



St Swithun's WINCHESTER

DIRECTOR OF STUDENT GUIDANCE REQUIRED FOR JANUARY 2019

BACKGROUND

St Swithun's School, Winchester is set on an impressive and attractive campus of 45 acres overlooking open countryside, and offers girls exceptional teaching, sporting and recreational facilities. The school offers day, weekly boarding and full boarding options for 510 girls aged 11-18. There is an adjoining Junior School for girls aged 3-11 and boys up to the age of 7 years, with a total pupil roll of 200.

THE ST SWITHUN'S LEARNING COMMUNITY

At St Swithun's we are committed to learning in its broadest sense and we relish trying different teaching methods and crafting opportunities in and out of lessons to challenge and excite. We are a kind and supportive community of enthusiasts who welcome newcomers. Innovation, energy and individuality, in staff and pupils alike, are considered a distinct advantage.

ROLE AND RESPONSIBILITIES

- The director of student guidance (dsg) will bring vision, creativity and rigour to the challenge of enhancing the existing strong framework for giving advice and preparation for careers and higher education. The dsg will be responsible to the headmistress and will also work alongside the deputy head academic, head of sixth form and head of academic enrichment. It is anticipated that the dsg will teach approximately 0.3 of a timetable, and applications are welcome from teachers of any subject.
- The dsg is responsible for developing and implementing an effective strategy to coordinate pupils' acquisition of life skills and support their preparation for higher education, career and life beyond St Swithun's. It is crucial for someone at St Swithun's to know each pupil's desired career, or that they haven't yet decided on a career, so that increasingly personalised support and advice can be in place.

TEACHING RESPONSIBILITIES

- The successful candidate will be required to teach across all the key stages and should be able to help prepare pupils for Oxbridge entrance.
- Teachers are responsible for ensuring high standards of learning and achievement for all pupils they teach and are expected to play a full part in the life of the school. They share collective responsibility for the daily running of school business, including the work of a form teacher, and other supervisory duties.

An outline of the key areas follows:

Applications to higher education

- Have overall responsibility for all aspects of the higher education application process
- Help advise pupils and their parents on appropriate university courses whether in the UK or abroad
- To help the lower sixth to get appropriate information about UCAS by arranging for them to attend UCAS exhibitions and by organising the annual UCAS information evening for pupils and their parents.
- To make students aware of apprenticeships as an alternative route to university.

- To provide a programme to prepare L6 for the application process.
- To work alongside tutors to give close advice to year 13 pupils on the development of their UCAS personal statements.
- To support tutors in the preparation of UCAS references of the highest quality.
- To arrange mock interviews for UCAS applicants, as appropriate.
- To liaise with the examinations officer and relevant heads of departments on the preparation for and administration of, aptitude tests, e.g. LNAT, BMAT etc.
- To liaise with the examinations officer and relevant heads of departments on the preparation for and administration of, any other higher education entrance tests.
- To oversee the provision of appropriate SAT support and advice for those pupils wishing to study in America.
- To advise pupils and their families on appropriate careers fairs, university open days, subject workshops and any residential courses linked to their proposed area of study.
- To provide support and guidance for Old Girls making UCAS applications after they have left the school.

Student guidance

- To help advise on choices at 14+, 16+ and 18+ to support pupils' decision making at these critical points in their development.
- To allocate individual student guidance tutors to each member of L5, U5 and the sixth form and ensure parents are informed of this.
- To oversee the interview programme for each year group and ensure accurate records are kept.
- To engage in one-to-one interviews with students at these vital decision-making stages and provide personal, detailed feedback to parents.
- To oversee facilities and resources for careers information, education and guidance, creating an environment in which pupils feel confident and well-supported.
- To encourage pupils to take advantage of all the careers opportunities presented to them.
- To oversee the Morrisby profiling (or similar alternative) testing programme(s) and any external validation of pupils' recommended career pathways ensuring feedback is incorporated in individual guidance interviews.
- To work alongside the development office to organise in-school Careers Convention and to arrange an informative, relevant programme of careers talks/lectures/workshops.
- To attend parents' evenings to ensure that appropriate careers advice or information is available to pupils and their families.

Provision for those interested in medicine or medicine-related careers

- To work with the head of academic enrichment and the head of science to sustain, develop and improve our programme of enrichment for aspiring medics, dentists, veterinary scientists, physiotherapists, pharmacists, nurses and other para-medical professionals to enhance the school's reputation as a centre of scientific excellence.
- To offer assistance to aspiring pupils in securing appropriate work experience to enrich their preparation and strengthen their university applications.
- To help the head of academic enrichment make arrangements for preparatory interviews with practising medics, dentists, veterinary surgeons or other para-medical professionals, as required.
- To provide support for university aptitude/entrance tests (BMAT, UKCAT etc.), either by in-house courses or commercial schemes.

