



# WILSON'S SCHOOL



Brief for the position of

## **Assistant Director of Music**

Required from  
January, 2022

[www.wilsons.school](http://www.wilsons.school)





# WILSON'S SCHOOL

*"Pupils are proud of their school, and they want to make the very best of themselves to maintain its reputation." [Ofsted, 2020]*



## The School Introduction

Thank you for considering applying to work at Wilson's. I joined the school fifteen years ago and can genuinely say that it is a wonderful place to work. Our efforts were recently recognised by The Sunday Times which named us as State Secondary School of the Decade, 2021.

Our staff are our greatest asset and, just as with our boys, I see it as my primary duty to take care of them. Morale is high because there is a sense of mutual endeavour at all levels. We have a tradition of seeking staff views as to how the school can be improved and there is a culture of praise and good humour. There is a lively staff room and much beyond that to build a sense of team. A two week October break and longer summer exist to recognise the commitment of my first rate team. I do not hide in an ivory tower and you will likely bump in to me or one of my senior leaders on the way to our own lessons or doing duties alongside colleagues at lunch and break.

In 2015 we celebrated the 400th anniversary of Wilson's foundation in 1615 when Edward Wilson obtained letters patent from King James I to the effect that "for all time to come there shall be one Grammar School for the education, institution and instruction of children and youths in Grammar to be called The Free Grammar School of Edward Wilson." From its beginnings as a local grammar school in inner London, and forty years on from its relocation to Wallington in Surrey, the school has become established as one of the finest boys' state funded schools in the country. It continues to embody the ethos of a grammar school, in providing the opportunity of a first class academic education to children regardless of their financial status or social standing. We continue to educate substantial numbers of bright children from families with very limited financial

means and as a result provide life changing opportunities for them. I am proud of our growing outreach programme.

The school has never been stronger than it is today despite the challenges of COVID-19. Our academic profile is very impressive; our staff are first rate; the school is hugely oversubscribed; our financial position is sound and our facilities are excellent. More importantly, the school has a strong sense of its distinctive identity; our students and our staff have a genuine pride in the school and its achievements and derive great satisfaction and pleasure from their work here; the values of excellence and ambition in all aspects of the school's activity are deeply rooted and explicitly supported by all sections of the school's community. Our students, nearly all of whom continue into the sixth form, leave with a breadth and wealth of experience gained both within and outside the classroom that have helped to make them impressively well rounded, engaging and deeply civilised human beings.

I would encourage you to familiarise yourself with the school's website which contains a wealth of information about the school, its ethos, curriculum and activities and of course our glowing Ofsted report from 2020.

I very much look forward to receiving your application for this post and would encourage you to get in touch if you would like any further detail!

N J Cole,  
Headmaster





# WILSON'S SCHOOL

*"Staff said the Head has created a happy place to work." [Ofsted, 2020]*



## The School

### Staff Wellbeing and Development

Teaching is an invigorating and joyful profession, but it requires energy and drive and can be intense. We champion the wellbeing and development of our staff as we recognise that this in the best interests of all and also embraces the school's motto of NON SIBI SED OMNIBUS ("not for oneself, but for all!").

#### Work Hard – Play Hard

- As well as a seven-week summer holiday, we enjoy a two-week half term in October.

#### A commitment to a healthy work-life balance in term time

- We do not ask staff to write subject reports. Time for writing form tutor reports is allocated on a day when the school is closed to pupils.
- There are only three points in the year when teachers have to input assessment data about their pupils onto the school system.
- Each subject department (rather than SLT) decides how and when pupils' work should be marked, to ensure manageable workload for staff.
- We have just one parents' evening per year group, beginning at 16:00 and finishing by 18:30, and utilising remote software.
- Almost all professional development opportunities take place during 'early finish' days so that the school day ends at 15:30.
- We do not expect any special preparation for professional development lesson observations, just for staff to carry on as they would typically do.
- We never expect staff to read or reply to e-mails in the evenings, weekends or holidays.
- The school calendar is planned over a year in advance and shared with staff for comment before it is finalised.

#### A vibrant place to work

- The school is a cheerful place to work, with professional relationships characterised by warmth and good humour.
- The boys at Wilson's are a pleasure to work with. They are particularly proud to be at the school and they work hard.
- There is very strong provision for the welfare of pupils. Pupils of all ages behave very well.
- We have an active Staff Association, which organises social events, alongside staff yoga, football, badminton and book club.
- We appreciate the importance of family and will always do our best to enable staff to attend important events.
- The Wilson's School Trustees provide complimentary tea and coffee for staff and understand that the little extras – like a gift at Christmas – are appreciated by all.

