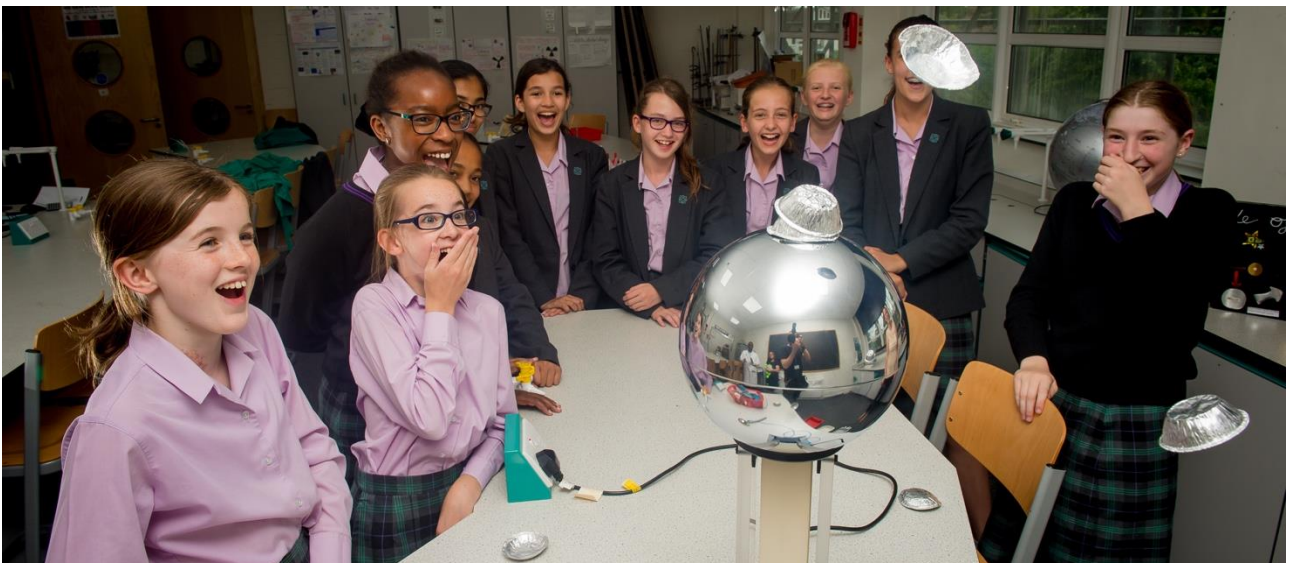


STREATHAM & CLAPHAM HIGH SCHOOL

The appointment of

Assistant Head of Mathematics

Required for September 2021



Streatham & Clapham High School

Streatham & Clapham High School is an independent, academically selective school for girls aged 3–18. There are over 820 pupils on the roll across the Prep and Senior Schools. Girls aged 3-11 attend the Nursery and Prep School, located in spacious buildings with outstanding facilities in Streatham Hill. The Senior School inhabits a four-acre site focused on an imposing 1930s building in a delightfully tranquil and leafy oasis of south London, where the soundscape is dominated by birdsong.

The ability profile of the school is significantly above the national average, with a proportion of pupils being far above the national average. The school is in the top tier of independent schools in terms of its public examination results. Pupils do well: in 2019 at GCSE, over 23% of results were Grade 9 and 72% of Grades 9 to 7; and in 2020 at GCSE, over 28% of results were Grade 9 and 78% were Grade 9 to 7. At A-Level, the percentage of grades at A*-B over the past five years has averaged around 75% and was 83% in 2020. 88% of SCHS pupils secured a place at their first choice of university in 2020.

Many girls live locally and an increasing number walk or cycle to school, encouraged by the school's commitment to sustainable travel. The Senior School is 10 minutes' walk from Streatham Hill National Rail station and twenty minutes from Balham National Rail and Underground. Other pupils come from further afield, including Battersea, Clapham, Wandsworth, Dulwich, Tooting and Brixton. The school is also within easy reach of the theatres, museums and galleries of central London.

Streatham & Clapham High School is a distinguished historical foundation. It was founded, as Brixton High School, in 1887 by the Girls' Public Day School Trust as one of its earliest member schools. Between 1895 and 1993 much of the school was located at Wavertree Road, SW2, the current site of the Prep School. In 1994 the Senior School moved to the Abbotswood Road site into the buildings of the former Battersea Grammar School, and since then there has been a major capital investment programme by the Girls' Day School Trust to extend and improve the school's facilities.

