



Nonsuch High School for Girls



Senior Science Technician

Application Pack

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NONSUCH HIGH SCHOOL FOR GIRLS

Headteacher: Ms A Cavilla BA, DipEd



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September 2018

Dear Candidate

Thank you for your interest in the post of Senior Science Technician at Nonsuch High School for Girls.

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

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. The Director of Finance and Operations (DFO) is accountable for ensuring a financially viable and efficient Trust and leads the team of Trust staff across Finance, HR, IT and Premises. The DFO and the Headteacher in each school report to and are 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 attend the 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.

I hope that after reading this information pack you decide to submit an application.

May 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 2018 GCSE results of 62.2% A*/9-8 and estimated progress 8 measure of 1.17, place Nonsuch amongst the top 30 of all schools nationally. At A level the school achieved 18.6% A* and 58.1% A*-A grades - again placing the school amongst the highest performing schools nationally. At university this autumn, 17 students will be studying Medicine, 3 Dentistry and 2 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 around 24 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, 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.



Science Department

There are twelve full-time and six part-time members of staff in the Science Department and five laboratory technicians. Of the 13 science laboratories, five are used for the teaching of Chemistry, five are used for teaching Biology, and three are used for teaching Physics and all are equipped to a high standard. The school follows a co-ordinated approach to science in Key Stage 3, led by a KS3 coordinator. Science classes are set by ability in Years 9, 10 and 11. Key Stage 4 and 5 Sciences are co-ordinated by Heads of Department in Biology, Chemistry and Physics. The majority of students study for triple award Science at GCSE, with a small number opting for combined science.

In both Biology and Chemistry we follow the OCR Gateway Specification at GCSE. Sciences are popular as A-level choices. Typically, we have 6-7 classes of students undertaking Biology and Chemistry and two classes studying Physics. We are proud of this high recruitment rate. Enthusiastic teaching and relating topics to students' everyday experiences are key to the success of the department. Combined with a supportive ethos to enable student progress, we ensure the highest outcomes.

There is a strong tradition of science within the school with many students pursuing scientific, medical and engineering studies in Higher Education. Typically 50% of students go on to study STEM-related degrees at university. Great importance is placed on practical work at all levels and recent OCR visits have commented on our outstanding commitment to practical skill development. The importance of practical work in science at all levels, is illustrated by with a wide range of IT and other resources being used to complement rather than replace the opportunity for laboratory work. Our technician team have differing responsibilities within each area of science and will work across all areas as needed, they are led by our Senior Technician. The five preparation areas are well resourced and are well positioned for entry into all Laboratories.

The school has its own Astronomy dome situated on the roof that is used for teaching and extra-curricular activities as is the dedicated ecology area in the school grounds. In addition, the school regularly enters students for Olympiads in the sciences. Links with the Royal Society of Chemistry are well-established. A wide range of activities across all Key Stages occur during the biannual National Chemistry Week and our STEM week to broaden students' awareness of the vital role of science in the world around them.

Pupils are offered a wide range of science-based activities outside the classroom including conservation work, visits to the Royal Institution, The Natural History Museum and Herstmonceux observatory. The Biology department take their A level students to Camber Sands each year in order for them to complete a field work project. In addition, there is a Science Club as well as an Astronomy Society which are well attended.

Most members of teaching staff act as Form Tutors and as such are expected to contribute to the tutorial programme of their Form. All departments are involved in monitoring pupil progress and in target setting. There are opportunities to take part in departmental and whole school initiatives linked to areas such as the continuing development of the curriculum and teaching and learning styles.

This appointment is an excellent career opportunity for a suitably skilled, enthusiastic technician which will facilitate her/his professional development in a stimulating environment. There is a new staff induction programme for all new entrants to the school.



