



NONSUCH HIGH SCHOOL FOR GIRLS



Pastoral Support Officer

Application Pack



Girls' Learning Trust

NONSUCH HIGH SCHOOL FOR GIRLS

Headteacher: Ms A Cavilla BA, DipEd

Ewell Road,
Cheam,
Surrey, SM3 8AB



Switchboard: 020 8394 3400
Facsimile: 020 8394 3401
Finance Office: 020 8394 3402
Email: office@nonsuchschool.org

12 May 2022

Dear Candidate

Thank you for your interest in the post of Pastoral Support Officer 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 people.

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

Further information on our school and the Trust is contained within the pack. If, after reading it, you are interested in joining us, please send your completed school application form to vacancies@nonsuchschool.org

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 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; ECT 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.



Pastoral Structures and Resources

At Nonsuch we are proud of our tradition of educating the whole person. We believe that engagement with the wider world and local community, leadership and mentoring opportunities, participation in our House Competition events and extra-curricular clubs all foster a sense of purpose, belonging and identity that promote well-being. We encourage and reward the values of positivity, respect, integrity, courage and endeavour. We want our students to engage with their local and wider community in the belief that they can make a difference.

Our well-being strategy has three key strands:

1. Participation and community
2. Responsive care
3. Education

Full details on our three strands can be found on our school website.

Wellbeing and Responsive Care:

The responsive strand of our well-being strategy is through our awareness-raising of the continuum of mental health. We have worked closely with the mental health charity Place2Be. Members of staff across the Girls' Learning Trust have undertaken training to become "Mental Health Champions." Attachment theory underpins the training and informs our approaches in all areas. In addition, we link with the Anna Freud Centre who provide training for adults, advice for parents and support for young people.

The form tutor is the central point of contact for every student and provides the crucial link between home and school. All tutor groups in the lower school are also allocated Sixth Form "form leaders" who help with the care and development of our students. Tutors are supported by the Head of Year who also works within a broader team responsible for taking charge of pastoral care within school.

- We have a **School Counsellor** who offers sensitive support and guidance to students who require it
- Her role is supplemented by **Child Well-being Practitioners (CWP)** who can offer small group sessions of support.
- The **School Nurse** provides confidential advice and support.
- Our **SEND coordinator** works with girls who have special educational needs and disabilities to ensure that provision is made for these students in order that they can access all aspects of the curriculum.
- We also have an **Emotional Literacy Support Assistant (ELSA)** to support our students.
- We are part of a pilot where schools have an **attached social worker**
- We deploy our Mental Health Champions among our staff to provide drop-in support for students)

Peer Support:

Some students are trained as

- Peer Mentors – whose role is to support younger students
- Form Leaders – who support PSHE provision, organisation, in tutor groups in the lower school

Our students are also supported by our well-established LGBTQ+ support group and student CARE council (Champions of Anti-Racism and Equality) with link staff for each group and CARE sub strands of Communication, Allyship and Reporting, Curriculum and Events.

Pastoral Support Structure:

The purpose of the Head of Year team is to work collaboratively to support the students in terms of their academic progress and social and emotional well-being. This ensures that all students in the year group experience high quality teaching and learning and maintain high standards of student conduct and achievement. The pastoral team consists of a Head of Year (HOY) who is responsible to a member of the Senior Leadership Team (SLT) and the Assistant Head of Year (AHOY) who is responsible to the HOY and a team of tutors.

Years 7-11

- Deputy Head Pastoral (DHP) – member of the Senior Leadership Team (SLT)
- Heads of Year 7-11 (HOY)
- Assistant Head of Year bulge year group
- Tutors (Teams: Year 7; Years 8-9; Years 10-11)
- Pastoral Team administrator

Sixth Form

- Director of Sixth Form (SLT Assistant Headteacher)
- Heads of Year 12-13
- Assistant Head of Year KS5
- Tutors (Team 12-13)
- Sixth Form administrator

Whole School

- Designated Safeguarding Lead (DSL) and Deputy DSLs
- Special Needs and Disabilities Coordinator (SENDCo)

Each of the teams above are further supported by staff in the reception office. We have two Administrative Officer/First Aiders, one of whom provides support to the SENDCo.

In addition, students benefit from access to the wider student support services team listed on page 7 above.

