

Wycombe High School

Teacher of Economics & Business Studies



Required for September 2012

Main Scale or Upper Pay Scale

WYCOMBE HIGH SCHOOL

Marlow Road
High Wycombe
Bucks
HP11 1TB

HEADTEACHER:

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Ethos of Wychcombe High School

Our school motto summarises our ethos and sense of community. All those who study, work or send their children to our school are part of this community and are role models for our ethos. We provide an environment in which each member of our community can live and learn, **Fortiter, Fideliter, Feliciter (courageously, faithfully and joyfully)**.

Courageously

Each student is encouraged to embrace our core values of honesty, respect and hard work. She is encouraged to speak out against all injustice, supported to take risks, and is not afraid of failure. She learns new subjects and skills. She pushes herself to her personal limits and beyond. She is encouraged to listen to the opinions of others, as well as to give them. She accepts responsibility for herself and other students. She leads the school in partnership with staff and the governing body. She is independent and innovative in thought and action.

Faithfully

Every student is expected to uphold our school rules and traditions. She acts with integrity and is truthful and honest in all she does. She keeps promises and is reliable. She works hard to achieve her full potential. Above all she is a good friend, a good neighbour and a good citizen. She contributes positively to school life and society.

Joyfully

All our students contribute to making our school the happy and joyful place it is. Each student demonstrates mutual respect and empathy for all; is proud of her own achievements and those of others. She shows commitment to a fair and peaceful community and embraces diversity. Our students are happy and positive in approach; and support others to do the same.

Our School

We are proud of the high standard of education at our friendly and self-confident school. Wycombe High School is a girls' selective state academy school with 1331 students on roll, of whom nearly 400 are in the Sixth Form. Each year 180 girls are admitted to six teaching groups in Year 7, with another 20 to 30 entering Year 12 from other schools. All students are assigned to a vertical tutor group consisting of about 21 students; usually three students from each year. There are six houses with 10 tutor groups in each house

The school has educated girls of High Wycombe for over a hundred years and is very highly regarded in the local and wider community. There is a strong and shared sense of community and collective pride, built on core values. Parental support is strong. We have excellent links with other local schools, colleges and universities. We have a knowledgeable and supportive Governing Body fully involved with all aspects of school life, and an enthusiastic and active Parents and Friends Association.

Our staff are professional, forward-looking and committed to extending the horizons of our students, encouraging them to aim high, to take on leadership roles and to become independent learners. We have an ambitious development plan, with a focus on improving the quality of teaching and learning, both within and beyond the classroom.

We achieved academy status on 1 May 2011 – a development which is benefiting many aspects of our school. We have strong community partnership. Our Mathematics and Computing focus has resulted in a substantial investment in ICT systems and training is having a significant impact. We have an outstanding reputation for the performing and visual arts. Numerous educational visits take place each year and for every age group, at home and abroad.

You can find further information about the school on our website at www.whs.bucks.sch.uk and you are welcome to visit us.

“I’ve really enjoyed WHS. Ever since I first arrived all that time ago I have felt proud to be here and I still feel the same.”

Comment from Sixth Form exit survey

“Wycombe High School is committed to its community and its development. People, the girls, the school and the community are at the heart of what they do.”

*Investors In People
July 2010*

Our students

All our students are high-achieving; almost all move on to degree courses. About half our students come from High Wycombe itself, a diverse community which is reflected in our intake. 30% of students are from ethnic minority backgrounds. Buckinghamshire is a selective authority, and our students represent approximately the top third of the ability range as measured by the selection process.

Well-motivated, confident and enthusiastic, our students are a delight to teach. They need little encouragement to take part in a very wide range of extra-curricular activities, including the arts, sports, community service and enterprise. The atmosphere within the school is purposeful and lively. Enjoyment is clearly evident. Our students work in partnership with staff to continually improve our learning environment and experience. They willingly embrace the many leadership opportunities available and take an obvious pride in their school and each other.

Our examination results are outstanding. In 2011 an impressive 44% of A Level results were A*/A grades; 16% of all grades were A*s and 73% were A* - B. 75% of all GCSE grades were A*/A; 61% of students achieved at least 8 A*/A grades. Please note that these results are still subject to confirmation following appeals and re-mark requests for some candidates. The significant majority of our students go on to university. They are successful in gaining places at the universities of their first choice; these universities are also ranked among the best in the United Kingdom, indeed internationally.

Staff

We have 136 staff; 91 teachers, of whom 66 are full time, and 45 support staff. In addition, we have 16 peripatetic Music teachers. There are 18 Subject Leaders, four Heads of School who are responsible for the smooth and effective running of their respective teams and six Heads of Houses.

