



# NONSUCH HIGH SCHOOL FOR GIRLS



## **Teacher of Religious Studies**

Full Time

Application Pack

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Girls' Learning Trust



# NONSUCH HIGH SCHOOL FOR GIRLS

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Ewell Road, Cheam, Surrey SM3 8AB

May 2021

Dear Candidate

Thank you for your interest in the full time position of Teacher of Religious Studies 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.

This is an exciting opportunity for a newly qualified or experienced Teacher of Religious Studies to join a department in a school with: a multi ethnic student body made up of a range of different faiths; excellent uptake at GCSE and A-level and a strong record of success in public examinations.

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



Girls' Learning Trust

# Information for Applicants

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## **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](http://www.nonsuchschool.org)

Girls’ Learning Trust [www.nonsuchschool.org/321/welcome-from-the-ceo](http://www.nonsuchschool.org/321/welcome-from-the-ceo)



# Nonsuch High School for Girls

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## 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.

## 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 21<sup>st</sup> 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.



# Religious Studies Department

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The Religious Studies Department comprises 3 experienced members of staff, all of whom teach up to A-Level, and is currently assisted by a few colleagues from other departments teaching a few KS3 lessons (0.5 person equivalent).

RS is a very popular and well-respected subject in the school, with students keen to do well, and enjoying the high-quality, in-depth debates which are central to the subject at all key stages, as well as the creative approach to teaching and learning. At KS3, students receive 3 lessons per fortnight, and follow a world religions approach, covering 5 major world religions in depth. We also give students in Year 9 an opportunity to investigate key philosophical concepts, the nature of religion using Ninian Smart's "7 features of religion" as well as consider some of the smaller religious movements. At KS4, all students do a half-GCSE course using the OCR syllabus. In addition, roughly half the students use one of their options to turn the short GCSE course into a full GCSE. Results are consistently excellent with a very large majority (85%+) gaining grades 7 - 9 in both short course and full course GCSE.

At KS5, RS uses OCR's Religious Studies course on Philosophy, Ethics and Christian Thought. Results are very good with two thirds of students gaining A\*-A grades.

Each year students go on to study Philosophy at university, with Philosophy becoming increasingly incorporated and popular through all key stages.

The department has a large database of fully-resourced lesson plans, so that most lessons can be taken "off the peg" ready to use, or be adapted to cover particular emphases. There are good opportunities for teachers to incorporate a wide range of teaching styles, or particular interests, or to suggest improvements to schemes of work. For example, we have introduced a Year 9 course on minority truth claims, incorporated more elements of "P4C" (philosophy for children), and revamped Year 7 work to do more overt comparisons between 3 monotheistic religions, which require higher level thinking skills.

During the current Covid situation all classrooms have been reorganised to ensure that there is minimum contact with students. There is a 'teacher only' area in front of the class at a safe distance from all students. Students can submit their work online through Frog (school online learning platform). We have found that our electronic resources, use of whiteboard projectors and visualisers, have been sufficient to enable us to work without students needing textbooks in the classroom.

There are opportunities to enrich learning through Philosophy Society; to learn more about the Holocaust through the visit of a Holocaust survivor, and to send 2 students to Auschwitz through the Holocaust Education Trust; and to visit a Hindu temple and community centre. We are always open to suggestion as to how we may improve students' experience of studying RS, and believe that the study of religion is a vital resource for understanding the world we live in, and for understanding how to live our own lives as individuals and in the community.

Additional information about the school is also available at <http://www.nonsuchschool.org>





# Person Specification

## Teacher of Religious Studies

Area	Essential	Desirable	Method of Assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Good Honours Degree, PGCE / QTS</li> </ul>	<ul style="list-style-type: none"> <li>Higher degree</li> </ul>	Application DfE Certificates
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development relevant to the post</li> </ul>	<ul style="list-style-type: none"> <li>Ability to identify own professional development needs</li> </ul>	Application
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching of RS up to Advanced Level / Oxbridge</li> <li>A track record of raising student attainment in RS</li> <li>Contribution to the provision of extra-curricular activities to support the teaching of RS</li> <li>Planning of lessons / schemes of work in line with the demands of an examination syllabus</li> <li>Assessment of students across all key stages</li> </ul>	<ul style="list-style-type: none"> <li>Experience of involvement in a cross-curricular project</li> </ul>	Application Form Interview Reference
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Excellent subject knowledge</li> <li>The ability to enthuse and motivate learners</li> <li>The ability to reflect constructively on the effectiveness of a lesson</li> <li>Ability to use AFL strategies to raise attainment</li> <li>Effective interpersonal and communication skills</li> <li>Efficient time management and organisational skills</li> <li>Knowledge of best pedagogic practice and strategies to improve teaching and learning</li> <li>Awareness of curriculum development issues for RS</li> <li>Excellent ICT skills and clear ideas about how ICT can support learning</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a multi-cultural environment</li> </ul>	Lesson observation  Application  Interview  Reference
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>A commitment to securing the best opportunities for all students</li> <li>A commitment to the safety and well-being of every student</li> <li>High standards and expectations of self and others</li> <li>An ability to reflect on own professional practice</li> <li>Integrity, loyalty and commitment</li> <li>Strong intellect, energy and an innovative and positive approach to opportunities and challenges</li> <li>The capacity to inspire confidence in parents and students and to work collaboratively with colleagues</li> <li>Sense of humour and enthusiasm</li> <li>Good team player</li> </ul>		Application  Interview  Reference





# Job Description

## Standard Scale Teacher

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### **Purpose:**

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of students as a teacher/ Form Tutor.
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of students' attainment.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

**Reporting to:** Head of Department

**Responsible for:** The provision of a full learning experience and support for students.

**Liaising with:** Head/Deputies, teaching/support staff/external agencies and parents

### **MAIN DUTIES**

#### **Operational/ Strategic Planning**

- Assist in the development and implementation of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject.
- Contribute to the subject and department's development plan and its implementation.
- Plan and prepare courses and lessons.
- Contribute to whole school planning activities.

#### **Curriculum:**

- Assist the Head of Department to ensure that the department provides a range of teaching which complements the school's strategic objectives.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's development plan.

#### **Staff Development:**

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue personal development in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Appraisal programme.
- Work as a member of a designated team to contribute positively to effective working relations within the school.

**Quality Assurance:**

- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures and to seek/implement modification and improvement where required.
- Review from time to time methods of teaching and programmes of work.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

**Management Information:**

- Maintain appropriate records and provide relevant accurate and up-to-date information for SIMs, registers, etc.
- Track pupil progress and use information to inform teaching and learning.

**Communications:**

- Communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- Follow agreed policies for communications in school.

**Marketing and Liaison:**

- Take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.

**Management of Resources:**

- Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the school, department and the students.

**Pastoral System:**

- Be familiar with the Trust Safeguarding and Child Protection Policy and to report concerns to the Designated Safeguarding Lead.
- Adhere to the Behaviour for Learning Policy so that effective learning can take place.
- Be a Form Tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Head of Year to ensure the implementation of the school's pastoral curriculum.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Evaluate and monitor the progress of students and keep up-to-date pupil records as may be required.
- Contribute to the preparation of Action Plans and other reports.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.



# Application process

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

**Closing date:** **Monday 17 May 2021 @ 9 a.m.**

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

**Interview date:** **Thursday 20 May 2021**

## **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.