



NOTTING HILL & EALING
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

*Learning Support Assistant
working 1:1 with students*

1-YEAR FTC, PART-TIME
5 DAYS A WEEK WITH FLEXIBILITY



£30 000 - £40 000 FTE depending on experience & responsibilities

CLOSING DATE 8th May
For September 2025

Inspiring academic excellence since 1873



Notting Hill & Ealing High School is one of London's leading independent girls' day schools. Founded in 1873, it is the oldest of the 25 schools which make up the Girls' Day School Trust. We are an all-through school, starting at age 4, with over 900 students in all. The Senior School starts at age 11.

NHEHS is academically selective. Students are bright and ambitious. There is no trade off between success and happiness: the school is highly regarded for the way it achieves outstanding outcomes within a particularly warm and supportive environment.

Public examination results are consistently outstanding and girls go on to study a wide range of subjects at prestigious universities, from Oxford and Cambridge to overseas destinations such as Caltech and Trinity College Dublin.

In our latest ISI inspection, we achieved the highest possible grades across the board and the inspectors noted that 'the quality of the pupils' achievements and learning is exceptional'. We have won multiple awards, including, **2024 Independent School of the Year**.

Five pillars of the school's vision for the coming years

- **ACADEMIC CLOUT**

We Inspire in all students academic ambition, not only in the classroom, but through clubs and societies, partnership work and trips and expeditions.

- **VOICE**

We instil public speaking skills throughout the girls' time so that they all have the confidence to find their voice.

- **LEADERSHIP & INITIATIVE**

We provide leadership opportunities throughout the school, so that all students know how they can lead and introduce new ideas.

- **A COMPASSIONATE COMMUNITY**

We sustain our strong sense of kindness and community, foster altruism, and give students the skills to navigate a complex moral world with assurance.

- **SKILLS FOR LIFE**

We work with our careers team, alumnae and parents to give students the skills needed to thrive in their studies, work and in the world at large.



A highly respected former Head of Sixth Form with significant safeguarding expertise, and well-known for her open-door policy, Rebecca is Acting Head for Spring Term 2025. As Senior Deputy Head Pastoral, she oversaw NHEHS's superb pastoral provision, including the coaching programme and initiatives to promote wellbeing. Rebecca has also been Head of English and run the EPQ programme.

Our Senior Leaders



Madeleine Copin
Senior Deputy Head & Deputy Head Academic

With degrees in Mathematics (Cambridge) and Art History (London), Madeleine has taught in both day and boarding schools. She works with Heads of Subject to develop scholarly experiences, from academic to projects engaging students in original research.



Emily Holmes & Marie-Helene Collins
Pastoral Deputy Heads

An English specialist with extensive pastoral leadership experience, Emily is passionate about enabling pupils to grow in kindness and resilience. Marie-Helene is an Oxford Historian with extensive leadership experience, and is also Director of University Admissions.



Hayley Silvester
Assistant Head Professional Development

Also the Head of English, Hayley leads staff training and development, ranging from supporting early career teachers to coaching for experienced leaders. She also oversees teaching quality assurance, and runs Teaching & Learning initiatives within the Senior School.



Richard Pearce
Head of Sixth Form

Formerly a research biologist, Richard also draws on experience as Head of Year in leading the academic and pastoral life of the Sixth Form. He oversees careers education, including how skills for life are embedded throughout the school.



Faieq Khan
Assistant Head Digital, Operations and Sustainability

Faieq has assisted Heads of Computer Science throughout the GDST, leading on initiatives to develop non-specialist teachers. His responsibilities as Assistant Head span digital strategy, sustainability, timetabling and data analysis.



Oliver Futter
Assistant Head Co-Curricular and Partnerships

Oliver is a dedicated Design Technology Teacher with a strong passion for fostering student engagement beyond the classroom. He actively encourages co-curricular activities and is always seeking new ways to inspire students.

Academic & Pastoral Excellence



“

At NHEHS, pastoral care is prioritised as much as academic drive.”

THE GOOD SCHOOLS GUIDE



The best of both worlds

We welcome applications from colleagues who share our ethos that a happy and supportive environment sits alongside academic success.

