



NONSUCH HIGH SCHOOL FOR GIRLS



Learning Resource Centre Coordinator

Application Pack



Girls' Learning Trust

NONSUCH HIGH SCHOOL FOR GIRLS

Headteacher: Ms A Cavilla BA, DipEd

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Dear Candidate

Thank you for your interest in the position of Learning Resource Centre Coordinator at Nonsuch High School for Girls (NHSG).

Nonsuch is a high performing selective school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

We are an inclusive, happy and caring learning community and we are ambitious for all of our students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All of our staff, both teaching and support, play an important role in achieving this. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

We are seeking candidates who are ideally experienced in running a Learning Resource Centre including a library and who would be keen to innovate in further developing it as a centre of learning and our school as a community of readers.

I hope you will find the information in this pack interesting and informative. We very much look forward to receiving your application.

Yours faithfully

Amy Cavilla
Headteacher

Information for Applicants

Girls' Learning Trust

The Girls' Learning Trust (GLT) was formed in September 2015 and consists of three successful and high-performing girls' schools: Nonsuch High School for Girls, Wallington High School for Girls and Carshalton High School for Girls. All three schools are located in the London Borough of Sutton.

As the only all-girls multi academy trust in the UK, we have 4,500 students and over 400 staff; our aim is to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures.

Working in GLT schools

Staff are our most valued asset and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within the school. Continued professional development plays an important role in ensuring that the quality of teaching is very high in the school. There are many opportunities for cross-Trust professional development, with staff from all three schools working collaboratively on research and teaching projects in many areas. We have a GLT professional development conference each year for all our staff and run an exciting and innovative 'Empowering Teacher' programme across the Trust.

Other benefits the GLT can offer include:

- A culture of promoting GLT staff within and across our Trust - we have an excellent record of developing outstanding teachers and preparing staff for senior leadership.
- Outer-London salary scales with easy access to central London
- Extensive parking on-site for free
- Access to Workplace Options scheme, for confidential and independent employment advice
- Access to sports facilities
- A two-week October half-term break
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS)
- Childcare Vouchers

Staff Workload and Wellbeing at NHSG

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
 - up to 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 exciting and supportive programme of professional development
 - Monthly extended mid-morning breaks
 - We are a school that appreciates the importance of family
 - Additional Leave policy that supports staff when they may need time off
 - A maximum teaching load of 43/50 1-hour periods per fortnight
 - A private day care nursery on-site
 - 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 who play an important role in supporting teaching and learning
 - Every full-time teacher 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”; “Empowering 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

For more information on the school and the Girls’ Learning Trust, please click on the following links:

Nonsuch High School for Girls www.nonsuchschool.org

Girls’ Learning Trust www.nonsuchschool.org/321/welcome-from-the-ceo



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 2019 GCSE results of 66.8% 9-8, 85.5% 9-7 and a progress 8 score of 1.04 place Nonsuch in the top 2% of schools nationally in terms of value-added progress. At A-Level students achieved 22% A* and 55% A*-A grades - again placing the school amongst the highest performing schools nationally. Please see our 2020 and 2021 results on the [school website](#).

Our mission

The school's aim is to empower our young women and enrich their lives to ensure they aspire to take their centre stage place in the world. We want students to enjoy learning, to become independent and effective learners and to achieve academic success in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity. Our curriculum is broad and balanced; it provides intellectual challenge, develops creativity and curiosity and empowers our students to articulate their thinking confidently. The curriculum and extra-curricular opportunities promote social and cultural enrichment and a strong sense of community. The advice and guidance enables students to make wise, informed and ambitious choices. We promote the values of *positivity, respect, integrity, courage and endeavour*. We want our students to engage with the local and wider community in the belief that they can make a difference.

Our 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. Students study the three separate sciences and have the opportunity to take up Astronomy or Photography or to choose an appropriate Technology, Arts, Humanities or Modern Foreign Language course. Initially, students are taught in forms, with smaller groups for practical subjects.

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 21 subjects. In addition, students take options from the elective menu: many Year 12 students take the Extended Project Qualification and

some students opt for classes in dissection, Arts award or 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. 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, as well as the excellent alumni network which supports our Careers and Networking events.

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 and Latin is supported by a bespoke language lab and GCSE and A level language students benefit from weekly meetings with Foreign Language Assistants. The Sixth Form Study Area and Learning Resource Centre further enhance the facilities available to students.

A skilled team of administrative staff, technicians and cover supervisors work closely with the teaching staff. This team includes pastoral administrators, an Emotional Literacy Support Assistant, first aiders and a librarian. Our cafeteria is used by students and staff at mid-morning and lunchbreak, supplemented by a concession in the sixth form area and outside provision called "The Lunch Box." 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.



Person Specification

Learning Resource Centre Coordinator

Area	Essential	Desirable	Method of Assessment
Relevant Experience	<ul style="list-style-type: none"> Relevant professional experience of working in a learning resource centre, library or school, and dealing with a broad range of customer requests. 	<ul style="list-style-type: none"> Previous experience of working in education. Experience of using libraries to support curriculum delivery Experience in online research tools and techniques Current knowledge of educational change and issues Sound knowledge of literature for young people 	Application
Qualifications & Training	<ul style="list-style-type: none"> A graduate Excellent IT skills, including MS Office packages (Word, Excel, PowerPoint and Outlook) 	<ul style="list-style-type: none"> Professional qualification in library or information studies Evidence of on-going professional development, and participation in appropriate professional networks Qualifications in website design and/or information management and/or search tools. An awareness of school policies and procedures including child protection, health and safety, equal opportunities etc. 	Certificates
Skills & Abilities	<ul style="list-style-type: none"> Ability to lead and manage a school library/LRC. Ability to maintain appropriate discipline when dealing with students Ability to organise own workload, prioritise and meet deadlines Ability to work on own initiative, and as part of a whole school team. 	<ul style="list-style-type: none"> Knowledge of library specific systems (such as Eclipse) and school systems (such as SIMs or a virtual learning environment). 	Application Interview Tasks Reference

