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Recruitment Pack
Receptionist
Part Time and Full time
Term time plus 2 weeks

December 2024



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

CONTENTS

Welcome from the Headteacher	p3
Our School	p4
Our Trust	p6
Our Leadership Team	p7
Our Commitment to You	p8
The Opportunity	p10
Job Description	p11
Person Specification	p14
Application Process	p15



WELCOME FROM THE HEADTEACHER

Dear Colleague,

Thank you for your interest in the position of Receptionist at Wallington High School for Girls (WHSG). We are 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 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.

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

If you want to join our team and would like to learn more about the school and the GLT by visiting our websites at www.wallingtongirls.org.uk and www.girlslearningtrust.org

Yours sincerely,

Ms T O'Brien
Headteacher



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 2024, 81% of our GCSE entries were awarded 9/7 grades. At A level, 56% of our entries were awarded A*/A grades. The vast majority of our students move from WHSG into higher education. Thirteen students gained places at Oxford or Cambridge in 2024, with over 65% gaining places at Russell Group universities or medical schools and 85% achieving their first or second choice university. 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. 78% of our students chose to stay with us for Sixth Form in 2024 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 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 inclusive commitment to school life. All lower sixth 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 three separate sciences at GCSE. Our KS3 students, study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study ten GCSEs, including a Language and a Humanities subject, plus two wider choices. In the Sixth Form most students study three A Levels, with the most able being given the opportunity to study four. This is supplemented with the range of opportunities detailed above.





OUR TRUST

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-focused.

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 LEADERSHIP TEAM

The Senior Leadership Team consists of one Deputy Head, four Assistant Heads and seven Directors of Faculty/Inclusion, 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 LGB 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, 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' & women's 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.

Samantha Collins (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 Wellbeing 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.
- ECT's will have a lower teaching load, timetabled mentoring sessions and a full programme of training and induction activities.
- Opportunities for promotion within the school or trust, as well as a chance to lead on whole school projects.
- The chance to undertake an NPQ.
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation.
- Our "No lesson judgements" policy ensures lesson observations are developmental and supportive.
- 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

- A Marking and Feedback policy designed from the bottom up, with regard for teacher workload, based upon a set of principles, different according to department.
- Data capture that is measured and timely - we report progress home twice a year.
- Minimal written reports.
- No requirement for teachers to submit lesson plans, even for lesson observations.
- Teaching staff are only required to do a maximum of one twenty-minute break duty each week.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- One formal lesson observation per year, with the opportunity for peer observations for developmental purposes.
- 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.
- A teaching load of 43/50 one-hour periods of teaching per fortnight maximum.
- A rarely cover policy which is enforced and protected PPA periods marked on timetables.
- 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.
- A staff wellbeing group which meet half termly and other opportunities for staff voice

Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- 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 assuming 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.
- Teaching staff can go home if they have PPA time last period of the day.
- 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.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

Environment

- Pleasant working environment with very well-behaved students.
- Spacious school grounds are located in a lovely leafy suburb.





THE OPPORTUNITY

Our Receptionists currently share the School Office with the Attendance Officer. This role is full time position part time applications will be considered, working term time and on INSET days plus two weeks.

The hours of work are 8:00am to 4.00pm. The successful candidate will:

- Join a forward-looking, high achieving school where staff work together as a strong team
- Be professional with excellent communication and administration skills

We offer:

- An aspirational vision of education
- A continuous programme of CPD with the opportunity for national qualifications
- A welcoming, friendly and supportive environment
- A school that has wellbeing as a high priority for students and staff
- Benefits including a two-week October half term holiday, eye care vouchers, cycle to work scheme, free tea/coffee/milk in the staff room and staff events at the end of each term and an Employee Assistance Programme providing free, confidential advice on a variety of matters

The school is a 20-minute walk from Wallington Station. London Victoria is approximately a 30-minute journey by Southern trains. The school is also within easy commuting range of South London and Surrey.