As such, the school has first-class facilities for learning, providing an environment that enables girls to develop their interests and strengths both inside and outside the classroom. The school keeps up-to-date with new teaching methods and innovative techniques, such as interactive on-line learning, and use them to engage and extend its pupils. The facilities include an ICT suite, a Music suite including a dedicated music technology suite, a Recital Hall, two Design & Technology workshops including dedicated ICT resources, a full-size indoor Sports Hall, Dance and Art studios, and Sports pitches and tennis courts. In 2017, the school occupied a stunning state-of-the art sixth-form centre on a new floor on the main building (which constituted the first phase of the £13 million building project), and the final phase of the building work, an architecturally innovative and spacious new dining hall and a striking new reception at the front of the school, together with a Fountain Atrium, was completed in March 2018. Over the summer of 2020, the Drama Studio, Recital Hall and the main Ellis Hall were refurbished in order to provide state-of-the-art lighting and studio facilities, and the Staff Common Room also underwent substantial remodelling and renovation.

The school offers a wide range of subjects. Pupils in the Upper Third, Lower Fourth and Upper Fourth (Years 7 to 9) study the core disciplines of English, Mathematics and Sciences. Additionally, in Upper Third, pupils study Mandarin & Sinology. Other subjects offered include Art, Computing, Design & Technology, Drama, French, Geography, History, Italian, Latin, Music, Physical Education, Philosophy, Religion and Ethics (PRE), and Spanish. All of these subjects, as well as Ancient Greek, are available at GCSE or IGCSE in the Fifth Form (Years 10 and 11), with pupils studying both English Language and English Literature.

The school offers a range of subjects for study at A-Level, including Ancient Greek, Art & Design, Biology, Chemistry, Classical Civilisation, Latin, Computer Studies, Design & Technology, Drama & Theatre Studies, Economics, English Literature, Geography, Government & Politics, French, History, Italian, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology and

Philosophy, Religion and Ethics, and Spanish. The majority of sixth-form students also pursue the Extended Project Qualification to extend their interests and knowledge. Virtually all sixth-form students proceed to the most competitive Russell Group universities (including Oxbridge).

The School's Vision and Purpose

The school offers an inspiring, enlightened and intellectually challenging education for its pupils in a lively, vibrant and warmly supportive environment. The family ethos of Streatham & Clapham High School enables us to know, value and nurture each pupil as an individual. We celebrate diversity and draw strength from the school's rich social and cultural mix.

This reflects the school's belief that all members of the school community should be inspired to outperform expectations on a daily basis. The pursuit of excellence is thus the school's defining feature. It nurtures pupils to attain success across the widest spectrum of activity, extending far beyond the conventional 'academic' horizon. In so doing, they learn the beauty of reason, the allure of the aesthetic, and the vitality of the physical. The school's pupils, whether they are very able or late developers, learn to navigate the landscape of the human spirit and achieve beyond the realms of expectation.

Intrinsic to pupils' success are the school's expert and alert pastoral systems. The care extended to all pupils enables them to make outstanding progress, both academically and in their personal development. They mature into confident, accomplished and well-adjusted young women, prepared for the challenges of university education and their future careers. Equally, they are attached to ideals which will colour their actions and decisions throughout their adult lives.

In a nutshell:

Our motto: ad sapientiam sine metu ('towards wisdom unafraid').

Our vision: To be unrivalled in empowering our young women to discover, nurture and project their unique identities and character.

Our purpose: To enable every girl to achieve beyond the bound of expectation on a daily basis, across the spectrum of endeavour.