#### A place to advance your career

- Wilson's has a national reputation for excellence given the outstanding outcomes of pupils and the successes they go on to achieve.
- Whatever their level of experience, all new staff receive mentoring from an outstanding teacher within the school. New leaders are allocated a leadership mentor.
- We have a reputation for spotting and nurturing talent. Many

of our school leaders joined as Newly Qualified Teachers. We operate specific programmes for Early Career Teachers, aspiring middle leaders and aspiring senior leaders.

- CPD encourages staff to debate the way they teach and take risks.
- Teachers are very much involved in the planning of these programmes.

#### A commitment to ongoing improvement

- We have a Lead Teacher (outside of SLT) who is the workload champion for teaching staff.
- We regularly invite staff to suggest innovations to the school's practice, including in relation to workload.
- A biennial anonymous staff survey allows us to monitor how we're doing.
- All leaders within the school operate an 'open door' approach so that queries are answered and problems solved quickly.
- Parents and colleagues are regularly given the opportunity to acknowledge the contribution made by staff.

**Not familiar with the area?** If you do not know the area well, the school is well connected to all areas of London and Surrey by rail and bus. Unusually for London, we have extensive free parking on site. If you are considering relocation and may need short term accommodation, this is sometimes available.



[Pictured above: The Head welcomes H.R.H. The Earl of Wessex]





# WILSON'S SCHOOL

*"Leaders have a clear vision for challenging able pupils and providing them with a broad and deep curriculum." [Ofsted, 2020]*



## Admissions

The school is undoubtedly one of the most popular and well-regarded schools in the country.

We draw our students from a wide area, although approximately 70% live within a five mile radius of the school. The remaining students travel from other inner London boroughs and from Surrey. Good public transport makes the school accessible from a wide area.

Students are selected by examination. The school collaborates with other South London grammar schools in running a Selective Eligibility Test as a first round selection test. In 2019, approximately 3,000 boys sat this test and over 1,000 were passed for the second round tests. We examine students in challenging Mathematics and English tests that we write and mark ourselves.

We receive applications from between 150 and 200 students a year to join the Sixth Form. Each year we admit a number of these. There is priority given to students who are eligible for Free School Meals and from 2022, a maximum of 14 places linked to sporting aptitude.

## Teaching and Learning

The school's success owes a great deal to the excellence of the teaching and learning which is led by the Senior Deputy Head. We invest a huge amount to ensure that our practice is of a very high order. There is a strong culture of pedagogical development and interest within the staff room as well as in departments. A significant number of staff are actively engaged in delivering CPD and in support for NQTs and new teachers at the school. We encourage debate and discussion about the way we teach.

We are strongly committed to ensuring that all teachers have the opportunity to develop their professional skills to a very high level. We have a shared vision for what excellence in learning for our students should look like. Based closely upon the Classroom Quality Standards for Gifted & Talented education and the ECT framework, we strive to create a real passion for learning in our students and a real enthusiasm for pedagogy amongst our staff. These overriding principles in no way stymie innovative practice!

All members of staff pursue a well-supported range of professional development routes. Many other staff are actively engaged in pedagogical and professional training and development. Our CPD programme also supports teachers in developing their career as well as their teaching. We have an excellent track record of rewarding talent and hard work via promotion. Indeed, almost all of our Heads of Department and Heads of Year began their career in the classroom here and have not wanted to leave! The Senior Leadership Team itself is 'home grown'. For those aspiring to Senior Leadership the Head provides bespoke support via a programme called Developing the Whole School Mindset.

Candidates should familiarise themselves with the school's current programmes, details of which can be found at <http://www.wilsons.school/work/teaching/>.

## Co-curricular Activity

Activity outside the classroom is intrinsic to the character of Wilson's. Our programme is very rich, wide-ranging and varied. The experiences that students gain through participation in these activities are among the most enriching and rewarding aspects of their school life and they derive much enjoyment from them. One of our key aims is to ensure that all pupils participate in co-curricular activity and this is supported by a number of different structures at the school, not least the House System, which provides for a full range of competitive and charitable activity.

A number of very well developed activities, all of which are marked by genuine excellence, lie at the heart of the school's extra-curricular and co-curricular Offering. School sport is exceptionally strong. Football and cricket are the school's main sports: in a typical year, as many as four hundred football fixtures will be played. The school is a badminton academy and we are one of the country's most successful badminton schools. The Sports department aims to develop elite sportsmen alongside the parallel objective of securing the widest participation. Simple participation is valued and encouraged for its own sake and forms the foundation for a developed competitive structure.

Music is equally strong, providing an extensive range of opportunities for involvement and participation. There is a full range of ensembles, orchestras and choirs and standards of performance are very impressive







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*"Respect for one another and for different beliefs permeates the school. Pupils are kind, considerate and have a keen sense of equality." [Ofsted, 2020]*



(a number of recordings of students' performances can be found on the music microsite which can be accessed from the school website). Other equally strong and impressive aspects of the school's provision include the very well supported and run CCF, the Duke of Edinburgh Award (bronze, silver and gold), drama, chess and debating.