Staff are actively encouraged to contribute ideas to inform whole school planning and to participate in new initiatives. All colleagues have an opportunity to contribute to whole school improvement planning. New colleagues are encouraged to contribute their skills and enthusiasm to our wider curriculum, with its opportunities for adventurous learning and active citizenship.

All staff are entitled to an annual Professional Review and to a high quality programme of induction and on-going professional development. Career development is an expectation for all; we provide opportunities for staff to advance within the school, as well as offering support for those who may wish to find promotion elsewhere. We run a comprehensive programme of in-service training designed to develop teaching and leadership skills, to support the aims of the school development plan and to encourage colleagues to develop their careers. We have an active and enthusiastic staff association, responsible for staff social activities.

We are fortunate in the high quality and commitment of our support staff, who fulfill a variety of roles including examinations, administration, financial, technical, clerical, learning support and site improvement. Representing a third of all staff, they are vital to the success of the school and to the excellent education we provide. We offer an attractive career structure for non-teaching colleagues, supported by training and professional development opportunities.

The in-house programme of training, coaching and developing staff is exemplary and a strength of the school.

Ofsted report, April 2007

Curriculum

We provide a broad and balanced curriculum suited to the needs, interests and abilities of our students. In September 2008 we introduced a two-year Key Stage 3 programme and a flexible Key Stage 4 (early and late GCSE entries according to choice and ability). This personalised curriculum is supporting the achievement and attainment needs of every girl. The quality of learning and teaching is extremely high, with a strong emphasis on Assessment for Learning, differentiation, challenge in learning, academic mentoring and Gifted and Talented provision. Standards and achievement are outstanding. Our Raise-on-line value added score for Key Stage 4 in 2011 was 2029. All students all make exceptional progress and attain at a high level. A strong team of middle leaders drive innovation and enjoyment across the curriculum.

Our taught curriculum is complemented by a wide-ranging programme of Educational Visits, extensive extra-curricular and enrichment programmes, exciting opportunities for leadership and teamwork development, and community-based activities.

We are proud of the excellent level of care, guidance and support our students receive. Teaching and support staff work as a team to ensure each girl is supported to fulfil her potential. Six Heads of House are responsible for the achievement, wellbeing and development of students in their house, they work closely with Heads of School who have the overview of students in their year groups. Communication and links with Subject Leaders is strong. Our Student Support Services Centre provides support for students on a day-to-day basis and has strong links with outside agencies.

This is a good school with outstanding features, particularly the leadership of the school and the personal development and well being of students.

Ofsted report, April 2007

The curriculum is considerably enriched by an exceptionally interesting range of activities. These cover a wide range of topics including team-building events, e-safety, healthy lifestyles and first aid qualifications. These events make excellent use of a wide range of visitors and outside agencies.

Ofsted Survey Inspection, October 2009

Students are articulate, very confident, welcoming and know that their opinions are valued. They are extremely thoughtful, eager to express their views and listen to each other.

Ofsted Survey Inspection, October 2009

Teacher of Economics & Business Studies

We are looking for an inspirational teacher of Economics and Business Studies for our well-established Business and Economics team. The successful candidate will be an outstanding teacher in his/her own right, or if a newly qualified teacher, the potential to be outstanding. He/ she will be required to teach mostly Economics, but should also expect to teach some Business Studies. He/she will have strong interpersonal skills, and the desire for both Business and Economics to be amongst the most popular subjects in our Sixth Form and the drive to ensure this subject area delivers the best experience (and results) of any school in the County, or indeed nationally. Strong organisational skills are essential.

Business Studies and Economics A Levels are among the most popular options in our Sixth Form. Examination results are excellent, well above national averages and well in line with school achievement and our reputation for academic excellence. In 2011, 25% of all Business Studies A Level grades were A*/A; 58% were A*/B. In Economics 22% of all A Level grades were A*/A and 78% were A*-B. Business Studies is also offered as a GCSE option, and in 2011, 71% of GCSE Business Studies grades were A*/A and 17% of these were A* grades. There is an excellent take up of both subjects at A Level and Business Studies at GCSE.

Our students are fully involved in lessons, make rapid progress and show flair and confidence. We provide a number of opportunities for students to further their learning outside the classroom. They take part in local and national competitions, including The Bank of England / Times Target 2.0 Interest Rate Challenge, an on-line share-trading investment simulation and Young Enterprise initiatives. We also incorporate a range of educational visits into industry and invite visiting speakers.

