



Head of Economics

(TLR 2B £5031 - as Economics Head of Department)

January 2024 start

MPS/UPS

Application Pack



Wanstead High School

Education with Character

- Redbridge Lane West, Wanstead, London E11 2JZ
- Tel: 020 8989 2791 • Email: whs@wansteadhigh.co.uk
 - Website: www.wansteadhigh.co.uk



Headteacher: Miss E Hillman

September 2023

Dear Prospective Candidate,

Thank you for showing an interest in our school.

I have been Headteacher since September 2022 and am loving the school, the pupils and the commitment to 'Education with Character'. This is a great place to be with great staff, a welcoming atmosphere, opportunities for growth and development and strong links with local schools; including being part of the Seven Kings Teaching Alliance. Behaviour for learning is excellent and pupils are polite, engaging and motivated. They really are truly amazing young people.

The school is clear about its development priorities and aspires to be outstanding in all areas over the next 3-5 years. This is currently a good school but we are clear about our strengths and areas for development.

Quality assurance has not shown typicality in previous years and we have developed new models of monitoring, evaluation and review and appraisal to make sure staff really do grow and develop - a high challenge, low threat approach supported by line management and instructional coaching. We believe that all staff want to be better teachers and educators and need to find the right systems to make it happen, rather than outdated 'speed camera' models of reviewing teaching and learning. This is an exciting place to grow and develop as a teacher and leader.

Whilst we want to ensure change as per our School Development Plan, we are also committed to ensuring this is a truly great place for staff to work - we constantly consider well-being and offer great perks like the opportunity to leave school if staff have free periods for the rest of the day, as long as directed time is made up elsewhere. We also offer free tea and coffee in the staff room and are looking to develop a much more active staff social life in the future for those who like this sort of thing!!

We are seeking an inspirational Head of Department to lead the Economics department and to teach our Key Stage 5 classes, as well as impact financial literacy across the school. We are very proud of our Economics department and know that this helps make our school unique and attract sixth formers. This is a fantastic opportunity for a person wishing to lead a department and to teach Key Stage 5, enabling pupils to achieve their highest potential and working collaboratively with other staff members. We hope the right person will also want to engage with our younger learners inspiring them to develop their financial acumen and hopefully a growing cohort of economics pupils in the future. There may be an opportunity for the successful candidate to teach Business at some point in the future at Key Stage 4 or 5.

Wanstead High School seeks to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap. The current Ofsted grade is "Good" and we need to endeavour to retain this in the next inspection and ultimately aim for the stars!

We welcome visits to the school and I am happy to talk over the phone to anyone about the role and/or school. We currently have a large building project taking place, but I hope you will have the vision to look beyond the temporary facade. Please do not hesitate to get in touch and learn more about this amazing school. The summary School Improvement Plan is available on the website (the website is again, a work in progress).

Yours sincerely,

Emma Hillman
Headteacher

Application Requirements

Please write a statement in support of your application.

This must address the person specification

Statements in support of your application should be no longer than two sides of A4.

The closing date for this post is 09.00 on Tuesday 31 October 2023 although outstanding candidates may be interviewed before the closing date. Completed applications should be returned by email to recruitment@wansteadhigh.co.uk.

If you would like to speak to the Headteacher regarding this post or if you have any questions, please contact her PA, Miss Rutland (f.rutland@wansteadhigh.co.uk).



Further Information

Full/Part time: Full-time

Start Date: January 2024

What We Are Looking For

We are looking for a creative, passionate and dynamic professional to ensure the highest quality of education in this wonderful school. This post would suit an experienced Head of Department or someone looking to start their career in leading a department.

What We Offer

This is a great opportunity for an enthusiastic, creative and well-qualified candidate who is keen to develop their teaching and leadership skills in a successful school that will provide great support and encouragement. We offer an outstanding opportunity for the right person to make a real impact on children's lives, and to develop their career in a very pleasant, successful and innovative school. We hope that you will decide to pursue your application and that you will consider a future with us at Wanstead. Whilst you will need to work hard, we value well-being and support all staff with flexible ways of working where possible.