Applications to higher education abroad

- To be familiar with application systems for a range of overseas destinations (US, HK and RoI essential, others helpful) and be able to provide advice and support to individual applicants as required.
- To ensure information is made available about applying to US universities.
- To provide support / suggest resources for students preparing for SAT.
- To act as the school counsellor for US references, collating and uploading reports and profiles via the College Board portal and other university websites as required.
- To collate / draft references for HK applications as required.

Networking

- To promote effective links with parents, old girls and the development office to encourage, as appropriate, their involvement in the St Swithun's careers and higher education provision.

- To work with the development office to arrange and support career networking opportunities within professions that are aligned to pupils' career aspirations.
- To develop links with universities / admissions tutors / other careers advisors to enable the most effective transmission of up-to-date, practical information to pupils in the school.

GAP years, internships and work experience

- To work alongside the work experience coordinator to provide a beneficial programme of work experience for Yr 11 pupils following their GCSE exams.
- To help individual pupils seek out work experience opportunities aligned to their future career aspirations.
- To advise pupils on available internship / gap year opportunities aligned to their education or career goals.
- To arrange a biennial gap fair to inform pupils of opportunities available to them through experiential education when they leave school.
- To organise the annual *Take Your Daughter to Work Day* for U4, liaising with parents and arranging a suitable programme for any students unable to accompany a parent to work.

Administration

- To make an annual budget bid for higher education and careers, and to be responsible for the monitoring and management of expenditure against it.
- To assist the deputy head academic and examinations officer in providing a post-results service to A-level pupils, assisting with university applications, clearing procedures and enquires about results (EARs) as required in addition to giving pupils advice.
- To be responsible for the review and updating of all literature relating to higher education and careers at the St Swithun's.
- To chair regular meetings of staff working in the student guidance department.
- To be the line manager of the work experience coordinator.
- To attend heads of departments meetings.

Leadership

- To develop a professional profile of excellence, high-value support and availability to pupils and parents at any reasonable time.
- To contribute to whole-school strategic planning for the development of higher education and careers provision at the St Swithun's in consultation with the deputy head academic and headmistress.
- To ensure the department meets standard benchmarks including Gatsby / follows best practice / expectations as required by the most recent DfE statutory guidance.
- To contribute to whole-school development plan as required.
- To work alongside the head of *Thrive* (St Swithun's bespoke PSHE programme) to ensure that there is consistent and effective progression in pupils' careers advice/education embedded within *Thrive*.
- To work with the head of the Duke of Edinburgh scheme, form tutors and house staff to encourage pupils to develop wide-ranging skills to enhance their higher education and career opportunities.

Pastoral

- To promote and uphold the school's core values through the care and welfare provided by careers and higher education provision in the school.
- To support the development of all pupils through the unspoken curriculum (the way pupils learn to treat each other and the way they are expected to behave).
- To serve as a form tutor
- It is hoped that we will develop a St Swithun's student portfolio in which pupils and teachers could track and record progress towards the skills and characteristics that will ensure they flourish beyond the school gates. The director of student guidance would be involved in this.

PERSON SPECIFICATION

The successful candidate is expected to –

- be a graduate with qualification in careers guidance (QCG, diploma or equivalent)
- be well qualified and knowledgeable within their subject area.
- have a relevant teaching qualification.
- have good communication skills.

- be enthusiastic, self-motivated and committed to helping all for whom they have responsibility to achieve the best possible standards.
- have the ability to inspire and promote confidence and foster an enjoyment of their subject.
- form and maintain good professional relationships.
- take an active interest in current developments within their subject area and wider educational issues.
- have a willingness to participate in new initiatives where appropriate.
- have a commitment to their own continuing professional development.

Subject teachers are expected to -
have knowledge and understanding of:

- the relevant aspects of the school's subject curriculum and GCSE and A-Level specifications.
- progression in their specialist subject(s), including before their specialist age range.
- subject-related questions which pupils raise, and pupils' common misconceptions and mistakes in their specialist subject(s).

plan and set expectations by:

- identifying clear learning objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- having appropriate and demanding expectations for pupils' learning and motivation and setting clear targets building on prior attainment.
- identifying pupils who have special educational needs, and knowing where to get help in order to give positive and targeted support.
- being familiar with the contents of the Staff Handbook and the School Policies, especially Safeguarding, Anti-bullying and Behaviour and Discipline; Staff Duties and Expectations.

teach and manage pupil learning by:

- ensuring effective teaching of whole classes, groups and individuals so that learning objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

assess and evaluate progress by:

- assessing how well learning objectives have been achieved and using this assessment for future teaching.
- marking and monitoring pupils' class and homework in accordance with the School Marking and Assessment Policy and providing constructive oral and written feedback; setting targets for pupils' progress.
- when applicable, understanding the standards expected of pupils in relation to the lower school curriculum, GCSE and post-16 courses.

establish good relationships with parents and the wider community by:

- knowing how to prepare and present informative reports to parents and how to conduct a meeting during the designated Parents' Meetings.
- recognising that learning takes place outside the school context and providing opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- understanding the need to liaise with those responsible for pupils' welfare within the school (Form and House Staff; Medical Centre staff, Chaplain, Deputy Headmistress or Headmistress).

manage their own performance and development by:

- understanding the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- understanding their professional responsibilities in relation to school policies and practices.
- setting a good example to the pupils they teach in their presentation and their personal conduct.
- evaluating their own teaching critically and using this evaluation to improve their effectiveness.

manage resources by:

- working with their colleagues and the Head of Department to select and make good use of textbooks, ICT and other learning resources which enable learning objectives to be met.

All teachers are involved in specific activities within the school and their departments, for example:

- Contributing to teaching and curriculum planning under the direction of the Head of Department.
- Undertaking regular marking and assessment, recording and reporting of pupil progress.
- Contributing to the preparation and marking of exams, preparation of new courses, setting, marking and moderation of coursework and the maintenance of cross-curricular links.
- Participating in the professional review and appraisal process.
- Attending Departmental, Staff and Parents' Meetings.
- Keeping up to date with developments in their subject and teaching as a whole through continuous professional development and INSET.
- Peer observation and tracking pupil progress.
- Setting and/or teaching work for an absent colleague in an emergency.
- Undertaking the role of Form tutor.
- Sharing responsibility for the implementation of all the school's policies and procedures, particularly;
 - The behaviour and discipline of pupils.
 - The professional duties and expectations of teachers.
 - The health and safety of all.
- Performing other occasional duties that may reasonably be required by the Headmistress.

Teaching preparation, assessment, record-keeping, writing reports, pastoral care and liaison with parents are integral to every teacher's commitment. Attendance is required on one or two days before term begins for preparation and for INSET; at parents' meetings, staff meetings, departmental meetings, school assemblies and major functions. Teachers should also be prepared to cover for absent colleagues within reason and, when absent themselves, to set work if possible.

SALARY

St Swithun's has its own competitive pay scale with an additional St Swithun's allowance.

The school also provides private health insurance cover for teaching staff a range of other employee benefits.

APPLICATION

Closing date for application is 12 noon, Monday 28 May 2018

Applications should be addressed to:

Ms J S Gandee, Headmistress
St Swithun's School
Alresford Road
WINCHESTER
Hampshire
SO21 1HA

Tel: 01962 835701

nichollsr@stswithuns.com

www.stswithuns.com

"St Swithun's committed to safeguarding and promoting the welfare of children. All staff are expected to share and support this commitment and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service."

Child Protection Statement

- Every child has the right to freedom from physical, racial, sexual, verbal or mental abuse (this includes bullying and intimidation). Our overriding aim is the protection of the individual child within the school.
- We require staff to be fully aware of what child abuse is and the different forms in which it may present itself, and of their duties in respect to child protection.
- We will provide adequate training (both as part of an induction and an ongoing process) in recognising abuse, and what to do if abuse is suspected.
- We are committed to maintaining good communication within the School on child protection issues and to following recognised procedures.
- The Headmistress ensures that the recommended procedures are followed when recruiting staff.

Explanatory Notes

Application Form

- Applications will only be accepted from candidates completing the enclosed application form in full. CVs will not be accepted in substitution for completed application forms.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description for the post.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
- The successful applicant will be required to complete a disclosure application form from the Disclosure and Barring Service.
- In accordance with government guidelines, we will seek references on shortlisted candidates for teaching and some other posts, and approach previous employers for information to verify particular experience or qualifications before interview. In other cases, if this has not been done, any offer of a post will be conditional upon receipt of satisfactory references. References should be from the applicant's current or most recent employer. If the current/most recent employer does/did not involve work with children, then the second reference should, if possible, be from the employer with whom the applicant most recently worked with children. Referees should not be a relative or someone known to the applicant solely as a friend.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children, but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although they may, where appropriate, answer not applicable if your duties have not brought you into contact with children or young persons. The School will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or DfES Children's Safeguarding Operation Unit.

Invitation to Interview

- If you are invited to interview, this will be conducted in person and the areas which it will explore will include suitability to work with children.

- All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas, etc.) Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body. All candidates invited to interview must also bring with them:
- At least two forms of identification, i.e. current driving licence (including photograph), a passport, a full birth certificate or marriage certificate.
- A utility bill or financial statement showing the candidate's current name and address. These must be issued within the last 3 months and provide verification of address.
- Documentation confirmation their national insurance number
- Where appropriate, any documentation evidencing a change of name.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- A check at DfES barred list database and the Protection of Children Act List as appropriate
- A satisfactory DBS disclosure
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance.
- Satisfactory completion of the probationary period.
- Verification of medical fitness if appropriate for the job's requirements.
- For staff who will be working within early years childcare provision or children under the age of 8 or in the provision of out of hours care, will be required to provide a written declaration that neither they nor anyone in their household is disqualified from working with children.

For teaching posts:

- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training.
- Verification of professional status, such as GTC registration, QTS Status (where required), NPQH
- Verification that the teacher/applicant is not subject to a prohibition order issued by the Secretary of State
- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)