



# STREATHAM & CLAPHAM HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST

## Job Application Information

Cover Supervisor

From September 2025

# CONTENTS

<b>Executive Summary</b>	<b>3</b>
<b>About Us</b>	<b>4</b>
<b>Aims and Ethos</b>	<b>5</b>
<b>Pastoral Care</b>	<b>6</b>
<b>Academic Life</b>	<b>7</b>
<b>Life Beyond The Classroom</b>	<b>8</b>
<b>Pupil Outcomes</b>	<b>9</b>
<b>Role Description</b>	<b>10</b>
<b>Person Specification</b>	<b>12</b>
<b>How to Apply</b>	<b>13</b>
<b>Terms of Appointment</b>	<b>14</b>

# EXECUTIVE SUMMARY

**Streatham & Clapham High School (SCHS) seeks to appoint a Cover Supervisor from September 2025**



The successful candidate will be responsible for providing comprehensive cover for teaching absences and will effectively supervise pupils to ensure a purposeful learning environment is maintained. The ideal candidate will embody our values of kindness, compassion, integrity and respect.

The post-holder is will be line managed by the Deputy Head Academic.

This role is for one day per week.

The post commences in September 2025.



# ABOUT US

Streatham & Clapham High School is one of the UK's leading private girls' schools, with 870 pupils from Nursery through to Sixth Form. As part of the prestigious Girls' Day School Trust (GDST), SCHS combines tradition with innovation, offering a forward-thinking curriculum in a school community that fosters academic excellence, creativity and personal growth.



The Senior School is located in an impressive 1930s building in a delightfully tranquil and leafy oasis of south London on a four-acre site. Founded as Brixton High School in 1887 by the Girls' Public Day School Trust, SCHS is one of the Trust's earliest member schools, and we are proud of our motto: Towards Wisdom Unafraid.

SCHS holds true to its founders' mission, and we are proud of our exciting and challenging curriculum, with a commitment to innovative teaching and excellent relationships across the community.

The Head of Streatham & Clapham is a member of HMC and GSA. The Head of the Prep School is a member of IAPS. The GDST is a founding member of the International Coalition of Girls' Schools.

For more information about the history of the school and recent news, please visit the school website [www.schs.gdst.net](http://www.schs.gdst.net)

# AIMS & ETHOS

**Our vision is to nurture excellence in every pupil to develop agile and creative thinkers who outperform their expectations. Our commitment is to the self-actualisation of every pupil in their learning, relationships, sense of community and connection, and as leaders, team-players, innovators, trailblazers, disruptors and creators.**



Our family ethos means that we know and value every girl as an individual – we are a family not a factory, and we proudly celebrate our community’s diversity as a local school, drawing strength from our rich social and cultural mix and working in partnership with local maintained and independent schools to broaden our pupils’ experiences.

In the spirit of our motto “Towards wisdom unafraid” we aim to inspire pupils to feel excited about learning, enriched by our wide-ranging and sometimes quirky co-curricular opportunities, grounded in a culture of excellent pastoral care where every pupil feels they belong and is valued as themselves.

We are a school of kindness, respect, integrity and compassion, where our pupils are energised by ambition and an excitement for learning, inspired by our talented and committed staff. Our expert pastoral care is intrinsic to this, so that every pupil is known and their voice is heard. As a school we take time to listen, and are supportive, clear and fair in all that we do. Our girls take pride in volunteering within their community, fundraising for national and international causes and developing their kindness, compassion and respect for the wider world. Our partnership with parents is crucial to our holistic approach so that together we enable every pupil to flourish.

We are experts in, and champions of, all girls’ education, drawing strength from being a member of the GDST family of schools, which are powerful influencers in girls’ education. As a through school from 3 to 18, our pupils make friendships for life and they value their connections with pupils of all ages throughout their lives, through our joyful alumna network.

Our pupils learn to face the future with curiosity and optimism and to achieve ambitiously, beyond their expectations. They mature into confident, resilient and accomplished young people, positively engaged in the world around them, richly equipped in character and mind for the challenges of their future lives, their learning and careers beyond school.