As part of Seven Kings Teaching School Alliance, Wanstead is able to provide a wide variety of CPD opportunities for staff at all stages of their career, both within Wanstead and the Teaching School Alliance. The post offers an excellent opportunity for the right person to develop their career within an exciting and supportive department and school.

School Information

Wanstead High School seeks to enable all pupils to achieve the highest academic standards. Overall Attainment 8 (56.0) was significantly **above** national and in the **highest** 20% in 2022. Our Progress 8 score has been positive and above average for the past 3 years, and in 2022 was +0.3.

A large number of our pupils stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 pupils from the surrounding area.

Our latest OFSTED report confirmed that we are "Good" in all areas, and our latest results are the best in the school's history.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1565 plus pupils on roll including almost 300 pupils in the Sixth Form. Currently there are 170 teaching and support staff. Eight forms of entry (240 pupils) are admitted at Year 7. The school encompasses a rich social and cultural diversity and 35% of pupils speak English as an additional language. There are over 35 languages spoken by the pupils. The school is heavily oversubscribed.

All pupils wear uniform except in the Sixth Form where pupils are required to wear tailored clothing. After much liaison with 40 linked primary schools (7 main feeders), pupils join one of eight/nine mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the pupil's career. The year based pastoral system is central to the discipline and wellbeing of the pupils. Tutors are led and supported by an experienced team of pastoral heads.

The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite. Considerable refurbishment has taken place over recent years, with work still on-going. The school is well resourced with IT equipment. There is currently a new build project which you will see if you visit - this will be a new Humanities Block and swimming pool and is therefore a joint enterprise between Leisure and Education.

The school's sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.

School Vision and Aims - soon to be updated

We will provide high quality education with character: inspiring our young people, keeping them safe, and preparing them fully for life in the modern world. The strategic goals for the School are to:

- Further improve the quality of teaching and learning across the school so that all pupils receive an entitlement to excellence and to education with character
- Establish a curriculum that best meets the needs of every single pupil
- Develop high quality assessment, tracking and intervention systems to maximise the attainment and achievement of every pupil
- Ensure all pupils are safe, healthy and happy, and have the skills and qualities needed to thrive in modern Britain
- Develop leadership opportunities for all members of the school community, and ensure that our staff are fully developed as professionals in order to best meet the school's vision.

School Ethos

We expect our staff to:

- Play a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same
- Actively support the school's corporate policies and aspirations
- Adhere to the staff professional code of conduct as developed collectively by staff
- Comply with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Check emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

Job description

Job title	Economics Head of Department	Salary Range	MPS/UPS - Outer London TLR 2B
School	Wanstead High School		
Reports to	Member of Senior Leadership Team/ Headteacher		
Responsible for	Management and delivery of subject area to Key Stage 5.		
Characteristics of Leaders at Wanstead			
<p>Our work is led by our values and beliefs that tie in with the school vision. We are solution-focused, own our own workload and do not wait to act. We are inspired by our purpose to improve the life-chances of our most vulnerable pupils, create genuine education with character and to develop new expertise in our teachers and ensure all teachers improve.</p> <p>We build relationships into our work, give to others readily and use other strengths alongside our own, to have greater impact in our work. We are inspirers and facilitators of our teams; able to influence and advocate. We see the big picture and strive for collaboration across the school.</p> <p>We are independent thinkers, willing to speak out to challenge others and any views or actions that are inconsistent with our shared aims and values. We are able to take decisions despite ambiguity and are resilient and persistent in the face of challenge.</p> <p>We expect the best from people and do not prejudge; we value quality work, tangible results and feedback to inform continuous improvement.</p> <p>We are able to recognise the limitations of ourselves and our work and strive for improvements. We are flexible in our thinking, willing to be proved wrong and able to plan for strategic changes, prioritised over short term shallow goals</p> <p>We are able to be challenged and to learn from experiences and interactions. We are aware of and respectful of others' experiences, insight and knowledge and constantly look to recognise unconscious bias.</p>			
Job Purpose			
<p>All teachers at Wanstead High School are expected to uphold the school vision and ethos on a daily basis through their professional conduct. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community, ensuring success is built on inclusion, care and support and all pupils are stretched and challenged.</p> <p>All teachers' job descriptions define the responsibilities of the postholder as being:</p> <ul style="list-style-type: none"> ● Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD) 			