	<ul style="list-style-type: none"> • Ability to communicate effectively with other staff, students and leadership. • Excellent interpersonal, written and oral skills • Excellent knowledge of MS Office (Word, Excel, PowerPoint and Outlook) • Strong presentational skills and eye for detail. 		
Personal Qualities	<ul style="list-style-type: none"> • Energy, enthusiasm and a commitment to the role of an LRC in the learning process • Effective management style with the ability to enthuse and inspire others • A confident and welcoming manner • A willingness to undertake a wide range of library/LRC routines and duties • Openness to new ideas and practices • A love of reading • A willingness to run a variety of reading clubs 	<ul style="list-style-type: none"> • Willingness to 'lend a hand' and 'join in' with school activities and play a full and active part in the life of the school 	Application Interview Tasks Reference



Job Description

Learning Resource Centre Coordinator

TITLE OF POST:	Learning Resource Centre (LRC) Co-ordinator
WEEKLY HOURS:	33.75 hours a week (normally 8.15 – 3.30pm)
ANNUAL WEEKS WORKED:	39 weeks (including Insets)
SALARY:	GLT Range 5, p16-23 (£26,997 - £30,585 FTE) pro rata Actual salary (£21,673 - £24,554)
RESPONSIBLE TO:	Headteacher and Director of School Improvement, Teaching and Learning
RESPONSIBLE FOR:	Learning Resources Centre

Main purposes of the job

1. To champion the Learning Resource Centre's development as a key part of the Nonsuch teaching & learning environment, including books/journals and digital learning resources
 2. To actively support the development of the school's on-line learning resources, working with teaching departments and pastoral teams to strengthen existing teaching resources for students, through a virtual learning environment (VLE) and Microsoft Teams
 3. To champion a programme of research skills for years 7 and 12 initially with a focus on helping students to independently access physical and on-line books and resources to support their learning.
 4. To support the wider outreach of the school by managing the school's official Twitter account postings and providing some administrative support to the Careers Coordinator as required.
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Main responsibilities and tasks

1. **To establish and promote effective learning resources for Nonsuch**
 - To create a "go to resource for research and independent study" - taking a holistic view and managing a mixed portfolio of books/journals and on-line/digital resources, staff CPD resources, as well as remotely accessed VLE resources and in-school LRC facilities.
 - To support the management of departmental stock using library systems.
 - To operate a friendly & knowledgeable 'help desk' for staff and student queries, and assist with finding information and materials
 - To actively promote reading and literacy as life skills in collaboration with the English Department.

- To develop and run the LRC prefect system
- To actively promote new ideas and opportunities.
- To undertake professional development and monitor developments in schools and further/higher education through establishing contact with a network of progressive librarians and learning resource centre co-ordinators and professional bodies.

2. To champion the Learning Resource Centre's development by drawing up a development plan

- To administer the accelerated reader programme for year 7.
- To facilitate year 7 & 8 English reading lessons.
- To provide balanced facilities which both promote independent learning for academic study, as well as a love of reading and 'finding things out' for pleasure.
- To generate interest in the LRC as a lively 'hub' for book clubs, new publications, visiting speakers, latest journals, etc.
- To ensure that the LRC has appropriate promotional and display materials, creating an attractive and purposeful space for learning.
- To manage stock and resources, including charging/repayments for lost items.
- To manage the annual budget for books, journals and/or on-line resources for the LRC.

3. To actively support the development of the VLE or other digital learning platforms.

- To be closely involved in the identification and development of teaching & learning resources being created on-line by teaching departments, helping to create links to professional research, on-line journals, news feeds, new resources for the LRC and links to extension materials.
- To support the implementation of the new materials supporting changing syllabuses for GCSE, AS and A Level, including text books and on-line materials.

4. To champion a programme of research skills.

- To develop a learning resource & research skills induction programme for new students in years 7 and 12 (and ad hoc for new joiners mid-year).
- To develop a skills-led workshop for Sixth Formers preparing to go to university and further academic study.
- To hold regular workshops/drop-ins offering students opportunities to broaden their skills and/or knowledge of research resources available.

5. To support the school's social media presence and careers provision

- To support the wider outreach of the school by managing the school's official Twitter account postings
- To provide some administrative support to the Careers Coordinator as required.

General Duties

- To be aware of and comply with school policies and procedures, including those relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
 - To undertake similar duties, commensurate with the level of the post and at the discretion of the line manager, as the line manager shall from time-to-time reasonably require. The job description will be subject to periodic reviews to fit in with the needs of the school and provide development opportunities as appropriate. It is not a comprehensive set of tasks, but sets out the main expectations of the school in relation to the post-holder's responsibilities and duties at this time.
 - To participate in training, other learning activities and performance development as required.
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Key measures of success

- The Learning Resource Centre is embedded in the daily life of the school, and the Learning Resource Centre Co-ordinator becomes a highly regarded colleague and 'go to' person for heads of department, students, teachers and the leadership team – as measured by feedback from staff & students.



Application process

Applications should be emailed to vacancies@nonsuchschool.org

Closing date: **Monday, 27th September 2021 @ 9 a.m.**

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

Interviews: **To be confirmed**

PLEASE NOTE

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

For your convenience our specimen contracts can be viewed on the vacancy page of the school website. As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

For further information about this, and to read our Data Protection and Freedom of Information Policy, please visit our school website:

<http://www.nonsuchschool.org/39/policies>

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.