There are two full-time and a part-time team member, who have a strong, shared commitment to supporting each other and to continuous improvement. Course planning is thorough, with schemes of work regularly revised. Team members contribute to developing new, exciting and stimulating resources to keep up to date with current business practice and subject developments.

If you would like to find out more about this position or the Business and Economics Department, we would be delighted to answer any questions that you might have. Visits prior to interview are welcomed.

Person Specification

We are looking for the right person to fill this vacancy; you are looking for the right school to work in. We hope that this booklet and the school prospectus give you a flavour of Wycombe High School. To help you in your application we show below the essential and desirable characteristics that we are looking for when reading the applications and at the interview. However, we are always willing to consider anyone with alternative qualifications or experience – and we don't expect anyone to be perfect.

Person specification	Essential	Desirable
Good honours degree in a relevant subject area	✓	
Qualified Teacher Status or graduate interested in gaining QTS	✓	
Very good practitioner – consistently rated as good and often outstanding in the classroom (or in the case of an NQT very much on the way to this)	✓	
Very good subject knowledge	✓	
Familiar with current subject developments	✓	
Keen to be involved in curriculum development	✓	
Committed to the ethos of Wycombe High School	✓	
Ambitious for self, department and students	✓	
Able to work in a fast paced and ambitious environment	✓	
Confident user of ICT to enhance teaching and learning	✓	
Recent relevant professional development		✓
Evidence of good relationships with young people and adults	✓	
Excellent communication skills	✓	
Able to work calmly and effectively under pressure	✓	
A shared approach to problem-solving and achieving goals	✓	
Strong organisational, personal time management and planning skills	✓	
Excellent health and attendance record	✓	
Wide outside interests		✓
Good sense of humour	✓	

How to apply

To apply for this post, please complete the application form and a letter supporting your application. In your letter you should:

1. State your reasons for applying for this post
2. Outline the experiences that you believe have prepared you for this post
3. Describe the skills and strengths that you will bring to the school

Please note that the application form must be completed in full. It is not sufficient to substitute a C.V. for all or any part of the form.

You are welcome to telephone or e-mail the school to ask for clarification of any matters in this booklet or if you have queries on how to complete the application form. We will be pleased to show prospective applicants around school during the week before the deadline for applications. If you are interested in a preliminary visit of this kind you should ring the school for details.

Completed applications should be sent to:-

Mrs S N Cromie, Headteacher, Wycombe High School, Marlow Road, High Wycombe, Bucks, HP11 1TB.

Deadline for Applications: Midday, Monday 23 January 2012

Interviews will be held in the week beginning 30 January 2012. Candidates who have not heard from us by then should assume their application has been unsuccessful on this occasion.

References

Please note that it is our practice to take up references before shortlisting for interview. If you would prefer us not to do so unless you are shortlisted, please indicate this clearly in your application. Current and previous employers will be contacted as part of the verification process pre-appointment checks. When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.

Safeguarding

Wycombe High School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Criminal Records Bureau and these are updated every three years.

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

Pay and Conditions

Pay Scale

UPS or Teachers' Main Scale

Equal Opportunities

Wycombe High School is committed to equal opportunities for all its students and staff, irrespective of race, colour or nationality, gender, marital status, family circumstances, religion, sexual orientation, age or disability. There will be no discrimination on these grounds, or for any other reasons which cannot be shown to be justified. Students applying for admission to the school and candidates for posts at the school will be treated according to school and county policies on admission and recruitment and with regard to British and European legislation.

Attention will be paid to the importance of equal opportunities education in both the formal and informal curriculum and our curriculum will be reviewed at frequent intervals to ensure that this policy is reflected in practice.

The Headteacher is responsible to the Governors for monitoring this policy.

The school subscribes to the Buckinghamshire policy statement on Equal Opportunities in Employment.

Smoking and alcohol

The school operates a no-smoking policy. Smoking is not permitted at any time on the school site.

The consumption of alcohol on the school site is not permitted during the hours of the timetabled school day and thereafter only at the Headteacher's discretion during authorised school events.

Dress Code

The school has a dress code for staff: staff should dress in a business-like and professional manner, similar to the dress styles which are the norm among service industry professionals who regularly meet the public, such as bank staff. Discrete piercings in the lower ear only are allowed, in line with expectations for students.

Sixth Form provision is outstanding. Leadership of the Sixth Form is innovative, very effective and a major reason for its continuing success. Students learn in a secure and positive learning environment which is enriched by an excellent curriculum that is regularly reviewed to meet their needs.

Ofsted report, April 2007