# PASTORAL CARE

“Pupils have a profound appreciation of diversity and a strong sense of belonging.” ISI Report, 2024



At Streatham & Clapham High School, we are dedicated to providing a supportive and nurturing environment where every pupil can flourish academically, socially and emotionally. Our pastoral care framework is designed to ensure that each pupil feels valued, supported and empowered to reach their full potential. We take a holistic approach to all aspects of school life, knowing that happy pupils are the most engaged and successful learners.

Our pastoral team consists of Tutors, Heads of Year, a Special Educational Needs Coordinator, an Attendance Officer, a Head of Transition, the School Nurse, and the School Counsellor, all of whom work together to provide the best possible care and outcomes for our pupils.

Form tutors play a key role in building strong relationships with their tutees, ensuring their well-being and academic success. Whenever possible, Senior school tutors remain with the same group from Year 7 to Year 11, allowing them to deeply understand and support each pupil's unique character, strengths and needs. They are responsible for day-to-day pastoral care, encouraging good attendance, punctuality, conduct and appearance while monitoring academic progress alongside well-being. Tutors also act as the primary point of contact with parents, fostering a collaborative relationship to ensure the best outcomes for each pupil.

At the Senior school, Heads of Year provide additional oversight and support, guiding a specific year group from Year 7 to Year 11. They work closely with both pupils and their families to address the specific pastoral, developmental, and academic needs of their year group, ensuring that each pupil receives the care and attention they need to thrive.

Together, our pastoral team ensures that every child at SCHS feels supported, valued, and encouraged to achieve their best in all aspects of school life.

# ACADEMIC LIFE

Leaders plan a cohesive curriculum and ensure that it is taught effectively. The curriculum supports the development of pupils' knowledge, skills and understanding and provides a wide range of learning opportunities.

ISI Report, March 2024



Streatham & Clapham High School's academic ethos is rooted in fostering a love for learning, intellectual curiosity, and the pursuit of excellence. The school emphasises a balanced approach where academic rigour is complemented by personal growth and well-being.

SCHS believes in educating the whole person, nurturing both the intellectual and emotional development of its students. The school's curriculum is designed to encourage creativity, critical thinking, and independent learning. This holistic approach ensures that students are not only prepared for academic success but also for the complexities of the modern world.

Every student at SCHS is recognised as an individual with unique talents and potential. The school provides a supportive environment where students feel known as themselves, enabling them to flourish academically and personally. Small class sizes allow teachers to tailor their instruction, ensuring that every girl is both challenged and supported in her learning journey.

The academic programme at SCHS blends traditional subjects with innovative approaches and boasts a range of subjects including Chinese, Engineering and DT. The school encourages cross-curricular learning, where students make connections between different disciplines, fostering a deeper understanding. This approach helps students develop a broad range of skills, from analytical thinking to creative problem-solving.

# LIFE BEYOND THE CLASSROOM

**“Being part of the GDST gives us a competitive opportunity to play with schools from across the country, my most memorable tournament would be winning the GDST hockey rally in Bath.”**

**Fran – Sports Scholar**



At Streatham & Clapham High School, we are deeply committed to the holistic development of every student. We believe that education extends far beyond academic success, which is why we place a strong emphasis on providing enriching experiences outside the classroom. Our extensive co-curricular programme is designed to nurture well-rounded individuals, offering a diverse range of activities that inspire curiosity, creativity and personal growth. From sports to the arts, music to debating, there is something for every pupil to discover and thrive in.

The GDST has made substantial investments in our facilities, creating a modern and inspiring environment for both students and staff. Highlights include a state-of-the-art Sixth Form Centre and spacious dining facilities, plus newly renovated drama and performance spaces with advanced lighting and studio equipment.

In recent years, we have completed updates to the Senior School library, built a new sports pavilion, and redesigned the Prep School library. Our newly completed IT suite features a Podcast room and sustainable materials throughout, and our updated “spa” style toilets offer comfort and eco-friendly features. These thoughtful upgrades reflect our commitment to innovation, sustainability, and a welcoming community in which girls flourish.

# PUPIL OUTCOMES

“Pupils, including those who have special educational needs and/or disabilities (SEND), make progress due to a cohesive and effectively taught curriculum.”

ISI Report, March 2024



The academic starting points of our pupils are significantly above the national average, with a proportion of pupils being far above the national average.