Proactive pastoral care

Initiatives at key developmental milestones help to develop in students an outward-looking perspective, as well as the ability to navigate life at school and in the future. A clear pathway of support, ensuring that every student is aware of all the people they can talk to, supports our students through their teenage years.

The school operates an extensive House system, which supports inter-year links, and encourages girls to take part in competitions across school life, from the infamous “House Shout” to “House University Challenge”.

Pastoral Involvement

All teachers are also tutors for a form, supported by an experienced Head of Year. For those with particular strengths or ambitions, there are opportunities to receive training in Mental Health First Aid, or to become a Pastoral Coach (supplementing form tutor provision) or to become part of the specialist team delivering Sex and Relationships Education.

Our Teaching & Learning philosophy: beyond specifications

We seek to spark a deep-seated love of learning, and a knowledge-rich understanding that reaches far beyond curriculum specifications. In class, students are engaged with a variety of questioning styles. Here and through written feedback, they are always encouraged to deepen and develop their answers. We use authentic, meaningful resources, wherever possible including original texts or journal articles. We are also passionate about the power of effective verbal and written feedback.

Scholarship & Research

The culture of scholarship is everywhere. Students in Year 8 complete a ‘Learning Amazons’ project on an area of interest and students in Years 10 and 12 have the opportunity of working with counterparts in other schools on research projects, supported by academics in various other Universities.



Maya and Imogen, both offered places to read Medicine at the University of Cambridge in 2021.

Bright & enthusiastic students



“

Students here are encouraged to take the lead: from formal responsibility positions, to setting up acapella choirs, it all makes a difference.”

LEWHAT, HEAD GIRL OF NOTTING HILL & EALING HIGH SCHOOL

Martha, Year 12

“At NHEHS, the teachers are not only incredibly supportive of your learning, but also endorse your interests outside of academia. At the moment I am really enjoying European Ambassador Club, which strives to celebrate European diversity and culture”.

Martha studies History, Spanish and French for A Level. As a passionate linguist, she hopes to extend this interest at University, and is working closely with the Language department to achieve this dream. As both a linguist and a historian, Martha has been channelling her subject expertise into her involvement in the European Ambassador Programme, which aims to increase student awareness around European values and democracy at NHEHS.

Lilly, Year 9

“NHEHS has something for everyone: teachers make it as inclusive as possible, and I love the food!”

Lilly is one of our sporting stars, and plays for Middlesex Cricket Club. Her favourite subjects are Maths, Drama, and Design Technology: she is just as impressive in the classroom and the workshop as on a Cricket pitch! This year, Year 9 are trying to be more curious, so she is enjoying going down rabbit holes and learning beyond the curriculum.

Wala, Year 7

“At NHEHS, I am able to be as creative in lesson time as I am outside of school. My two favourite subjects are English and Art, and I especially enjoy Creative writing and poetry, as they allow me to be the most imaginative”.

Wala is in Year 7. Alongside her academic subjects, she also loves sports, and participates in Dance Club to extend her passion outside of the classroom. Not only is she a creative writer, but Wala is also a musician and plays in the school Orchestra as a Violinist.

This year, Year 7 have participated in a competition in celebration of National Poetry Day, where they focused on the many forms that poetry can take as a medium for self-expression.



Maya and Sophie, best friends since Reception and Waterpolo Captains (their team won the national championships), have gone on to study Engineering at Caltech and Computer Science at Cambridge.



A diverse community of colleagues



“

NHEHS is a magical place. We learn with, and from each other: I love discussions with colleagues and the many opportunities to connect socially.”

ANIKA DONKOR, GERMAN LANGUAGE ASSISTANT & A LEVEL TEACHER

Rachel Gordon Teacher of History and Teaching & Learning Development Lead

“Staff are trusted in trying new approaches, and supported in leading initiatives. NHEHS is a true community with numerous pathways for career development. I’m proud to have worked here for 10 years – and looking forward to the next 10!”

Following a career in investment banking, Rachel leads public speaking for students and is well-known for delivering formidable all-staff training sessions, and ‘revision parties’ for A Level History. Her da Vinci cross-curricular lecture initiative won the TES Creativity Award.

