



# Nonsuch High School for Girls



**Teacher of English**

**Full Time**

**Application Pack**

## Contents

Letter from the Headteacher .....	3
Staff Development and Wellbeing .....	4
Girls' Learning Trust (GLT) .....	5-6
Information about Nonsuch High School for Girls .....	7-8
The Leadership Team .....	8
English Department.....	9
Person Specification.....	10
Job Description .....	11-13
Notes to Applicants .....	14

# NONSUCH HIGH SCHOOL FOR GIRLS

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16<sup>th</sup> May 2018

Dear Candidate

Thank you for your interest in the position of full time Teacher of English at Nonsuch High School for Girls.

This is an exciting opportunity for an inspiring Teacher of English to join a department which has excellent uptake at GCSE and A-level and a strong record of success in public examinations. Many students go on to study English or related degree courses at university.

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. We are proud of our rich extra-curricular provision and caring community which help develop confident and outward-looking young women.

We provide a well-resourced and positive working environment with supportive colleagues and full access to training opportunities.

The Girls' Learning Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other. The Trust enables our schools to benefit from professional development and the 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**



## Staff Development and Wellbeing

Our Trust-wide Wellbeing Strategy puts wellbeing at the heart of all considerations and at Nonsuch High School for Girls that means:

- **A commitment to workload reduction**
  - no written reports
  - 3 data drops per year
  - an assessment and marking policy that is not onerous
  - a clear KS3 assessment framework that prioritises subject specific assessment practice
- **A commitment to making the workplace a pleasant and supportive working environment**
  - Free access to the on-site David Lloyd Gym and Spa for staff
  - A vibrant staff association that organises regular staff socials
  - An Employee Assistance programme offering confidential advice and support in times of need
  - An exciting and supportive programme of professional development
  - An extended October half term holiday (2 extra days) to break up the long autumn term
  - Monthly extended mid-morning breaks
  - We are a school that appreciates the importance of family and 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 1-hour periods of teaching per fortnight maximum
  - We are situated in 22 acres of beautiful grounds on the edge of Nonsuch Park
- **Support**
  - The school calendar and training is planned in advance across the whole year so people know what is happening and when
  - In-house cover supervision team
  - A highly effective and proactive support staff that play an important role in supporting teaching and learning
  - Every full-time teacher operates from a base classroom and has an office-based work station which means our large staff room can be work station free
- **A commitment to staff development**
  - CPD programmes, which are based both in school and across the wider Trust, tailored to individual aspirations – including “Mental Health Champion training”; “Outstanding Teacher Programme”; elective CPD and working parties; “PED TALKS” informal teaching and learning discussions; middle and senior leader conferences; NQT induction
  - An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation
  - Our “No lesson judgements” policy ensures our lesson observations are developmental and supportive
  - An annual cross-Trust teaching conference allowing the chance to meet and network with other staff

## **Girls' Learning Trust (GLT)**

### **Message from Jane Burton, CEO**

I am delighted that you are interested in a position in one of the GLT schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are 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 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to be a 5 school Trust by the end of 2020, retaining the all-girls identity and operating within the London and South East region.

The aims of GLT 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.

For more information on the Trust please follow the link below:

[www.nonsuchschool.org/321/welcome-from-the-ceo](http://www.nonsuchschool.org/321/welcome-from-the-ceo)

The Trust model brings many advantages to staff at all levels in 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 GLT structure is to provide highly effective leadership and support 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. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross-trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities than a standalone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to submit an application.

April 2018



## 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 validated progress 8 measure of 1.13, place Nonsuch in the top 2% of state schools nationally. At A level the school achieved 19.4% A\* and 56.5% A\*-A grades - again placing the school amongst the highest performing schools nationally. Eleven students gained places at Oxbridge and 17 undertook 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). We run the "Outstanding Teachers' Programme" across the Trust with our own trained and badged facilitators so that the programme can run sustainably, providing professional development opportunities for future cohorts. We have elective CPD groups looking at assessment and the A Level mindset. We run an annual cross Trust conference also as well as conferences for current and aspiring middle leaders as well as a comprehensive induction programme for new staff and NQTs.

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 21<sup>st</sup> 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, four Assistant Heads and four Directors of School Improvement 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 CEO of the Girls' Learning Trust (GLT) and the Trust Board provide support and challenge to the school.





