



Nonsuch High School for Girls



Head of English

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 Head of English at Nonsuch High School for Girls.

This is an exciting opportunity for an inspiring Head 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. We are seeking candidates who are current or aspiring Heads of Department.

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 Mrs Melanie Lock.

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.

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 Executive Headteacher, 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 Executive Headteacher 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 for the Trust who leads on finance and other business management functions across both schools.

The Executive Headteacher 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 Executive Headteacher.

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-executive-head



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 2016 GCSE results of 52% A* and 83% A*/A and a progress measure of 0.73, place Nonsuch in the top 2% of state schools nationally. At A level the school achieved 20% A* and 55% A*-A grades; again placing the school amongst the highest performing schools nationally. Twelve students have gained places at Oxbridge and 10 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.



Department Information

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 syllabus, and the OCR (EMC) Language and Literature course. All teachers have at least one A level class.

The Department is housed in a suite of six classrooms with a Departmental office and a stock room. Each room is fitted with a workstation and DVD player. 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. At Key Stage 5 students receive 8 hours per fortnight 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.

March 2017



Head of English 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 Teaching Agency 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 English • Planning of lessons / schemes of work in line with the demands of an examination syllabus • Planning and running day and residential fieldtrips • Evidence of raising student attainment in English through innovative practice. • Assessment of students across all key stages • Contribution to extra-curricular activities 	<ul style="list-style-type: none"> • Experience of teaching across three key stages • Experience of running trips 	Application Form Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> • Excellent subject knowledge • Passion for the teaching of English • Confident leadership skills and the ability to articulate a clear vision and motivate learners and colleagues • Strong time management, organisational, administrative and ICT skills including experience of using GIS programs • The ability to generate, organise and analyse data • Good knowledge of best pedagogic practice and strategies to improve teaching and learning • The ability to assess the quality of teaching and learning of others and lead in the professional development of colleagues in this area • An understanding of the role of English in the wider curriculum 	<ul style="list-style-type: none"> • Links with outside organisations linked to the teaching of English • Willingness to develop VLE and other web-based initiatives 	Lesson observation Application Interview Reference
Personal Qualities	<ul style="list-style-type: none"> • A commitment to securing the best opportunities for all students • High standards and expectations of self and others • An ability to reflect on and develop 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 • Willingness to attend and fully participate in departmental trips 		Application Interview Reference



Head of English Job Description

Purpose:

- To raise standards of student attainment and achievement within the English department and to monitor and support student progress.
- To lead on the development of literacy across the curriculum including for EAL students
- To collaborate with the SENCo and Heads of Year to identify, support and monitor students needing extra literacy support
- To be accountable for student progress and development within the department.
- To develop and enhance the teaching practice of others involved in the delivery of both subjects.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher.
- To be accountable for leading, managing and developing the department.
- To manage and deploy teaching/support staff, financial and physical resources within the department effectively to support the department development plan.

Reporting to: A member of the Leadership team

Responsible for: Teaching staff and other relevant personnel within the department.

Liaising with: Headteacher, Assistant Heads, Heads of Department, staff with cross-school responsibilities, support staff and parents.

MAIN DUTIES

Operational/Strategic Planning

- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To oversee day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources.
- To actively monitor and follow up student progress
- To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims of the School.
- In conjunction with the Director of ICT to foster and oversee the application of ICT in the Department.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Manager.

Curriculum

- To deliver an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Development Plan/School Evaluation.
- To be accountable for the development and delivery of the Department's curriculum.
- To keep up to date with and respond to national developments in the subject area and teaching practice and methodology.

Extra-Curricular

- To contribute fully to the range of trips and activities within the Department.
- To organise, where appropriate, a range of support and revision activities to support students' learning in English

STAFF DEVELOPMENT

Recruitment/ Deployment of Staff

- To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of the Department's support staff.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme.
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.

Quality Assurance:

- To establish the process of the setting of targets within the department and to work towards their achievement.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles.
- To contribute to the school procedures for lesson observation.
- To seek/implement modification and improvement where required.
- To ensure that the Department's quality procedures meet the requirements of Self Evaluation and the School Development Plan.
- To produce an annual examinations analysis and department review as part of the school's self-evaluation cycle.

Management Information:

- To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- To analyse and evaluate, with the department, performance data provided and take appropriate action in response.

Communications:

- To ensure that all members of the department are familiar with departmental aims and objectives within the framework of the School Development Plan.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- To represent the department's views and interests.

Marketing and Liaison:

- To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases and the school website.
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.

Management of Resources:

- To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget.
- To work with the Deputy Head in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.

Pastoral System:

- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer.
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
- To monitor and support the overall progress and development of students within the department.
- To monitor student attendance together with students' progress and performance, with the class teacher, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHE, citizenship, enterprise and other cross-curricular issues according to school policy.

Teaching:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and pupils to follow this example.
- To continue personal professional development as agreed.
- To engage actively in the performance review process.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To 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, in consultation with you, may be changed by the Head to reflect or anticipate changes in the job commensurate with the grade and job title.

March 2017



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@nonsuch.sutton.sch.uk

Closing date: Friday 21st April 2017@ 9am

Interview date: Thursday 27th April 2017.

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

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