Liberty Brown Teacher of Biology and Head of Science

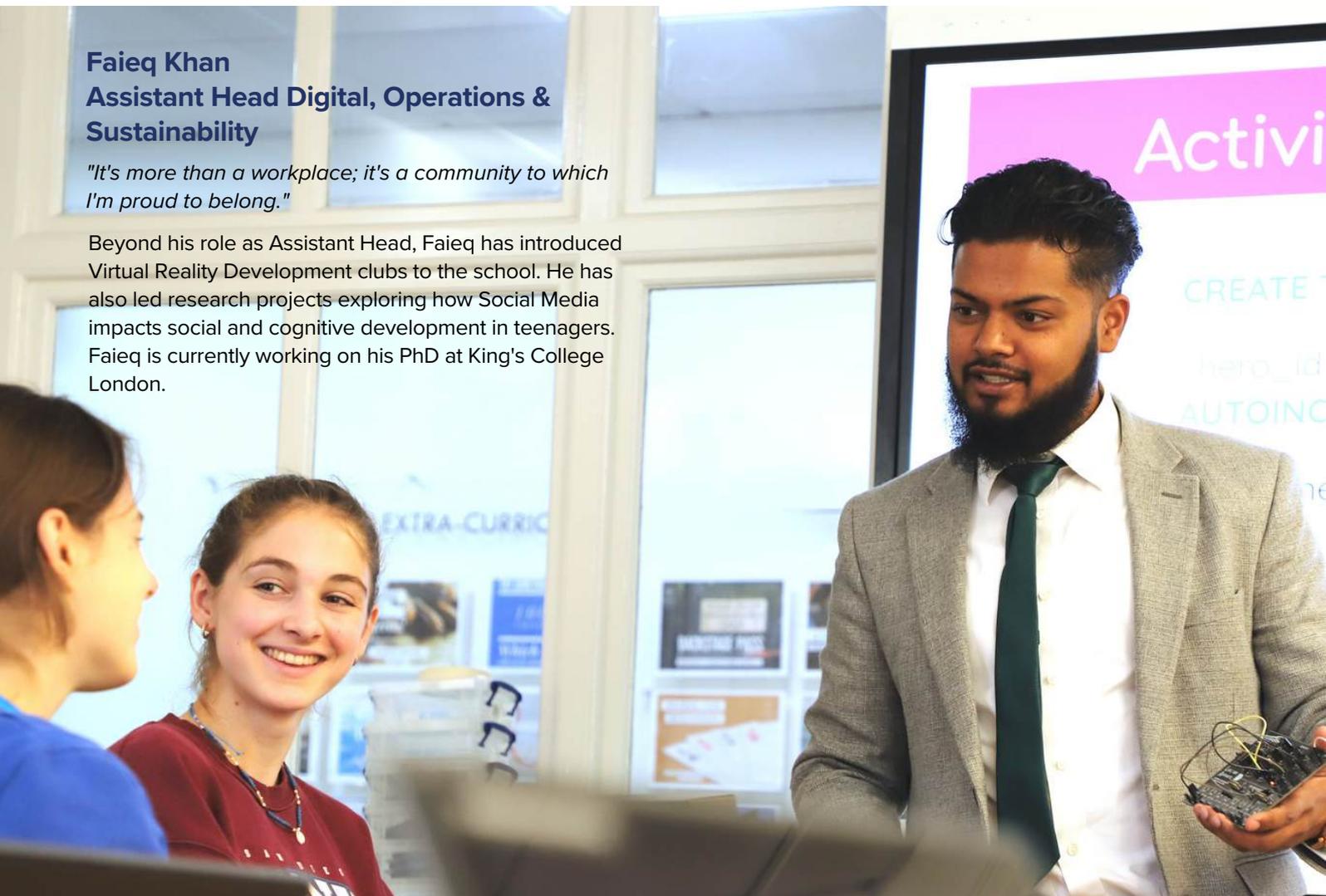
“NHEHS is a place where support staff and teaching staff are united in the shared mission of doing the best for our students. There are many events for us to come together socially, from cake mornings to the brilliant annual Christmas quiz run by members of SLT!”

Liberty runs a number of partnership programmes beyond science, and in particular BUDS, Saturday enrichment activities for Year 5 children in local maintained schools, and GreenSTEM. She writes good luck postcards to all her students before public exams.