- To comply with Health and Safety at Work Legislation

Heads of Department in conjunction with Heads of Year, the Senior Leadership Team and the Headteacher are responsible for the general good order and discipline of the school, and in the implementation of the School Improvement Plan (SIP) and all policies. Heads of Department lead their department in ensuring an ambitious culture of high challenge and low threat, ensuring the best possible learning and leadership of learning within the department and across the school, ensuring safety is a key focus, behaviour and attendance are exemplary and ensuring all pupils have equal opportunities to make maximum progress. This is a unique post as there is currently only one teacher of Economics. We would expect the postholder to make a significant contribution to other Key Stages in supporting financial literacy via the Personal Development Curriculum or whole school sessions/events. We may also consider other staff to line manage/appraise or a contribution to the ECT programme as a mentor and there may be an option to teach Business at Key Stage 4 or 5 in the future.

Main Responsibilities for Heads of Department

- To develop a strong vision for the department, in line with the whole school vision, that inspires staff and pupils
- To lead the development and coordination of the department across Key Stage 5, ensuring challenging and inspirational schemes of work and lesson delivery which are responsive to arising needs and meet statutory requirements and ensure high achievement for all pupils. There should be a clear drive and focus on narrowing the gap for key groups that has clear and rapid impact
- To lead the department in the drive to improve and ensuring all pupils have a well-prepared, relevant and appropriate curriculum that ensures equality of opportunity and outcomes that aim to meet or exceed national outcomes, constantly demonstrating that disadvantage need not be a barrier to improvement
- To ensure the curriculum has a clear vision and ensure that all department members understand this and that the curriculum is regularly reviewed to ensure it meets the vision and enables pupils to develop transferrable skills and knowledge
- To ensure quality first teaching for SEND pupils, ensuring all pupils have their needs met, including working with other staff, such as TAs
- To provide a role model for high quality teaching and learning, currently following Rosenshine's principles; including feedback and marking and behaviour management, in line with departmental and whole school priorities
- To work with the Quality of Education team to improve the quality of learning and teaching (including remote teaching if necessary) within the department and across the school, using this to inform future development
- To ensure resources are impactful and high quality in all classrooms and on Google Classroom and are in place for all lessons in a timely fashion
- To lead on the production of all relevant materials to support the department such as Department Handbook etc
- To introduce and lead a programme of financial literacy across the school
- To lead the development, implementation and monitoring of policies and practices which reflect the school's commitment to high achievement through learning and teaching
- To monitor, evaluate and review all elements of department practice through the school's LEARN monitoring and growth and development system

- To lead the cyclical self-evaluation of the department including providing regular feedback through scheduled meetings, such as Annual Reviews, and informing and working with, all stakeholders including the Governing Body as appropriate
- To line manage and appraise staff as appropriate
- To work with other schools locally and as appropriate to ensure best practice as well as support other schools as necessary within local agreements
- To keep up to date with research and development in education and pedagogy and attend and where necessary, seek out appropriate professional development opportunities
- To contribute to whole school CPD in relevant areas
- To involve all relevant colleagues in the creation, delivery and monitoring of the Department Improvement Plan and ensure strategic planning and monitoring of budgets
- To administer efficiently and effectively the resources and capitation of the department
- To provide regular feedback to the SLT Line Manager to help the school evaluate its practice
- To create a positive ethos for the department, creating a high challenge, low threat approach and lead and manage others so that they are supported and recognised for their strengths and contributions
- To ensure that colleagues within the department benefit from coaching, appraisal and CPD that supports their growth and development and to challenge when there is less than satisfactory performance, despite the support mechanisms
- To contribute to appropriate HR procedures to support those in the department such as Welcome Back Meetings and sickness absence processes
- To initiate and, where appropriate, organise curricular, extra-curricular and enrichment activities related to the subject
- To adopt a high-profile role within the whole school context, and promote whole school policies within the department and across the school
- To play a key role in ensuring Standard Operating Procedures are implemented in department and other allocated areas
- To be aware of, and respond appropriately to, any safeguarding and health and safety issues raised by materials and practice related to the subject

