



# CHISLEHURST

*School for Girls*



*Job Application Pack*  
*2019-20*





**BROMLEY LONDON BOROUGH**

# **Chislehurst School for Girls**

*An Outstanding International School*

Beaverwood Road, Chislehurst, Kent BR7 6HE

Headmistress: Mrs K. J. Raven B.A., M.A.

## **FULL-TIME TEACHER OF ENGLISH**

MAIN RANGE + OUTER LONDON WEIGHTING (UP TO £40,035)

TLR ALLOWANCE AVAILABLE FOR SUITABLY QUALIFIED AND  
EXPERIENCED CANDIDATE

ONE YEAR IN THE FIRST INSTANCE

REQUIRED FOR NOVEMBER 2019 OR JANUARY 2020

The Governors wish to appoint an innovative, dynamic Teacher of English. You will be joining a very successful Faculty, with some of the best results in the school. Full job description, skills and experience are attached.

Application packs are available to download from the  
schools' TES website:

<https://www.tes.com/jobs/employer/chislehurst-school-for-girls-1019490>

Or by request from: [recruitment@chsfg.co.uk](mailto:recruitment@chsfg.co.uk)

Tel: 020 8300 3156

**Closing date: 5th October 2019**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

# Chislehurst School for Girls

Chislehurst School for Girls is a larger than average, Converter Academy school, catering for all abilities between the ages of 11 and 19. The school achieved 'Technology College' status in 2000 and was re-designated as Humanities with English in 2010. As of 2018 we are a recognised *Outstanding International School*. We are an eight-form entry school, the roll is currently approximately 1,100 students.

The school is situated in London's green belt and on the borders of Sidcup and Chislehurst. The girls attend largely from within a 3-4 kilometre radius of the school. Chislehurst School for Girls was established in 1896 as Sidcup High School and has developed through the grammar school tradition as Chislehurst and Sidcup County Grammar School for Girls, becoming an all ability school in 1982. We were Grant Maintained from 1992-1997 and Foundation thereafter. We became an Academy in March 2011.

The main school building, opened in 1931, is situated on a beautiful green field site and now caters for approximately 50% of the learning facilities. Recent additions have included purpose-built Art, English, Science, Mathematics and Technology blocks, including a state-of-the-art Hospitality and Catering Suite, opened in 2010. Additional specialist accommodation has included a Dance Studio and Media Suite. In 2008, our eco-friendly 16+ Suite was opened, to accommodate the Sixth Form leisure and study facilities and also a Personal Development Centre, for Additional Educational Needs and Inclusion support.

*"Routines are embedded so that pupils know what to expect when they enter a classroom or are set work to do outside of lesson times. Pupils' learning is promoted by teachers' challenge and high expectations". – OFSTED 2017*

## School Aims

Chislehurst School for Girls is proud of its ethos - AIM HIGH. Working closely with students and their parents, we set out:

- To develop every student's potential to the full, morally, intellectually and socially.
- To foster a belief in achievable high expectations within a culture of educational excellence.
- To develop self-discipline and respect for the needs of others.
- To provide a safe, caring, co-operative and stimulating learning environment.
- To prepare every student for adult life and to become contributing and self-reliant members of society.

Our students are our best advertisement, so do take the opportunity to speak with them and their teachers, should you visit the School.



**Mrs K J Raven, Headmistress**

# Job Description

## MAIN RESPONSIBILITIES OF THE POST:

### KEY TASKS

*NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.*

### ACHIEVEMENT

(progress and accountability)

- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made.
- Know and understand how to assess the relevant subject including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress, including effective use of questioning throughout the lesson.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
- Give feedback on your classes to your second in charge after each Assessment Point, including your planned interventions to tackle any underachievement in your classes (at APs 1,2,3 with .5 being another check point to see if actions in place are working).

### TEACHING AND LEARNING Good subject knowledge:

- Have a secure knowledge in the relevant subject(s) and curriculum area.
- Foster and maintain students' interest in the subject.
- Address misunderstandings / misconceptions.
- Demonstrate a critical understanding of developments in the subject.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- Take part in regular CPD in order to ensure that your knowledge is up-to-date.
- Use ICT to effectively enhance learning.
- Use of Numeracy whenever appropriate.
- Ensure that your approaches to T&L contribute to the design and provision of engaging lessons.

### Planning and teaching:

- Effective use of lesson time in order to maximize students' achievement and enjoyment.
- Set homework and plan other out-of-class activities to consolidate knowledge where appropriate.
- Reflect systematically on the effectiveness of your lessons.
- Ensure that your approaches to teaching contribute to the design and provision of engaging lessons.