Faiiq Khan Assistant Head Digital, Operations & Sustainability

“It’s more than a workplace; it’s a community to which I’m proud to belong.”

Beyond his role as Assistant Head, Faiiq has introduced Virtual Reality Development clubs to the school. He has also led research projects exploring how Social Media impacts social and cognitive development in teenagers. Faiiq is currently working on his PhD at King’s College London.



The SEND Department

The Department

The SEND Department works to support and inspire learners from Year 7 to Year 13, working with students with additional learning needs, special educational needs and disabilities, as well as students who have English as an additional language. The department comprises the SENDCo, one Specialist SEND Teacher, and one TA. Support is delivered in individual sessions and small group sessions.



Role Specification

Working in the Senior school to provide 1:1 support for two students; both in Year 12.

Hours: 21.6 per week - working hours over 5 days 9.30-2.15 p.m. (there is some flexibility here).



Tess Hall, Head of Department

Person Specification

- A good standard of education, particularly in English and Mathematics.
- Knowledge of first aid procedures.
- Knowledge of basic technology e.g. photocopier, computer.
- Knowledge of Child Protection issues.
- ELSA trained would be desirable.
- Ability to empathise with the needs of students.
- Ability to work effectively with other colleagues.
- Ability to provide appropriate levels of individual attention, reassurance and help to achieve the intended learning outcomes.
- Ability to scaffold individuals needs to develop independence.
- Effective and appropriate communication skills with students and colleagues alike.
- Relevant experience in an educational setting.
- Demonstrable evidence of establishing positive relationships with students and young people.
- Willingness to adopt a flexible approach to working tasks.
- Willingness to work as part of a team.
- Willingness to be professionally discreet and to maintain confidentiality on all school matters.

Job description: Learning Support Assistant

Purpose of the role

To work closely with the Director of Progress & Inclusion to support students in the Senior School.

To support the day to day operation of the school's Educational Support (SEND) policy and coordination of educational support and special needs activity.

Teaching & Learning

- Ensure these students are appropriately supported in their learning be it academic, practical, behavioural or social, by adopting intervention strategies as directed.
- Encourage and support the learning of these individual students by adapting and complementing teaching and learning strategies deployed by the teacher.
- Prepare appropriate resources for lessons to enable these students to access their learning in order to achieve learning outcomes.
- Accompany these students on educational visits.
- Liaise with subject teachers in order to ensure the effective delivery of the curriculum for these students.
- In Games and Physical Education lessons, liaise with the subject teacher to plan ahead any necessary adaptations to physical activities.
- Contribute to discussions with subject teachers and SENDCo on the development of work and support plan for these students in order to further support their learning.
- Assist in the efficient management and/or completion of individual student plans through observation, recording and filing.
- Motivating your pupils to achieve beyond their potential.
- Attend and contribute to Education, Health Care Plan annual review meetings.

Training & Development

- Where appropriate, assist in the induction, development and support of senior school staff in their role.
- Participate in inset days, training activities and sessions offered by the school and other external agencies in order to further development of relevant knowledge and skills.

Pastoral work

- Liaise with SENDCo, subject teachers and pastoral team on the implementation of appropriate strategies to ensure students are supported pastorally.
- Ensure that these students are adequately supported in the acquisition of personal skills through either direct or indirect intervention strategies as directed by the SENDCo and pastoral team.
- Promote and model positive behaviour in all areas.
- Provide pastoral/welfare support for these students in order to encourage their social stability and development.
- Administer first aid if qualified to do so.

Communication

- Where appropriate, develop a relationship to foster links between home and school, and keep school fully informed of relevant information.
- Be aware and manage sensitively with confidential issues linked to home/student/teacher/school.
- Work collaboratively with colleagues to meet the needs effectively of these students.
- Communicate concerns and observations to relevant person regarding health and safety issues and child protection issues to maintain the school's duty of care.