Pupils do themselves proud in their examinations outcomes: in 2024 at GCSE, 60% of all GCSE grades achieved were within the 9 to 7 range, highlighting the high academic standards upheld by our students. Particularly noteworthy is the success in specific subjects: 40% of grades in Art, 35% in PE and 30% in Religious Studies were the top grade 9, underscoring the diverse talents and interests of our students.

At A-Level we are thrilled at the significant improvement of the top A\* – A grades which have increased by 9% since last year to 47% of all A-Level grades, with 14.5% A\* grades. In total, 72% of grades were A\* to B and this is reflected in the impressive successes at university entrance, with 74% of students holding places at their first-choice university and 90% placed at their first or second university choice. Frequent destinations include Oxbridge and other leading universities, along with art foundation courses and degree apprenticeships.



# ROLE DESCRIPTION

## Responsibilities

### Teaching & Learning

- To liaise with the Deputy Head Academic and the Cover Manager about lessons, tutor periods and activities to be covered each day
- To liaise with the Examinations Officer about supervision needs for internal and external examinations
- To ensure any instructions left by the absent staff member are understood clearly by pupils
- To maintain a purposeful and inclusive learning environment
- To support the needs of pupils with specific adjustments appropriately and effectively
- To complete records and contribute to reports on pupil progress and development if necessary
- To provide feedback to the class teacher

### Other Responsibilities

- To take part in the duty rota and cover duties where necessary
- To assist with administrative tasks when not actively covering lesson
- To develop and maintain effective working relationships with other staff and parents
- To contribute to the maintenance of a safe and healthy environment
- To attend and actively participate in staff meetings and appropriate training
- To provide support for school events, as required

### Monitoring, Evaluation and Assessment

- To regularly review own practices, set personal targets and take responsibility for own self development

# ROLE DESCRIPTION

## Training and Development

- To set personal targets and take responsibility for continuous professional development
- To participate in arrangements made by the GDST for the appraisal of personal performance and that of other teachers

## Pastoral Responsibilities

- Promote our robust and effective safeguarding culture to ensure that the welfare of our girls is always prioritised
- Practise vigilance to signs of risk and document concerns accurately and promptly
- Build positive relationships with girls to monitor behaviour and wellbeing
- Collaborate with the DSL, the Heads of Year and the wider school to communicate concerns, celebrate successes and support the health and happiness of the SCHS family

## Additional Responsibilities

- To undertake, from time to time, other specific duties which may be reasonably assigned by the Head

## General Requirements

- Ensure a safe working environment for staff, students, and visitors, in line with the Health and Safety Policy
- Work within the GDST's Diversity Policy, promoting equality of opportunity for all students and staff
- Maintain high professional standards of attendance, punctuality, appearance and conduct, developing positive and courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST schools and support other staff in participating in GDST work to develop and share best practice

# PERSON SPECIFICATION

## Experience

### Desirable

- Relevant experience in an educational setting
- Experience in developing positive relationships with pupils
- Experience in supporting children in a learning environment

### Knowledge Base

- A strong foundation of education, particularly in English and Mathematics
- Knowledge of First Aid procedures
- Knowledge of Child Protection issues

### Skills Required

- Excellent professional skills as well as subject knowledge and understanding
- Outstanding interpersonal skills
- Ability to provide appropriate levels of individual attention, reassurance and help to achieve the intended learning outcomes
- Able to inspire confidence and enthusiasm in pupils and colleague alike
- Commitment to safeguarding children and young people

# HOW TO APPLY

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Mrs Angela Bolton via email [a.bolton@schs.gdst.net](mailto:a.bolton@schs.gdst.net)

Applications should be received no later than midday, 21 April 2025. All candidates should use the following link to apply and include a covering letter addressed to the Head, Ms Cathy Elliott.

<https://www.eteach.com/careers/schs-gdst/>



Interviews will take place shortly thereafter, 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). 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.



# TERMS OF APPOINTMENT

The role will attract a competitive salary in line with qualifications and experience, and the successful candidate will enjoy a range of employee benefits as part of the GDST.



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
- satisfactory completion of any pre-employment checks as relevant such as an online search and those to check whether you are registered for or prohibited or restricted from practicing certain professions or roles
- 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
- satisfactory completion of the probationary period

Senior School

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HIGH SCHOOL

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