



# Nonsuch High School for Girls



**Head of Physics**

**Application Pack**



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# 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:	<a href="mailto:office@nonsuchschool.org">office@nonsuchschool.org</a>
Website:	<a href="http://www.nonsuchschool.org">www.nonsuchschool.org</a>

December 2018

Dear Candidate

Thank you for your interest in the position of Head of Physics at Nonsuch High School for Girls.

This is an exciting opportunity for an inspiring teacher of Physics to join a department which has excellent uptake at GCSE and A-level and a strong record of success in public examinations. Around 50% of the students across the school go on to study STEM-related subjects at university.

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 women.

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

The Girls' Learning Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other. The Trust enables our schools to benefit from professional development and the 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 Natasha Geoffrey, HR Manager.

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



## Staff Development and Wellbeing

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
  - 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 Employee Assistance programme offering confidential advice and support in times of need
  - An exciting and supportive programme of professional development
  - An extended October half term holiday (2 extra days) to break up the long autumn term
  - Monthly extended mid-morning breaks
  - We are a school that appreciates the importance of family and do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school
  - A teaching load of 43/50 1-hour periods of teaching per fortnight maximum
  - We are 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 that play an important role in supporting teaching and learning
  - Every full-time teacher operates from a base classroom and 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”; “Outstanding 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

## **Girls' Learning Trust (GLT)**

### **Message from Jane Burton, CEO**

I am delighted that you are interested in a position in one of the GLT schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are 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 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to be a 5 school Trust by the end of 2020, retaining the all-girls identity and operating within the London and South East region.

The aims of GLT 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.

For more information on the Trust please follow the link below:

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

The Trust model brings many advantages to staff at all levels in 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 GLT structure is to provide highly effective leadership and support 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. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross-trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities than a standalone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to submit an application.

04/18



## 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 2018 GCSE results of 62.2% A\*/9-8 and a provisional progress 8 score of 1.21 place Nonsuch amongst the top 30 of all schools nationally. At A Level the school achieved 18.6% A\* and 58.1% A\*-A grades - again placing the school amongst the highest performing schools nationally. At university this autumn, 17 students will be studying Medicine, 3 Dentistry and 2 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). We run the "Outstanding Teachers' Programme" across the Trust with our own trained and badged facilitators so that the programme can run sustainably, providing professional development opportunities for future cohorts. We have elective CPD groups looking at assessment and the A Level mindset. We run an annual cross-Trust conference also as well as conferences for current and aspiring middle leaders as well as a comprehensive induction programme for new staff and NQTs.

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 around 24 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 21<sup>st</sup> 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, four Assistant Heads and four Directors of School Improvement 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 CEO of the Girls' Learning Trust (GLT) and the Trust Board provide support and challenge to the school.





## Physics Department

The Physics Department is part of the large and well established Science Department at Nonsuch. There are currently five Physics teachers (three full-time and two part-time), and one apprentice technician who is supported by the senior science technician. Physics is taught in three well equipped laboratories each with an interactive whiteboard, and one with class data logging capabilities.

The Physics Department contributes to the teaching of all sciences in Years 7-9. In Year 7 the students follow a combined science curriculum, and are separate science curriculum in year 8. Students also undertake trips to Herstmonceux Castle, and the Natural History Museum as part of the Key Stage 3 curriculum. In Year 9 students begin the OCR GCSE Gateway Separate Science courses and are set by ability with Maths.

The majority of students continue with the individual science course in Year 10, while a few students take the option to study the OCR GCSE Gateway Combined Science course. Class sizes range from 21–26 and are taught by a single teacher with four 1-hour lessons per fortnight.

We are proud of the continued growth of the A-level course and currently have 32 students in Y12 and 21 students in Y13 studying the OCR A-level Physics A curriculum. Class sizes rarely exceed 16 and are taught by two teachers each with up to five 1-hour lessons per fortnight. A high percentage of our current Y13 students have applied to Physics or Engineering-based degrees at university.

Great importance is placed on practical work at all levels and recent OCR visits have commented on our outstanding commitment to practical skill development. The importance of practical work in science at all levels, is illustrated by with a wide range of IT and other resources being used to complement rather than replace the opportunity for laboratory work.

The department offers a range of extracurricular support and enrichment. We offer weekly Physics Clubs for KS4 and KS5 to provide a space to revise and support as necessary for students and a weekly A-level enrichment club with an emphasis on encouraging student to challenge their understanding of the A-level content by introducing university level work in physics, engineering and maths. In addition the school has its own Astronomy dome situated on the roof that is used for teaching and extra-curricular activities. Every year students are entered for the British Physics Olympiad and we have also seen some success with the International Space Design Competition with one of our students having been selected for the European team that went to Florida in the summer of 2017.

Most members of staff act as Form Tutors and as such are expected to contribute to the tutorial programme of their Form. All departments are involved in monitoring pupil progress and in target setting. There are opportunities to take part in departmental and whole school initiatives linked to areas such as the continuing development of the curriculum and development of teaching and learning.

This appointment is an excellent opportunity for a well-qualified, enthusiastic teacher looking to take the next step in their career, or an experienced middle leader who is looking for a new challenge in this highly academic environment. There is an established induction programme for those taking up the post.



## Head of Physics

### Person Specification

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>Contribution to the professional development of others</li> </ul>	Application
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching of Physics up to Advanced Level / Oxbridge</li> <li>A track record of raising student attainment in Physics</li> <li>Contribution to the provision of extra-curricular activities to support the teaching of Physics</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> <li>Experience of the leadership of an area or project within school.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to teach Biology and Chemistry to KS3.</li> <li>The ability to teach Combined Science at GCSE.</li> <li>Experience of involvement in a cross-curricular project</li> </ul>	Application Form Interview Reference Task
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Passion for the teaching of Physics</li> <li>Confident leadership skills and the ability to motivate learners and colleagues</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>High level literacy 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 Languages</li> <li>Excellent ICT skills and clear ideas about how ICT can support learning</li> </ul>	<ul style="list-style-type: none"> <li>Contribution to the extra-curricular activity of the wider School</li> <li>Experience of collaboration on cross-curricular projects</li> <li>Links with outside organisations linked to the teaching of Physics</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>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



## Head of Department Job Description

<b>REPORTING TO:</b>	Senior Leadership Team/Director of School Improvement
<b>RESPONSIBLE FOR:</b>	Teaching staff and other relevant personnel within the department
<b>LIAISING WITH:</b>	Head/Deputies/Assistant Heads, Heads of Department, Student Support Services, staff with cross-school responsibilities, support staff and parents

### JOB PURPOSE

- To raise standards of student attainment and achievement within the department and to monitor and support student progress.
- 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 the subject
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the School's aims and the curricular policies determined by the Governing Body and Head
- 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.

### 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 School's aims.
- 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 liaise with the Senior Leadership Team to ensure the delivery of 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.

## **STAFF DEVELOPMENT**

### **Recruitment/ Deployment of Staff**

- To work with the Senior Leadership Team 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 Assistant 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.

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.

02/18



## 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.

**Closing date:** **Tuesday 15 January 2019 @ 9am**

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

**Interview date:** **TBC**

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

Due to the volume of applications we receive, we apologise for being unable to contact candidates who have not been shortlisted.

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