Skills & Attributes

General Requirements

All school staff are expected to:

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

Personal attributes

- Enthusiastic, positive and hard working
- A passion for education
- Commitment to the safeguarding of children and young people
- Ability to inspire, motivate and support pupils
- Flexible and approachable attitude
- Ability to solve problems, make sound judgements and take decisions
- Ability to work under pressure, on own initiative, accurately and with attention to detail
- Commitment to the improvement and development of own teaching and performance
- The drive and stamina to provide excellent opportunities for all girls in the school
- Willingness to play a part in the overall developments of the school
- Commitment to maintaining the caring and supportive ethos of the school

Skills Required

- A good standard of education, particularly in English and Mathematics.
- Knowledge of first aid procedures.
- Knowledge of basic technology e.g. photocopier, computer.
- Knowledge of Child Protection issues.
- ELSA trained would be desirable.
- Ability to empathise with the needs of students.
- Ability to work effectively with other colleagues.
- Ability to provide appropriate levels of individual attention, reassurance and help to achieve the intended learning outcomes.
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- Effective and appropriate communication skills with students and colleagues alike.
- Relevant experience in an educational setting.
- Demonstrable evidence of establishing positive relationships with students and young people.
- Willingness to adopt a flexible approach to working tasks.
- Willingness to work as part of a team.
- Willingness to be professionally discreet and to maintain confidentiality on all school matters.



Training and Career Progression



“

After a decade of university teaching, most recently at King's College, working here has been a joy from the outset. It's a really special school.”

ROBERTA KLIMT, DEPUTY HEAD OF SIXTH FORM

Developing Teaching & Learning with in-house programmes

Notting Hill & Ealing High School is committed to excellence in all aspects of teaching and learning, and a commitment to developing all staff. Opportunities are in place at all levels, from a comprehensive New Staff Induction programme to whole school INSET days. Our Bitesized CPD programme provides lunchtime and after school sessions on academic, pastoral and digital areas, whilst staff are encouraged to embark on their own learning walks, affectionately known as Wonder Wanders.

Training Opportunities

Professional development is key, and the school works with various organisations in order to help colleagues to achieve their goals. These have included training courses provided by the GSA and HMC, as well as centralised programmes provided by the GDST. With a generous training budget, staff are provided with a CPD menu of options so that they can create a bespoke programme suited to them. Connections are made through partnerships with other schools within the GDST.

Further Bespoke Training

We like to listen to colleagues and offer opportunities to help teachers develop in ways that work for them.

We can arrange, for example, for colleagues to have a day off timetable to develop spreadsheet or data analysis skills with another member of staff with particular expertise in that areas.

There are also opportunities to shadow members of the Senior Leadership Team or participate in the 'Next Step Mentoring', giving colleagues whole-school experience in a particular area.

Formal Qualifications

There is the opportunity to develop professionally through gaining formal qualifications. We have worked closely with the University of Buckingham to offer staff the chance to complete a PGCE or Apprenticeship qualification. There are also qualifications for more experienced members of staff available through the Chartered College of Teaching, or the HMC and GSA groups of schools.



Liberty (left), Head of Science and Fiona, Head of Chemistry, who alongside the Head of Physics coordinate the school's spectacular Science Week.

Unique Connections

“

Our partnerships prepare students for the future and make us part of a broader community, for mutual growth and benefit.”

PASAN FERNANDO, ASSISTANT HEAD CO-CURRICULAR AND PARTNERSHIPS



The GDST

GDST schools share an ethos and heritage of girls-only education and are members of a unique network which adds value to each school, student and member of staff. Networking opportunities with other colleagues across the Trust enable staff to share best practice and develop initiatives that benefit all our schools and students. In addition to supporting the work of individual schools in supplying excellent induction and development opportunities for staff, the GDST network provides access to an extensive training programme. This includes development opportunities (including a Middle Leaders Development Programme and Aspiring Leaders Programme) and grants for individual courses of study.

Outreach

• MINIMUS

A project that introduces Latin to primary students by our Sixth Form Latinist. It engages NHEHS students as passionate teachers and challenges their Latin skills through playwriting and performance and other creative activities.

• BUDS

A project that empowers Year 5 students from our local state primary schools in Science, English, Maths, and Creative Thinking, fostering creative problem-solving and effective idea expression.

• ACADEMIC CONFERENCES

The school hosts numerous conferences across different subject areas for local schools, some of these organised and led by our Sixth Form students. Recent conferences have covered studying Medicine at university, Astrophysics and Tragedy.