### Adapt teaching to respond to needs:

- Know when and how to differentiate/personalise appropriately.
- Use approaches which enable students to be taught and learn effectively, to the best of their ability.
- Demonstrate an awareness of the physical, social and intellectual development of children.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities, ensuring that they are all met.

### BEHAVIOUR

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently • Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions and take action accordingly.

### LEADERSHIP or wider context

- All teachers should contribute to developing a consistently positive attitude in all aspects of school life and to uphold the aims and objectives of the school.
- To accept a share in the organisational tasks of the faculty.
- Maintain high standards in their own attendance and punctuality.
- Share good practice with the rest of the Faculty.
- Contributing positively to the whole-school ethos of Chislehurst School for Girls, in line with the School Aims;
- a to carry out a share of supervisory duties in accordance with the published guidelines.
- b to participate in the school policy of appraisal and staff development.
- c to attend Faculty, Year and Staff meetings required by the Headmistress in directed time.
- d to contribute to the wider culture, ethos and experiences of the school.
- e to carry out any other tasks as may be reasonably required.+



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## Faculty Details

The English Faculty is a very successful faculty, which regularly achieves outstanding results at all key stages.

Students are set according to ability.

Opportunities exist within each academic year, for students to be moved between groups, to ensure that their needs continue to be effectively met.

The English Faculty offers exciting opportunities for students to engage with the study of English and Drama.

We participate in many enrichment activities such as the 'Jack Petchey Speak Out' challenge and the students enjoy theatre trips, visits to student conferences and study days and visits from theatre companies.



# Staff Dress Code

All staff are aware that they should dress professionally at all times. Naturally, expectations vary according to the specific role carried out by each member of staff, and it has been felt that some guidelines would be useful to ensure clarity about these expectations. As a general principle, we should never dress less formally than students in any given situation. For example, if students are in school uniform, we should be at least as smart as they are and business-like.

## For Ordinary School Days

Ties and suits are expected; no staff should be dressed more casually than an open-necked shirt/blouse and tailored trousers/skirt. Dresses are acceptable, as is smart knitwear. Staff should not show underwear, midriffs or wear excessively low-cut tops. Shoes should be safe e.g. no open-toed shoes in Product Design or Science rooms, no flip-flops, no extremely high heels. Only staff involved in Physical Education activities should wear Physical Education clothes e.g. shorts/trainers, and these should be practical, (Physical Education kit is available for all staff who need it). No visible body piercings (other than ears) or body art (other than, exceptionally, for religious/cultural reasons). Future employees should not have them and existing staff should not have any done. Only premises staff and technicians can wear denim or other work-related appropriate dress. This would also be appropriate wear during the school holidays, for those staff who are on-site. For practical subjects i.e. DT and Food, steel toe-capped boots, chefs' whites and clogs should be worn, as appropriate to the task.

## For School Trips

If the students are in school uniform for the trip - see above. If the students are in more casual clothes because the activity is more strenuous, likely to involve getting dirty or they are on a residential trip (although school uniform might be appropriate here too, for say a sports tour or music performance), then the principle that staff should be at least as smart as the students, applies. Specifically, if the students can wear denim or trainers, so can staff, or if students cannot wear shorts then neither can staff. It is useful to remember the impact of the whole party on members of the public, both students and staff, and guidelines for dress should be issued with the initial letters for trips.

## For After-school, Holiday Activities & Training Days

For Parents' Consultation/Review meetings, Information Evenings, Open Evenings and other events which parents, students, and members of the public would attend, the dress code should be as for ordinary school days, even if students are not in uniform for most of these events e.g. concerts and performances. Exceptions might include Physical Education activities and performances requiring costume. For revision sessions etc, staff would be expected to dress, at least, as 'smart casual'.

For Non-uniform Days Staff should follow guidelines given for students and should make a donation to the specified charity. Staff are encouraged to contribute to special events e.g. National Book Day, by wearing costume if they wish.

*"Teachers plan activities that account for pupils' needs and prior attainment. Teachers hold consistently high expectations for pupils' achievement and push them to do their best. – OFSTED 2017*





How to find us  
Chislehurst School for Girls is situated on the east side of  
Chislehurst , Kent.

We are some twenty minutes from the M25/M20 junction 3  
and are readily accessible from southeast London.

Our nearest train stations are Chislehurst and Sidcup



Address:  
Beaverwood Road,  
Chislehurst,  
Kent,  
BR7 6HE

Telephone: 020 8300 3156

E-mail Address: [office@chsfg.co.uk](mailto:office@chsfg.co.uk)