NONSUCH HIGH SCHOOL FOR GIRLS

SENIOR SCIENCE TECHNICIAN

PERSON SPECIFICATION

Area	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Good general standard of education 	<ul style="list-style-type: none"> A level Science Officially recognised technical qualification (NVQ) and/or further or higher education qualification 	Application 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"> Relevant laboratory experience, ideally within a School environment A good, all round knowledge of a working lab including Health & Safety awareness Good practical skills and an interest in all Sciences 		Application Form Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> Good numeracy and literacy skills Ability to prepare Science practical lessons at secondary school level (Years 7-11) Ability to prepare practical lessons to A-level in at least one science Ability and willingness to acquire new skills, through relevant training and induction Working knowledge of CLEAPSS and ability to write appropriate safety procedures and adhere to them IT skills including windows, email and spreadsheets 	<ul style="list-style-type: none"> Willingness to be aware of relevant policies/codes of practice 	Application Interview Reference
Personal Qualities	<ul style="list-style-type: none"> Interest in all of the Sciences Calm and confident approach to work Ability to work successfully as part of a team Ability to use initiative and work independently Good communication skills 	<ul style="list-style-type: none"> Ability to relate well to adults and children Creative approach to problem solving 	Application Interview Reference

September 2018



Senior Science Technician Job Description

Reporting to:	Heads of Science Departments
Weekly Hours:	36 (7¼ Monday-Thursday and 7 Friday excluding lunch breaks)
Annual Weeks Worked:	Full-time (52 weeks)
Responsible for:	Management of all aspects of the science technician service and providing principal support in chemistry

MAIN RESPONSIBILITIES OF THE POST

- Lead the Science technician team in the coordination and development of their work
- Provide effective support for teaching staff in all areas of science
- Assist the Science staff in maintaining and securing an environment in which students can safely pursue all aspects of their learning
- Be responsible for Health and Safety within Science and conduct regular risk assessments in all science area
- To job train an apprentice in line with their college requirements
- To maintain the functioning of the computerised science requisition system

1 TO LEAD THE SCIENCE TECHNICIAN TEAM

- Be responsible for directing and co-ordinating the work of the technicians and providing a flexible response to the requirements of individual departments
- Be responsible for co-ordinating the day-to-day workload of each of the science technicians
- Liaise closely with the Heads of Subject (Science) on behalf of the technician team
- Represent the technician team at meetings of the Science Department
- Undertake annual performance review with the members of the science technician team.
- Identify personal development training needs for individual technicians as required and to provide practical skills training as necessary.

2 TO PROVIDE EFFECTIVE SUPPORT FOR TEACHING STAFF

- Prepare, set out and clear away apparatus and resources for classes
- Help and advise staff and students with their apparatus needs

- Support trainee teachers in the development of technical expertise and use of teaching aids appropriate to the department
- Provide assistance in the use of specialist machinery and equipment, experiments and demonstrations e.g. with ICT and data logging equipment
- To trial experiments as required and consult with teachers on results and any modifications

3 MAINTAIN ADEQUATE STOCKS OF CONSUMABLES AND EQUIPMENT

- To prepare, supply and maintain the equipment and other resources required for lessons in the Department, paying attention to all the relevant safety guidelines.
- To oversee and undertake appropriately the administrative responsibilities of the Technician team in respect of purchasing, stock control and records.
- To use the school computerised ordering system, and to liaise with the finance department on all ordering queries

4 HEALTH AND SAFETY

- Be conversant with the requirements and recommendations of the CLEAPSS Laboratory Handbook
- Be conversant with the CLEAPSS Hazard cards and ensure that these are current and available in each laboratory and preparation room
- Undertake half-termly risk assessments for all laboratories, preparation rooms and science storage areas and maintain appropriate risk assessment records
- Report immediately to a Head of Department (Science) any lapse in or Health & Safety concern
- Ensure that splash kits are maintained and available in all laboratories and preparation rooms.
- Advise the Site Manager when either routine maintenance or a repair of any laboratory or other science area is required
- Keep records of any H&S testing that is undertaken on laboratory equipment and appliances i.e. PAT or fume cupboard testing
- Ensure that the laboratories and preparation rooms are maintained in a clean and tidy state at all times
- To ensure appropriate storage across the department of all chemicals, radioactive and biological materials in line with CLEAPSS regulations and to maintain appropriate paperwork

5 OTHER DUTIES

- The post holder may be required to undertake other duties at the discretion of the Heads of Department (Science)

This list is not exhaustive and is only an indication of responsibilities.

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: **Tuesday 25th September 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.