Other schools and organisations

• HARROW SCHOOL

A short drive away, Harrow School collaborates with us on two unique Symposium projects in Years 10 and 12 (see nottingpages.com/symposia), one of which culminates in student presentations at the Royal Society. Departmental links include life drawing classes (Art) and cooking and culture lessons (Italian).

• NOTRE DAME DE NAMUR

This school in Philadelphia in the United States collaborates with NHEHS on Sixth Form politics debates. In 2023, NHEHS students travelled to Notre Dame for an international 'Sisters in STEM' symposium.

• IMPERIAL COLLEGE & LOCAL SCHOOLS

The GreenSTEM programme unites NHEHS students with half a dozen local state schools, to work with doctoral students at Imperial College on multidisciplinary problems.

• UNIVERSITY OF BUCKINGHAM

The university accredits the mini-MBA qualification developed by NHEHS: the Year 12 course, designed with fellows from Henley Business School, develops students' skills in Business Management, Leadership and Enterprise.

• HMC AND GSA

As a member of both national organisations, NHEHS accesses training and networking opportunities for staff.

• SCHOOLS IN EUROPE & TAIWAN

The Modern Languages department runs penpal programmes, Zoom-call conversational exchanges, and trips, with schools in countries of all five languages: Collège Jean-Baptiste Say in Paris, the Karlsruhe Gymnasium in Baden-Württemberg, Colegio Guadalaviar in Valencia, and Hung Jen Catholic Girls School in Taiwan.

Benefits of working with us



“

I ensure that colleagues are well looked-after! We enthusiastically develop new menus, inspired by many cultures, and love suggestions.”

BELLA HENRY, CATERING AND FACILITIES MANAGER



Generous salaries

The GDST development programme



A flexible pension scheme



up to

50% off

fees for children at GDST schools



Excellent lunches during termtime

A fun, warm & inclusive culture



Wonderful, bright & grounded students



Childcare vouchers



The cycle to work scheme

Interest-free loans for laptops



Next steps for your application

Frequently asked questions

• PAY

The GDST has its own paycales. Consideration is given to experience and talents in fields outside of teaching. Increases are also possible for different responsibility posts as well as subject specialist knowledge, through the consultant scheme.

• PARKING

There is ample parking immediately next to the school on the various roads around the site, as well as free parking a short walk away. Secure cycle racks are also available on site and many colleagues come in by bike.

• PENSIONS

Like many independent schools, the GDST has replaced the Teacher's Pension Scheme with a Flexible Pension Plan with a number of benefits. This is accounted for in paycales.

• ACCOMODATION

Accommodation is available in a shared staff house for colleagues in their first year of teaching.

Information about the school can be found in the following places:

• THE SCHOOL WEBSITE

NHEHS.GDST.NET

This contains recent news as well as information about the different departments and the school's extracurricular offering.

• "NOTTING PAGES"

NOTTINGPAGES.COM

This documents curriculum information and examples of initiatives within the academic life of the school.

• THE GOOD SCHOOLS GUIDE

Search for Notting Hill & Ealing High School

This review gives an external perspective on the School.

APPLICATION PROCEDURE

To apply please go to the NHEHS website and complete the online application.

The closing date is Thursday 8th May (12pm) and interviews will take place on Friday 16th April.

We reserve the right to close this vacancy early if we receive sufficient applications for the position and recommend that applications are submitted early. Once a vacancy has closed, we are unable to consider applicants and may have to close the interviews early.

It is the post-holder's responsibility to promote and safeguard the welfare of children and young persons for whom they are responsible, or with whom they come into contact. You will adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school they must report any concerns to the school's Designated Safeguarding Lead (Deputy Head) or to the Headmistress. Candidates should be aware that they will be asked to undergo a DBS check.

The School may also conduct online searches (including publicly available social media searches) as part of our recruitment processes.

The GDST is committed to diversity, inclusion and real change: a family where every individual is valued, respected and included.

We'd love to hear from you. Do get in touch with any questions.

Nona Hencken-Spurling, Human Resources Manager

recruitment@nhehs.gdst.net, 0208 233 8574

Tess Hall, Director of Progress & Inclusion

t.hall@nhehs.gdst.net