It is important to stress that at Wilson's we do not have a hierarchy of talents. We excel in a wide range of areas but we do not see ourselves as defined by any one of them in particular. We simply want boys to find something to immerse themselves in that they enjoy.



## Pastoral Care

The pastoral system of the school is a particular strength and does much to maintain high levels of motivation and wellbeing among the students. Our aim is to provide scope for every student to explore his own strengths, to understand and begin to tackle his weaknesses and to develop teamwork skills. We aim to support students in developing a resilient, optimistic, confident and ambitious outlook. NON SIBI SED OMNIBUS (not for oneself, but for all) defines all that we do.

Each key stage has its own Director who manages a team of Year Heads. Pastoral support is provided by a team of tutors who monitor progress and deal with any difficulties promptly. Each form group has two tutors and so we really know our boys.

We strive to be a caring community and to provide a challenging environment in which everyone feels valued and accepted and, consequently, can have the self-confidence, motivation and opportunity to fulfil their potential. Behaviour management systems in the school are good-natured but firm, with a strong emphasis on educating pupils in self-discipline and in adopting a positive and public-spirited approach. Relationships between students and staff are very positive, a feature of the school frequently commented on by visitors. The excellent relationships between teachers and students make Wilson's a very pleasant school to work in. The students are engaging, courteous, well-motivated and well behaved.





# WILSON'S SCHOOL

*"Pupils are impeccably behaved in lessons and around the school. They are polite to one another, to staff and to visitors." [Ofsted, 2020]*



## The Music Department

### Overview

Music is an integral part of life at Wilson's School. The department has an outstanding reputation for its teaching and for co-curricular Music (including orchestral and choral performance). Results at GCSE and A level are consistently strong and in recent years students have gone on to study Music at Oxford, Cambridge, Manchester, Bristol and Southampton as well as at music colleges in London and the north of England.

A brand new building to house the Music Department is currently under construction, but there are currently two classrooms used to teach Music (one a large computer room), as well as an office and seven dedicated practice rooms. There is a further purpose-built teaching room for Music located nearby in the Lower School and other rehearsal spaces are available. Musical performances are held in the Bowden Recital Room, the Main Hall, and the Lecture Theatre. There are currently three members of teaching staff, 20 peripatetic teachers, and an administrative assistant.

### Curricular Music

In Years 7 and 8 Music is taught in groups of 21. Pupils have two 60 minute lessons of music per fortnight in Years 7 and 8. In recent years the department has developed a diverse Key Stage 3 curriculum which allows students to take full advantage of a keyboard room, a dedicated computer suite and class sets of glockenspiels, ukuleles, African drums and samba percussion.

All pupils in Year 7 learn to play a wind instrument or receive specialist vocal tuition; this programme is delivered by specialist instrumental teachers. Each week, students receive thirty minutes of tuition in groups of four, and often spend a further hour developing their ensemble skills on a Wednesday afternoon. The resulting wind band (of over 160 players) and choir perform in showcase concerts at the end of the autumn and spring terms. Since the programme's inception in 2013, students have made impressive progress, with continuing to play instruments through their time at school, and one student leaving us last year to study at music college on the instrument he was given in Year 7!

The school runs a three year GCSEplus programme for all subjects and therefore students have a free choice of options, including GCSE Music, from the start of Year 9. There are currently between 20-30 students in each GCSE year group. At Key Stage 4, results are outstanding: 100% 9-7 in 2018 and 97% 9-7 in 2019.

We offer A level Music. At Key Stage 5, results are outstanding: 100% A\* in 2019.

### The Co-curricular Programme

Our students are not only extremely able academically, but also very talented musically, with over 50% of them playing a musical instrument and in recent years the co-curricular provision at the school has flourished. Concerts are very well supported by parents and the wider school community and this combination of talent and enthusiasm has allowed for some ambitious repertoire in recent years. In the last few months senior concert programmes have featured Sibelius' Karelia Suite and excerpts from Tchaikovsky's Serenade in C for Strings and Dvorak's Symphony No.9 ('New World'). Further details are available on the department's section of the school website.

Our musical calendar is very busy – from major occasions such as the Charity Orchestral Concert, the Carol Service and Spring Concert, to more intimate events including the Year 7 Musicians' Evening, various soloist events and performance platforms and also less formal occasions such as the Wind Band Bandstand Showcase! Each year House Music is one of the school's most popular inter-house competitions. Over 220 boys took part this year and the final award of Young Musician of the Year was adjudicated by Samuel Hudson, Old Wilson and Director of Music at Worcester Cathedral. The Music Department has also been involved with the Drama Department in the productions of many musicals in recent years.

We will look to the new Director of Music to develop the programme further and to take a full part in the co-curricular life of the department, whilst also making the most of the talents of other members of the department and the peripatetic team in leading other ensembles.