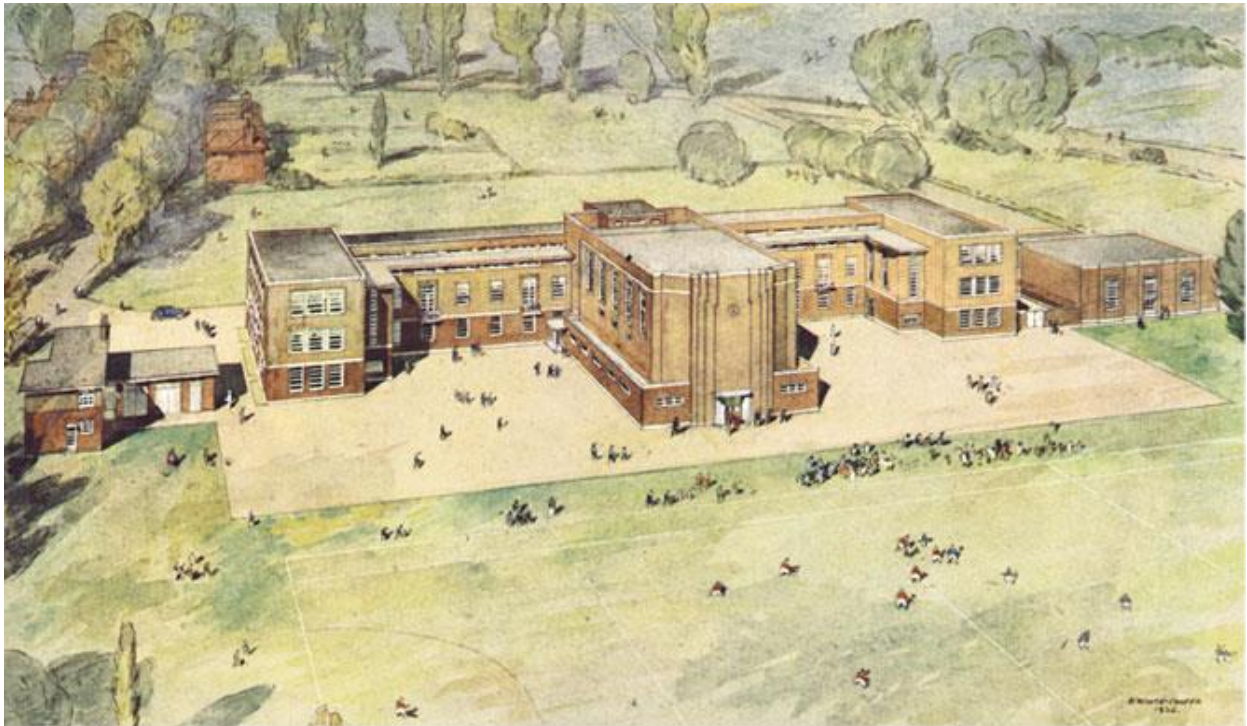
Our salient and distinctive features:

- We nurture, not coerce, excellence
- We are a family, not a factory, school
- We celebrate difference through our buzzy, diverse community, drawing strength from all that is great about London
- We have an unstinting commitment to innovation; we do not stand still but are trailblazers
- We draw strength from being part of the GDST family of schools, being pioneers in, and the shapers of, girls' education.

The Girls' Day School Trust

The GDST, which has pioneered the education of girls and young women since its foundation in 1872, is the leading network of independent girls' schools in the UK, with approximately 4,000 staff and nearly 19,000 pupils in its 23 schools and two academies throughout England and Wales. About 8% of all the

girls in independent education in the UK are at GDST schools. GDST schools are non-denominational, and pupils have always been admitted irrespective of background or beliefs. All but two of the schools educate girls from the age of 3 or 4 to 18.



An historic drawing of the school buildings in the 1930s (which then housed Battersea Boys' Grammar School)

Why work at Streatham & Clapham High School?

Streatham & Clapham High School is a vibrant, exciting and fulfilling place in which to work. The leadership team of the school promotes a vision of education that is liberal and humane in its approach, which aims to invigorate tradition with innovation, and which is receptive to new ideas and contributions. The teaching staff is highly professional and enthusiastic, and includes some world leaders in their academic disciplines. All members of staff value the breadth of education offered by the school and enrich their teaching and broader contributions to the school with their own personal interests and experiences.

The school is characterised by a warm, welcoming and supportive atmosphere. Members of the Common Room are supportive of each other, and this ethos of support is reflected by the ease of access that all members of staff have to the leadership team. Relationships with pupils are respectful, purposeful and warm. New colleagues are supported through a personalised induction programme.

All members of staff benefit from a highly regarded central training and personal development programme and access to a GDST-wide virtual learning environment that gives opportunity for discussion and exchange of information with colleagues in other Trust schools. Staff are also entitled to an interest-free season ticket loan, reduced BUPA subscription, and free lunches during term time.

The position of Assistant Head of Mathematics

The department

This is an outstanding opportunity join and help lead a thriving, supportive and lively department, with a healthy uptake for A-Level Mathematics and Further Mathematics. The department consists of a team of five subject specialists and two part-time members of staff, promoting a shared vision of excellence. The lessons take place in five dedicated rooms and the department is well-resourced. All teaching rooms are equipped with interactive screens connected to the school network and the internet. The department also has access to ICT suites and the department uses subject-specific software such as Autograph and web-based packages such as MyMaths, Integralmaths.org, Geogebra.org and Drfrostmaths.com.