JOB DESCRIPTION

Job Title	Receptionist
Reporting To	Office Manager
Hours	36 hours / 5 days a week – part time applications will be considered. Hours to be worked 8am – 4.00pm 41 Weeks per year (term time plus INSETS plus 2 weeks).
Salary Scale	GLT 05 Range 2 (£27,142 FTE)

Main purposes of the job

Main purposes of the job (in collaboration with co-receptionist)

- Ensuring all safeguarding procedures are always adhered to for all visitors, staff and students arriving and leaving site.
- To be the first point of contact for all parents, pupils and visitors, providing a warm and friendly yet professional service
- To respond to all incoming calls promptly and relevant mailbox queries in a timely manner
- Keeping the reception and stock room area clean and presentable, adhering to GDPR
- To provide administrative support to the wider team, including data entry for student's attendance, filing student records and using relevant software
- To manage and create efficient systems for lost property returns and removal
- Manage the visitor and staff car parking data
- To act as First Aider, when required
- Handing over to the co-receptionist for smooth running of the office

To provide administrative support to the Office Team

- Using various software systems for data entry for attendance, first aid and any other data entry as required for smooth operations.
- To create staff and student ID badges, including replacements.
- To manage the incoming & out-going post and updating staff pigeon hole labels
- To stock up the stationery cupboard, raise orders and provision accordingly.
- To undertake filing for student records and maintain records in a good orderly fashion
- Assisting in the smooth running of the office and reception area
- Assisting all other administrative duties as needed by the wider team including PA to Headteacher, SLT and Office Manager.

Lost Property

- To create systems to manage the lost property and maximise successful return of lost property
- To sort and arrange for collection of lost property by either PFA or Premises to dispose, monitoring constantly on a bi-weekly rota

First Aid

- To undertake and maintain training in First Aid (Emergency at Work), and to act as a First Aider, when called upon, and if necessary supervise students/staff in the First Aid Room, in accordance with the Duty Rota.

General Duties

- To be aware of and comply with School policies and procedures, including those relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require.
- To participate in training, other learning activities and performance development as required.

Key measures of success

- Ensuring that the 'Front of House' Reception is a welcoming and professional environment, reflecting the character of the school (as assessed by the Headteacher and SLT).
- Communication with visitors, staff, students and parents is friendly, efficient and helpful at all times - in person, on the telephone and in written correspondence (as assessed periodically through feedback from staff, parents, School Council, etc)

The Job Description will be subject to periodic reviews to fit in with the needs of the school and provide development opportunities as appropriate. It is not a comprehensive set of tasks, but sets out the main expectations of the school in relation to the postholder's responsibilities and duties at this time

PERSON SPECIFICATION

E: essential

D: desirable

		Essential / Desirable
Qualifications and Training		
	Pass at GCSE or equivalent in English	E
	First Aid Certificate	D
	Knowledge of SIMS	D
Experience		
	Experience of working in a busy office	E
	Experience of working in a school	D
	Experience of IT including Microsoft Office, especially Word and Outlook	E
Knowledge and Understanding		
	Knowledge of data protections regulations	D
	Knowledge of school management systems including SIMS	D
Skills and Abilities		
	Ability to manage own time and take the initiative	E
	Excellent communication and impersonal skills	E
	Ability to form effective working relationships with staff and external contacts	E
	Ability to work under pressure, prioritise tasks and meet deadlines	E
	Excellent literacy and numeracy skills	E
	Attention to detail	
Personal Attributes		
	To remain calm under pressure	E
	Adaptable and dependable with excellent attendance and punctuality	E
	Energy and sense of humour	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. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

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.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

All applications should be through our official careers page on MyNewTerm:

[Wallington High School for Girls, Wallington | Teaching Jobs & Education Jobs | MyNewTerm](#)

Closing Date

Applications must be received by no later than Monday 6th January 2025.

Interviews

Interviews will take place on Thursday 9th and Friday 10th January 2025.

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 opportunity with the Headteacher please email to arrange a mutually convenient time.



Girls' Learning Trust
www.girlslearningtrust.org