEonline analysis suggests the School is regularly in the top 25% of schools for Value Added KS2 to KS4. Under the provisional data for the new Progress 8 accountability measure, we have been placed in the top 20% of schools nationally.

Many of our successful Year 11 students choose to return to the school's Sixth Form. Over 20 A Level subjects have now been introduced. Currently there are 195 students in the Sixth Form.

The caring atmosphere within the School has a firm, underlying commitment to high standards of behaviour, attitude and effort. The pastoral system is organised on a Year basis and is intended to complement and support the academic work of the school and promote the welfare and academic achievement of all pupils.

Directors of Year have responsibility for the academic progress of a Year group and play an integral part in the drive for consistently high academic standards and achievements. They are supported in their role by our team of non teaching Pastoral Managers.

Wellington School expects and encourages students to work hard, thereby enabling them to achieve excellent grades at GCSE. This forms the basis of the next stage of development which may be

employment, further education or the Sixth Form at the School. A Level results for 2015, and notably the higher grades of A\* - B, were also a cause for celebration with 98% A\* - E and 40% A\* - B grades.

The School has a well defined Induction Programme for NQT's and new staff which is co-ordinated by an Assistant Headteacher.

Wellington School is a non-smoking site and expects high standards of appearance from both students and staff.

Over the last few years, the School has undergone extensive refurbishment and new building programmes. All teachers enjoy their own permanent teaching base. Specialist classroom provision ensures that all Science teachers have their own laboratory and the Design Technology department have dedicated workshops including the complete refurbishment of the Food Room last Summer and two workshop rooms including new machinery throughout. The PE Department has, in recent years, benefited from refurbishment of the gym, Sports Hall and the addition of an all-weather pitch. The School has expanded its ICT provision and there are three rooms available for dedicated ICT teaching with an additional 6 ICT rooms for MFL, Design Technology, Humanities, Science, Maths, English and PSHE. An extensive Sixth Form Centre development has resulted in our Sixth Formers having their own dedicated Private Study and Common Room space and this has recently been redecorated. A new inclusion space (The Hub), including a counselling room, has been created during Summer 2015 and additional outside seating areas and canopies for students to enjoy has been completed over the Summer. Visitors frequently comment on the high standards of maintenance and facilities around the site.