The post

The position is Assistant Head of Mathematics, teaching the subject to pupils from Year 7 to the Upper Sixth Form, including the IGCSE, FSMQ and A-Level courses. The post commences in September 2021. The post-holder is responsible to the Head of Mathematics.

Responsibilities

- Supporting the Head of Department in ensuring high-quality and inspirational teaching and learning, and monitoring the delivery of lessons through lesson observation
- Supporting the Head of Department with appraisal and in ensuring the CPDL needs of others in the department are met
- Supporting the Head of Department in planning the resourcing of the department
- Teaching A-Level Mathematics/Further Mathematics (OCR/MEI), FSMQ Additional Mathematics (OCR), IGCSE Mathematics (Edexcel), and Mathematics at Key Stage 3
- Inspiring excellent attainment in this subject in public examinations through promoting high standards of teaching and learning
- Advising students and parents on progress, giving clear guidance for improvement, assessing, recording and reporting as required in accordance with the School's procedures, and participating in parents' evenings
- Assisting the Head of Department to prepare students for university applications
- Promoting this subject to prospective pupils, both within the school and external applicants
- Attending appropriate staff meetings
- Contributing to the day-to-day operations of the school, including form tutoring

Job description

Role	Assistant Head of Department: Mathematics
Job Purpose	To support the Head of Department in the professional leadership and management of the department in order to ensure high standards of teaching and learning are delivered, resources are used efficiently and

effectively and the curriculum is managed and developed in accordance with school policy.

Accountable to: Head of Department

Accountabilities

1. Policy/Strategic direction and development

- a. Liaise with the Head of Mathematics in the preparation, monitoring, evaluation, and updating of annual departmental plans in consultation with colleagues.

2. Teaching and learning

- a. Work with the Head of Mathematics to promote an ethos of teamwork and establishing a culture of sharing good practice and materials.
- b. Assisting the Head of Department in assuring the quality of Teaching and Learning, driving improvements as required.
- c. To act as a role model in respect of outstanding teaching.
- d. To assist the Head of Department in disseminating best practice within the Department.
- e. To assist with the maintenance and organisation of the system for the issuing of schemes of work.
- f. To ensure the department's delivery and development of the curriculum is effective in meeting the needs of all pupils.
- g. To share in the responsibility for marking and processing STEP examinations, entrance and scholarship examinations.

2. Leadership & management of others

- a. Deputise in the absence of the Head of Mathematics.
- b. To share responsibility with Head of Department re: the induction of newly qualified teachers, new teachers to the schools, and pupils within the department.
- c. Help to ensure all members of the department play an active role as part of the departmental team and feel that their contributions are valued and have the experience of additional responsibilities, attending appropriate CPD to keep abreast of developments in mathematical education and well informed with regard to current issues in education.
- d. Support and actively promote the priorities of the department within the team and to pupils.
- e. Disseminate information, knowledge and research as required to both staff and pupils.
- f. Support the Head of Mathematics in promoting a stimulating, positive and inclusive working environment for the team.
- g. Provide an effective role model in terms of leadership and own classroom practice.
- h. Support the department in whole-school initiatives.
- i. Contribute to the professional development of other teachers in the department.

3. Co-curricular activities

- a. Actively promote interest in the subject outside the immediate physical and timetabled confines of the department.

4. Marketing and external links, including public occasions

- a. Actively promote the department within the school community to encourage pupils' interest in the subject area.
- b. Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community.
- c. Actively participate in the department's contribution to marketing events and external links.

5. Management of resources and department

- a. Support the Head of Mathematics in preparing and monitoring the departmental budget.
- b. Order books and materials for approval, by the Head of Mathematics.
- c. Assist the Head of Mathematics in the resourcing of appropriate digital resources.
- d. Co-ordinate, in consultation with the Head of Mathematics, the creation and marking of appropriate internal testing materials.
- e. Ensure that all members of the department assist with stock taking at the end of the academic year.

6. Monitoring, evaluation & assessment

- a. Work with the Head of Department to:
 - i. Ensure that within the department individual pupil progress is regularly assessed, recorded, and reported and used to inform future teaching.
 - ii. Monitor and evaluate pupil progress through the use of performance and benchmarked data to ensure that high standards of learning are achieved and maintained.