### Peripatetic Provision

We are very fortunate to have a dedicated and talented team of 20 peripatetic teachers, many of whom lead additional ensembles and all of whom contribute to co-curricular excellence via their own tutoring of students. It is a very highly-valued and long-serving team. Several of these teachers also undertake tuition as part of our Year 7 instrumental programme. We are registered as a centre for both ABSRM and Trinity exam boards.

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## The Opportunity

This is a rarely available opportunity for a teacher who wishes to join an exceptionally strong and well-established team of highly qualified teachers in the Music Department (staff profiles are available on the school website) and work with motivated pupils of high ability. This vacancy could suit an NQT or a more experienced teacher looking to work in one of the country's top performing schools. Unusually for London, free parking is available for all staff onsite.

- Commitment to professional improvement, both your own and that of other teachers and classroom colleagues.
- Ability to support and advise other colleagues.
- Strong interpersonal skills in working with colleagues in Wilson's and its partnership schools.
- Resilience, ability to deal with a large volume of work and heavy demands upon one's time.
- Ability to get things done, with imagination, vision, drive, strength and character.

## Personal Specification

You will have:

- Qualified Teacher Status.
- A good degree. Good musicianship is essential; strong keyboard skills are desirable.
- Strong A level/GCSE (or equivalent) qualifications.
- Experience of leading high profile extra-curricular music with evidence of high levels of participation and retention whilst producing outcomes of the highest quality.
- A consistent record of outstanding teaching standards, including evidence of: sustained positive impact on raising pupil standards (at GCSE and A level); excellent ability to plan for pupil learning; excellence as a classroom practitioner; the ability to lead others and innovative and inspirational practice. A willingness and enthusiasm to contribute equally to the teaching of KS3, KS4 and KS5 classes is essential.

## Professional Attributes

The successful candidate will:

- be committed to student learning and raising achievement of all students through his/her teaching
- have very high expectations for the learning and ability of students
- demonstrate consistently the qualities of an outstanding learning practitioner through his/her own professional work
- be a model of professionalism, through his/her conduct in and around the workplace and when representing the school
- exemplify excellence in their relationships with, and attitudes to pupils, parents, colleagues, governors and other professionals with whom they have contact as part of their role.





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## How to apply

*You should complete the application form and submit a covering letter, addressed to the Head, Mr N J Cole, which outlines how your experience and qualifications demonstrate your suitability for the post.*

*Whilst the closing date is Thursday 7 October 2021, we may interview prior to this and therefore actively encourage early applications. Further details and an application form can be downloaded from our website. We are always delighted to talk about the school and so do please contact Hazel Ware, the Head's PA [hw@wilsonsschool.sutton.sch.uk](mailto:hw@wilsonsschool.sutton.sch.uk) on 020 8773 2931 if you would like to do so.*

*Applications may be submitted by email to Mrs H Ware at [hw@wilsonsschool.sutton.sch.uk](mailto:hw@wilsonsschool.sutton.sch.uk) or by post to Mrs H Ware, Head's PA, Wilson's School, Mollison Drive, Wallington, SM6 9JW (tel 0208 773 2931, ext 103).*

## REHABILITATION OF OFFENDERS ACT 1974 (Exceptions) Order 1975 (as amended)

Wilson's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. As employment with Wilson's School allows access to children and young people this legislation entitles us to ask applicants for employment to disclose ALL cautions and convictions even if they are "spent" (unless they are protected as defined within the rules). Prior to employment we will obtain an Enhanced Disclosure from the Disclosure and Barring Service revealing details of all unprotected convictions and cautions, both unspent and spent, and also any intelligence information which a chief officer of police reasonably believes to be relevant to the application. Any offer of employment will be subject to clearance, satisfactory to Wilson's School, that you are suitable for employment within the category of the post applied for.

## EQUALITY

Wilson's School wants to meet the aims and commitments set out in its equality duty plan when considering applicants for employment. This includes not discriminating under the Equality Act 2010 on the basis of a protected characteristic (sex, race, age, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity). Wilson's School also ensures it has due regard to the need to eliminate discrimination and other conduct that is prohibited by the act; advance equality and opportunity among people who share a prohibited characteristic and people who do not share it and to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

"School leaders and governors take a keen interest in the well-being of their staff. All staff we spoke to were keen to tell us how well supported they feel. They are able to make suggestions for improvements and they feel that they are listened to and their ideas acted upon. Staff really value your work as head-teacher and the impact you have had on an already highly achieving school. Teachers are appreciative of the new marking scheme introduced two years ago and the impact it has had on reducing their workload. Teachers spoke often about the benefit of the additional reading week they receive in October half term. Teachers are able to improve their subject knowledge and then use this to enhance their teaching."  
[Ofsted 2020]