Specific responsibilities for all teachers

- Teaching high quality lessons that are secure or better under the school's self-evaluation process
- Teaching with due regard to current Health and Safety legislation
- Planning and preparing schemes of learning and lessons
- Teaching the full range of Key Stage 3, Key Stage 4 and Key Stage 5 classes according to their educational needs, the pupils assigned, including the setting and marking of work to be carried out by the pupil in the school and elsewhere
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned
- Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials
- Taking such part as may be required of in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school

Appraisal & Continuous Professional Development

- Ensuring adherence to the Teacher Standards
- Participating in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Reviewing from time to time her / his methods of teaching and programmes of work.
- Participating in arrangements for her / his further training and professional development as a teacher.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her / his supervision and training.
- Working towards meeting of Threshold Standards or UPS standards, where relevant.
- Undertaking any reasonable direction from the Headteacher.

Safeguarding

To ensure the safety and wellbeing of pupils in line with:

- The DFE Teachers Pay and Conditions Document.
- The school's Safeguarding Policy.

The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties or teach additional subjects as required by the service.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. There may be some small amendments in Head of Department's job descriptions to reflect the specific year's school improvement priorities but in most cases, these will not lead to a redistribution of job descriptions.

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Name of post holder:

Date:

Signature:

Person specification - Head of Department

Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> ● QTS or QTLS ● Degree in the relevant subject or subjects, preferably at 2.1 or above ● Evidence of recent professional development 	<ul style="list-style-type: none"> ● Further professional qualifications
Experience	
<ul style="list-style-type: none"> ● At least 5 years relevant, recent experience teaching in a 11-18 school or 16-18 school/college, including post 16 teaching ● Proven record as a good/outstanding teacher ● Experience of leading successful improvements and managing change at a department or group level ● Experience and understanding of the current OFSTED framework ● Proven record of leading effective professional development ● Experience of taking part in or leading department evaluation 	<ul style="list-style-type: none"> ● Experience of working in more than one secondary school ● Relevant, recent experience as a position of responsibility in a good or outstanding school
Skills, Knowledge and Understanding	
<ul style="list-style-type: none"> ● A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning and a relentless focus on improving this ● An unwavering belief that disadvantage need not be a barrier to achievement ● A sound understanding of the processes of school improvement and a track record in this area ● Successful track record in being robust and rigorous in using data to raise achievement ● Proven record as a leader and/or teacher whose pupils reach high standards ● An understanding of the principles involved in being a successful leader as well as team member 	<ul style="list-style-type: none"> ● Flexibility to teach in an additional subject area e.g Business or Maths
Personal Qualities	
<ul style="list-style-type: none"> ● A 'visible' leader, with a whole school presence, who has the ability to relate well to people at all levels ● Ability to inspire, advocate, influence and facilitate our teams ● A solution focused approach ● A commitment to education with character ● A passion for the values of community education ● An independent thinker ● A decision maker who takes permission to lead 	

- An expectation of the best from people and a lack of pre-judgement
- A recognition of limitations of our work but a constant strive for improvement
- An ability to be challenged and to learn from experiences and interactions
- An ability to plan for strategic change
- The capacity to be aware and respectful of others and look to recognise unconscious bias
- Reliability, honesty and trustworthiness, demonstrating the highest professional standards
- Ability and confidence to communicate effectively both verbally and in writing

Safeguarding

- Motivation to work with children and young people.
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours