



Nonsuch High School for Girls



Teacher of Physical Education (maternity cover)

Information Pack

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NONSUCH HIGH SCHOOL FOR GIRLS

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Dear Candidate

Thank you for your interest in the position of Teacher of PE (maternity cover) at Nonsuch High School for Girls.

This post presents a superb opportunity to work with an inspirational team. The extra curricular provision is varied and outstanding and the facilities are excellent. Many of our PE A level students go on to study PE related degree courses while students on other courses opt to take the Sports Leaders Award in the sixth form.

At Nonsuch we aim to be a truly outstanding school with an excellent academic reputation that provides first class care, guidance and development for our students so that they thrive during their time at school and leave well prepared for life beyond. We provide a well-resourced and positive working environment with supportive colleagues and full access to training opportunities such as our NQT and new staff induction programme and a Continuing Professional Development plan that develops teachers at all stages of their career.

On the 1st September 2015 our school, together with Wallington High School for Girls, formed a multi-academy trust known as the Nonsuch and Wallington Education Trust (NWET). Within the Trust, each school retains its own identity whilst benefitting from the professional development and innovation that collaboration encourages.

Further information on our school and the Trust is contained within the pack. If, after reading it, you are interested in joining us, please complete the school application form and return it to Natasha Geoffrey, HR Manager.

We hope you will find the information in this pack interesting and informative. If the opportunity to join our dynamic school excites you then we very much look forward to hearing from you.

Yours sincerely

Amy Cavilla
Headteacher

Information about the Nonsuch and Wallington Education Trust (NWET)

The Nonsuch and Wallington Education Trust (NWET) was formed in September 2015 and consists of two schools: Nonsuch High School for Girls and Wallington High School for Girls. Both are high performing selective schools that rank amongst the top girls' schools in the UK, are located within the London Borough of Sutton on the South London/Surrey border and are within easy reach of Central London. In September 2017, a consultation was launched on a proposal for Carshalton High School for Girls to join the Trust.

NWET exists to deliver a first class education for girls ensuring that they realise their full potential and leave the Trust well prepared for their future. With around 2700 students and a highly effective operating model, NWET gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust.

The aims of NWET are achieved through:

- Delivering excellent standards of teaching and learning consistently across the Trust based on the setting of high expectations for all and an evaluative approach to improving performance that secures strong outcomes for all our students.
- Developing strong collaboration across the Trust ensuring each school is a giver and receiver of support where needed.
- Ensuring effective professional development and career progression opportunities across the Trust in order to recruit and retain excellent staff.
- Delivering effective pastoral provision to all our students ensuring they are supported, developed and well cared for during their time in the Trust.
- Developing a strong understanding of how best girls learn, develop and thrive and using this to underpin our approach to education across the Trust.
- Promoting and developing high aspirations for our young women allowing them to become the successful female leaders of the future.
- Creating an exciting, challenging and creative curriculum across the Trust, both inside and outside of the classroom, to allow all students to realise their full potential.
- Securing a financially viable Trust through strategic financial management and by working collaboratively to secure financial efficiencies.
- Communicating effectively with and valuing all of our stakeholders realising the important role they play in the Trust.

Features of the NWET model

The CEO, Jane Burton, along with the Trust Board, is accountable and responsible for the strategic direction and outcomes of both schools within the Trust. The Trust Board sets key performance indicators (KPIs) across the Trust to allow the strategic vision to be monitored and reviewed. The CEO is also the Accounting Officer for the Trust and retains legal responsibility as head of both schools. There is also a Director of Finance and Operations, Helen Latham, who leads on finance and other business management functions across the Trust.

The CEO supports, challenges and leads all the schools in the Trust. She is accountable for the delivery of an excellent standard of education across NWET, securing strong student outcomes, setting the ethos and vision throughout and embedding effective collaboration and efficiencies across the schools.

Free from some of the strategic, financial and operational responsibilities of a standalone role, the primary focus of the school Headteacher role within the NWET structure is to provide highly effective leadership of the teaching and learning within their school alongside day to day management. The school Headteacher is accountable for

securing strong student outcomes and the delivery of an excellent standard of education for all students in their school. The Headteacher reports to, and is supported by, the CEO.

Each school retains its own identity within the Trust and has its own Local Governing Body who provide a wealth of skills and experience and work with the Headteacher in setting the development plan for their school, in line with the overall strategic vision of the Trust, acting as 'critical friends' and supporting and challenging where needed. A clear scheme of delegation differentiates between the roles of Trust Board and the Local Governing Body.

For more information on NWET please follow the link below:

www.nonsuchschool.org/321/welcome-from-the-ceo



Information about Nonsuch High School for Girls

Our school

Nonsuch is a highly successful and selective grammar school for girls aged between 11 and 18 years. Opened in May 1938 and standing in 22 acres of beautiful grounds on the edge of Nonsuch Park, we aim to provide a caring, happy and stimulating environment in which students can attain the highest levels of academic and personal achievement. Teachers and support staff joining Nonsuch comment on the excellent behaviour and positive attitude to learning of our students and on the warm and co-operative relationships between staff.

Attainment and achievement at Nonsuch are excellent. The summer 2017 GCSE results of 55.9% A* and 85.1% A*/A and a progress measure of 1.16, place Nonsuch in the top 2% of state schools nationally. At A level the school achieved 18.5% A* and 55% A*-A grades; again placing the school amongst the highest performing schools nationally. Eleven students have gained places at Oxbridge and 17 will commence Medicine, Dentistry and Veterinary Studies.

Culture and development opportunities

The culture of the school underpins every consideration. It is one of high expectations of students and of ourselves; positivity in our dealings with each other at school and in the wider community; and confidence in our professionalism so that we can engage in genuine dialogue and collaborate in the knowledge that we have much to give and receive.

This culture is reflected in our programme of continuing professional development (CPD) that this year consists of three joint twilights and two joint INSET days across the Trust and further INSET days and twilights just for Nonsuch staff. We are focussing on: the principles of expert teaching; leadership of learning; working parties focussing on lesson observation without grading, workload review, KS3 assessment; and elective CPD looking at areas such as lesson study, how girls thrive, questioning and challenge. In most of these areas we will be working collaboratively with colleagues from Wallington High School for Girls. We also run the "Outstanding Teachers' Programme" across the Trust. We are starting to train our own facilitators so that the programme can run sustainably, providing professional development opportunities for future cohorts.

We provide placements for Initial Teacher Training (ITT) trainees every year, working with the Sutton SCITT and Teaching School Alliance. In addition 2 of our MFL colleagues train MFL teachers from the SCITT a day a week. Newly Qualified Teachers are supported by a full induction programme and all teachers joining the school are supported in the transition.

Curriculum

On entry, all students follow an academic programme including a Modern Foreign Language (German, French or Spanish) and Latin. The range of subjects taken for GCSE is broadened by the opportunity to continue with a second language or start an additional language (classical Greek). Most students study the three separate sciences and have the opportunity to take up Astronomy or Photography or to choose an appropriate Technology course. Initially, students are taught in forms, with smaller groups for practical subjects. Later, setting supports the progress of individual students.

The vast majority of students continue their studies in the large Sixth Form, for which external candidates may apply. Courses may be chosen from 26 subjects. In addition students take options from the elective menu: most Year 12 students take the Extended Project Qualification and some students opt for classes in dissection, Arts award or Junior sports Leader award accreditation among other options. Candidates are prepared for Oxbridge entry or for admissions tests, for example BMAT (for Medicine) and LNAT (for Law), as appropriate. The vast majority of students proceed to higher education or professional training.

A comprehensive tutorial programme (including citizenship, careers and health education) supports the curriculum for all students, who are encouraged to assume responsibility for their studies through regular homework and negotiated target setting. Opportunities for active citizenship abound: students in each year group take part in community outreach and fundraising for local, national and global charities. They assume leadership roles within school also representing their peers on the School Council and all Sixth form students belong to the Sixth Form Committee which holds regular Forum meetings. Sixth form students make an invaluable contribution to the community life of the School, serving as school officials and prefects, leading the house system and supporting younger students as mentors.

Artistic, dramatic, musical and sporting talents are fostered. Many students have instrumental lessons; choirs and orchestras flourish, together with many clubs and societies. All opportunities are taken for visits in this country and abroad to widen further the educational experience. Recently there have been visits to Iceland, America and China. Membership of a range of sports teams is encouraged and many Nonsuch students play sports at County and National level.

The School's commitment to excellence in girls' education is reflected in the breadth of the curriculum, the outstanding examination results and the number of extra-curricular activities on offer. Most importantly, of course, the School's success is visible in the confidence and enjoyment of girls who leave us to continue their studies and to carve their niche in 21st century society.

Resources and site

The School is fortunate in having exceptional and well-resourced accommodation for all subject areas. We have 11 fully resourced Science labs, 4 ICT rooms and an Astronomy Dome on the roof which is also used by astronomers in the local community. Our offer of 3 modern languages as well as Latin and Greek is supported by a bespoke language lab and GCSE and A level language students benefit from weekly meetings with Foreign Language Assistants. The recently opened Sixth Form Common Room and Learning Resource Centre further enhance the facilities available to students.

A skilled team of administrative and finance staff, curriculum assistants, cover supervisors and technicians work closely with the teaching staff. First aiders and a librarian are employed. An excellent cafeteria is used by most students and many staff at mid-morning and lunchbreak. There is a private day care Nursery on the School site which is used by some staff. The school is adjacent to a David Lloyd Sports and Leisure Centre which staff are able to use free of charge during off peak hours in term time.

The Leadership Team

The leadership team consists of a Headteacher and four Assistant Heads who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the School. The Local Governing Body is a strong and supportive team with considerable professional expertise. In addition the Executive Headteacher of NWET and the Trust Board provide support and challenge to the school.



NONSUCH HIGH SCHOOL FOR GIRLS – PE DEPARTMENT

The PE department currently has five full time members of staff and a gap year student. Nonsuch has outstanding facilities including 5 netball courts/6 tennis courts, a sports hall, astro turf, 2 athletics fields, an indoor swimming pool and a further 7 tennis courts which are shared with the David Lloyd leisure centre which is on site.

Within the curriculum we cover all areas of the National Curriculum. At Key Stage 3 we offer netball, hockey, football, gymnastics, dance, swimming, rounders, tennis, athletics and HRF. At Key Stage 4 more choice is offered with pupils taking part in activities such as trampolining and aerobics. All pupils in Year 7-11 receive two hours of PE per week (i.e. 2 one hour lessons).

We also offer GCSE PE as well as AS and A2 Physical Education, the exam board for both GCSE and A Level is AQA. As a department we achieve outstanding results. In addition to these academic awards we also run the Level 2 Community Sport Leaders Award in Year 12, allowing the girls to establish links with the community, expand their confidence and develop their individual leadership skills through sport.

With regard to extracurricular activities we run clubs at lunch times and we also have practises and fixtures after school. These include Netball, Hockey, Athletics, Badminton, Dance, Football, Gymnastics, Hockey, Rounders, Indoor rowing, Swimming, Tennis, Cross-Country and Volleyball. We regularly take part in competitive fixtures and borough and county tournaments and have achieved success in many areas. We also hold an annual Gym and Dance display with over 150 girls participating. We are also very proud to train the ball girls for the Aegon Championships held every year at the Queen's Club.

In addition to the extra-curricular clubs and competitive fixtures that we offer, we also run an extensive interhouse programme with girls in every year group competing in many different sports including hockey, netball, athletics, rounders, tennis, swimming and benchball.

We are a very proactive department and we pride ourselves on the extremely high levels of participation we have in curriculum lessons and the range of extra-curricular activities we offer.

Additional information about the school is also available at <http://www.nonsuchschool.org>





Teacher of PE Person Specification

Area	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • Good Honours Degree, PGCE / QTS 	<ul style="list-style-type: none"> • Higher degree 	Application DfE Certificates
Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relevant to the post 	<ul style="list-style-type: none"> • Ability to identify own professional development needs 	Application
Experience	<ul style="list-style-type: none"> • Successful teaching of PE in all three key stages • Planning of lessons / schemes of work in line with the demands of an examination syllabus • Evidence of raising student attainment in PE • Contribution to extra-curricular sports programmes 	<ul style="list-style-type: none"> • Expertise in hockey desirable specialisms considered 	Application Form Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> • Excellent subject knowledge • The ability to motivate learners and colleagues • The ability to reflect constructively on the effectiveness of a lesson • Ability to use AFL strategies to raise attainment • Effective interpersonal and communication skills • Efficient time management and organisational skills • Knowledge of best pedagogic practice and strategies to improve teaching and learning • Awareness of curriculum development issues for PE • Excellent ICT skills and clear ideas about how ICT can support learning 		Lesson observation Application Interview Reference
Personal Qualities	<ul style="list-style-type: none"> • A commitment to securing the best opportunities for all students • A commitment to the safety and well-being of every student • High standards and expectations of self and others • An ability to reflect on own professional practice • Integrity, loyalty and commitment • Strong intellect, energy and an innovative and positive approach to opportunities and challenges • The capacity to inspire confidence in parents and students and to work collaboratively with colleagues • Sense of humour and enthusiasm • Good team player 		Application Interview Reference



Teacher of PE Job Description

Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of students as a teacher/ Form Tutor.
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of students attainment.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Reporting to: Head of Department

Responsible for: The provision of a full learning experience and support for students.

Liaising with: Head/Deputies, teaching/support staff/external agencies and parents

MAIN DUTIES

Operational/ Strategic Planning

- Assist in the development and implementation of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject.
- Contribute to the subject and department's development plan and its implementation.
- Plan and prepare courses and lessons.
- Contribute to whole school planning activities.

Curriculum:

- Assist the Head of Department to ensure that the department provides a range of teaching which complements the school's strategic objectives.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

Staff Development:

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue personal development in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Management.
- Work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance:

- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures and to seek/implement modification and improvement where required.
- Review from time to time methods of teaching and programmes of work.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information:

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- Complete the relevant documentation to assist in the tracking of students.

- Track pupil progress and use information to inform teaching and learning.

Communications:

- Communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in school.

Marketing and Liaison:

- Take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools and contribute to the development of the school's website.

Management of Resources:

- Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the school, department and the students.

Pastoral System:

- Be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer.
- Apply the behaviour management systems so that effective learning can take place.
- Be a Form Tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Head of Year to ensure the implementation of the school's pastoral curriculum.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Evaluate and monitor the progress of students and keep up-to-date pupil records as may be required.
- Contribute to the preparation of Action Plans and progress files and other reports.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- Contribute to PSHE, citizenship, enterprise and other cross-curricular initiatives according to school policy

Teaching:

- Undertake a designated programme of teaching, including the setting and marking of work, and ensure a high quality learning experience for students using a variety of teaching methods.
- Assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- Prepare and update subject materials.
- Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

Other Specific Duties:

- Play a full part in the life of the school community, to support its distinctive mission, ethos and school policies and to encourage staff and students to follow this example.
- Support the school in meeting its legal requirements for worship.
- Promote actively the school's corporate policies.
- Continue personal development as agreed.
- Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- Undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Head to reflect or anticipate changes in the job which are commensurate with the salary and job title.



Notes to Applicants

Safeguarding

Nonsuch High School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of leadership of and contribution to a safeguarding environment.

The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of his/her induction

Your written application:

We hope that after reading the information pack you will want to apply for the post advertised.

An application form can be downloaded from the School's website: www.nonsuchschool.org Please also complete and return the disclosure and equal opportunities monitoring forms which are attached to the application form.

Applications should be emailed to: vacancies@nonsuchschool.org

Closing date: 27th November 2017 @ 9am – early application welcome

Interview date: TBC

If you are shortlisted, we will take up references prior to your interview.

Due to the volume of applications we receive, we apologise for being unable to contact unsuccessful candidates

For your convenience our specimen contracts can be viewed on the vacancy page of the School website.