## English Department

The English department at Nonsuch is an innovative, enthusiastic and forward-thinking team. We encourage our students to approach English lessons with a curious and questioning mind, to consider how authors craft their texts to convey meaning to the reader, as well as encouraging students to write accurately and creatively.

In the English department we currently teach the AQA English Literature (8702) and the English Language (8700) syllabus at GCSE. For Literature we teach a range of Shakespeare texts, modern prose and drama and the Power and Conflict AQA poetry anthology. For Language we teach the skills of narrative and descriptive writing as well as the ability to analyse unseen non-fiction. At A Level we teach the AQA Specification A English Literature Option B syllabus, and the OCR (EMC) Language and Literature course.

The Department is housed in a suite of six classrooms with a Departmental office, stock room and book cupboard. The Department is well-resourced with a variety of texts and audio-visual equipment, and teachers may book the Library or the school's IT rooms for class work. Four classrooms have interactive whiteboards, whilst the remaining two both have ceiling mounted projectors and speakers.

At Key Stage 3, students have six (one hour) lessons every fortnight and are taught in mixed ability form groups. At KS4 there is some element of setting and students have 7 (one hour) lessons per fortnight, although Year 10 students will have 8 from September 2018. At Key Stage 5 students receive 8 hours per fortnight (10 from September 2018) and are taught by two teachers. Every year a considerable number of students take English as their chosen degree course. The department has also successfully assisted candidates in their applications to Oxbridge colleges.

Extra-curricular activities form an important part of the Department's work. Curriculum opportunities include theatre visits, Debating Society, Key Stage 3 and 6th Form Book Groups, an annual Book Week and the production of the School Magazine. In addition we regularly invite authors to visit with our highlights including Simon Armitage, Frieda Hughes and Michael Frayn.

The department has developed an extensive resource bank with the majority of resources being held digitally. All members of staff routinely use ICT applications in their teaching and contribute new resources to the departmental curriculum area.

The department is currently staffed by 6 full-time English teachers and 2 part timers.

April 2018



# Teacher of English

## Person Specification

Area	Essential	Desirable	Method of Assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Good Honours Degree, PGCE / QTS</li> </ul>	<ul style="list-style-type: none"> <li>Higher degree</li> </ul>	Application DfE No. Certificates
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development relevant to the post</li> </ul>	<ul style="list-style-type: none"> <li>Ability to identify own professional development needs</li> </ul>	Application
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching of English</li> <li>Planning of lessons / schemes of work in line with the demands of an examination syllabus</li> <li>Evidence of raising student attainment in English through innovative practice</li> <li>Assessment of students across all key stages</li> <li>Contribution to extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching across three key stages</li> </ul>	Application Form  Interview  Reference
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Excellent subject knowledge</li> <li>Ability to enthuse and motivate learners</li> <li>The ability to reflect constructively on the effectiveness of a lesson</li> <li>Ability to use AFL strategies to raise attainment</li> <li>Effective interpersonal and communication skills</li> <li>High level literacy skills</li> <li>Efficient time management and organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>Enthusiasm for developing a wide range of literacy skills</li> <li>Knowledge of current research in English teaching and ability to link it to relevant areas of the curriculum</li> <li>Willingness to develop VLE and other web-based initiatives</li> </ul>	Lesson observation  Application  Interview  Reference
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>A commitment to securing the best opportunities for all students</li> <li>High standards and expectations of self and others</li> <li>An ability to reflect on and develop own professional practice</li> <li>Integrity, loyalty and commitment</li> <li>Strong intellect, energy and an innovative and positive approach to opportunities and challenges</li> <li>The capacity to inspire confidence in parents and students and to work collaboratively with colleagues</li> <li>Sense of humour and enthusiasm</li> <li>Good team player</li> </ul>		Application  Interview  Reference



## Standard Scale Teacher 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 development plan.

#### 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.

**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.
- 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.

January 2018



## 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.

**Closing date:** **Wednesday 23<sup>rd</sup> May 2018 @ 9am**

We reserve the right to close early should the right candidate be found.

**Interview date:** **TBC**

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

Due to the volume of applications we receive, we apologise for being unable to contact candidates who have not been shortlisted.

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