Resources – Dedicated Spaces:

The following areas are designed to offer dedicated support:

- Offices for Heads of Year and Pastoral Administrative Support Officers
- Wellbeing room for students in Years 7-11
- Wellbeing room for sixth formers
- SENDCo base including base for the school social worker
- Counsellor/Children's wellbeing practitioner room
- ELSA room
- Meeting room for school nurse/careers advisor



Job Description

Pastoral Support Officer

Salary:	GLT Range 4 point (£24,693 - £26,520 FTE) <u>pro rata</u> Actual salary £21,145 - £22,709 p.a.
Hours:	36 hours per week – daily hours to be agreed with Line Manager 39 weeks a year (term time and INSETS)
Type of contract:	Permanent
Responsible to:	Deputy Head Pastoral
Supporting:	Heads of Year 7-13

Purpose of the Pastoral Support Officer Role:

The Pastoral Support Officer (PSO) has a key role in enabling the Heads and Assistant Heads of Year to focus on the proactive strategic development of pastoral care in their year groups by providing reactive support for students. For example, they would respond swiftly to immediate issues and make initial contact with parents. They would also support the Head of Year with proactive care by spotting trends or aggregate problems across year groups. Successful candidates will have the drive, competitiveness and sense of ownership needed to ensure they provide targeted support for students. Ongoing professional development will be provided through the school's CPD programme.

Main responsibilities:

- To provide reactive support to the pastoral team; picking and working with students who are struggling, have exited lessons and work to get them back into class as soon as possible
- To provide proactive support by spotting trends or aggregate problems across year groups
- To have oversight of students who have high social, emotional and mental health (SEMH) needs
- To triage calls from parents and other school staff during the day, resolve where possible and pass relevant information to the HOY and/or DHP
- To proactively engage with parents and be a highly visible presence across the school.
- To attend meetings with parents and or outside agencies where appropriate
- To support the Designated Safeguarding Lead (DSL) and SENDCo with the support of Looked after Children (LAC) students.
- Plan and implement interventions with individual students, reviewing and evaluating their effectiveness

- To facilitate targeted 1:1 and group work with students to provide support and strategies for improvement of attendance, behavioural, emotional, motivational or other pastoral reasons by means of discussion and targeted work. This will include individual or group mentoring, implementation of school strategies or monitoring progress via “pastoral support plans,” or “school reports.”
- To have oversight for the wellbeing room
- Support in making referrals to outside agencies such as Children’s Services, Child and Adolescent Mental Health Services (CAMHS), Sutton’s Tuition and Reintegration Service (STARS) or Sutton’s Vulnerable Pupils Panel (VPP)
- To attend Tutor Consultation Day meetings with identified students, parents and carers.
- To have oversight of Pupil Premium (PP) students regards parental engagement, emotional and behaviour support
- To take an active role in the Personal Social and Health Education (PSHE) curriculum for students To support the DSL with safeguarding relating to attendance at relevant core group meetings or deputising at any stage of child protection conferences where required.
- To keep and maintain accurate records and to supervise and manage confidential case files including behaviour logs, behaviour panels, exclusion panels, provision maps, SIMS and CPOMS entries
- To assist with Primary School visits (if required)
- To promote good student behaviour, dealing promptly with conflict and incidents in line with the behaviour policy and encourage students to take responsibility for their own behaviour
- To provide training and guidance to staff about external agencies as required
- To lead on the implementation of restorative approaches with students and to support and train other staff in implementing these meetings
- To participate fully with professional development opportunities and gain knowledge and understanding by reading relevant material relating to the role
- To assist with the supervision of students out of lessons This will include internal exclusions and or pupils who have been disapplied from the curriculum
- To participate in the school duty rota, providing a presence at the school gate at the start and end of the day
- To help with administration at the start of each term
- To accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- To be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop
- To be an ambassador for the school

General responsibilities

- 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.
- To participate in training, other learning activities and performance development as required.

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 postholder's responsibilities and duties at this time.

05/22



Person Specification

Pastoral Support Officer

The successful candidate should be able to demonstrate:

1. A commitment to and understanding of the specific context of girls' schools
2. Drive and ambition.
3. Confidence to collaborate with colleagues and make decisions effectively when following up day-to-day issues.
4. A working understanding of a restorative approach to behaviour management.
5. A solution focused approach.
6. A commitment to the safeguarding and promotion of the welfare and development of young people and a positive attitude to helping them achieve their potential.
7. An awareness of the ways in which young people's achievement can be improved.
8. An awareness of equal opportunities issues and good practice.
9. Evidence of the ability to work in partnership with parents to promote students' achievement.
10. Credibility and respect amongst students, parents and colleagues.
11. Ability to support other members of staff and contribute to their professional development.
12. Efficiency in dealing with routine and administrative tasks.
13. A commitment to the principles of growth mindset.
14. The capacity to contribute to whole school development.
15. A high standard of written and spoken English.

Application process

Applications should be emailed to [**vacancies@nonsuchschool.org**](mailto:vacancies@nonsuchschool.org)

Closing date: **Monday, 6th June 2022 at 9 a.m.**

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

Interview date: **Thursday, 9th June 2022**

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.