7. Training & development of self and others

- a. As a lead professional set personal targets and take responsibility for own continuous professional development.
- b. Work with the Head of Department to ensure that training needs within the department are identified, appropriately met, and that all members of the department are active in their own personal and continuous professional development.
- c. Assist in observations and Professional Development discussions.
- d. Contribute to the appraisal of members of the department.

General requirements All school staff are expected to:

- a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- b. Contribute to the school's programme of extra-curricular activities.
- c. Support and contribute to the school's responsibility for safeguarding students.
- d. Work within the school's health and safety policy to ensure a safe working environment for staff, students, and visitors
- e. Work within the GDST's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
- f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- g. Engage actively in the performance review process.
- h. Adhere to policies as set out in the GDST Council Regulations, the Hub and GDST circulars.
- i. Be an integral member of the pastoral system as a Form Tutor or related role.
- j. Undertake other reasonable duties related to the job purpose required from time to time.

**Review and
Amendment**

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Skills Required

Leadership skills: the ability to lead and manage people to work towards a common goal	Essential
Decision making skills: the ability to solve problems and make decisions	Essential
Teamwork: the ability to work collaboratively with others	Essential
Communication skills: the ability to make points clearly and understand the views of others	Essential
Self-management skills: the ability to plan time effectively and organise oneself well.	Essential
Ability to explain concepts and applications to pupils	Essential
Understanding of Self-Evaluation	Essential
Ability to effect change	Essential
Innovative approaches to learning	Essential
Experience and confidence in the use of Microsoft Teams	Desirable

Knowledge Base

Excellent professional knowledge and understanding	Essential
Excellent subject knowledge	Essential
Understanding of national and examination curricular requirements of the subject.	Essential
Up to date with professional developments in the subject and other aspects of education	Essential
Evidence of sound skills in ICT and an awareness of how to maximise its use to aid learning	Essential
To be able to use, administer and support colleagues with interactive platforms across Key Stages	Essential

Qualifications/Attainment

Qualified teacher status	Level	Essential
Good honours degree	First or upper second	Essential
Post graduate qualifications	Master's degree/ post graduate diplomas	Desirable

Experience

Experience as a subject teacher covering KS3-5	Essential
Experience of teaching A level and GCSE in the subject for at least 2 cycles.	Essential
Experience of teaching Further Mathematics	Highly desirable
Experience of preparing pupils for scholarship and university entrance examinations	Highly desirable
Experience of organising or participating in co-curricular activities.	Desirable
Experience of participating in or leading a whole school initiative	Desirable

Attitude/approach

Ability to enthuse children and adults	Essential
Possess a positive attitude and approach to change and development	Essential
Flexible and firm with the ability to know when to be either	Desirable
Enjoy rising to the challenges inherent in a school environment	Essential

Lifelong learner	Essential
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Salary and Benefits

The salary will reflect the experience and qualifications of the successful candidate, who will also be entitled to an interest-free season ticket loan, reduced BUPA subscription, and free lunches during term time.

How to apply

To apply candidates should click the following link:

https://my.corehr.com/pls/gdstrecruit/erq_jobspec_version_4.jobspec?p_id=007306

no later than 12.00 noon on the 8th of March 2021

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Ms Nicola Halford (020-8677 8400).

Interviews

Interviews will take place week commencing the 15th of March 2021, though the school reserves the right to appoint an exceptional candidate at any stage of the application process. All candidates invited to interview must bring original documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original certificates, diplomas, etc.). Photocopies or certified copies are not sufficient. If original certificates are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body. All candidates invited to interview must also bring with them:

- An original passport and/or other appropriate document proving your eligibility to work in the UK;
- One other form of identification, such as a driving licence or birth certificate;
- **Two** other documents, such as utilities bills, TV licence, bank, building society or credit-card statements confirming your current address;
- Documents confirming your educational and professional qualifications.

Please note that candidates must bring **originals** of the above documents. Photocopies or certified copies are not acceptable.

Appointment

Any offer to a successful candidate will be conditional upon:

- receipt of at least two references, satisfactory to the school (if not already received), prior to appointment;
- verification of identity and qualifications;
- a satisfactory DBS Disclosure at the Enhanced level;

- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance;
- (for teaching posts) verification of medical fitness in accordance with DfES Circular 4/99 - Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training;
- satisfactory completion of the probationary period.