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Recruitment Pack

# SPANISH FOREIGN LANGUAGE ASSISTANT

September 2023



**NONSUCH**  
HIGH SCHOOL FOR GIRLS

*FORGING OUR PATHS; BUILDING THE FUTURE*

# CONTENTS

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Welcome from the Headteacher .....	3
Our Trust .....	4-5
Our School .....	6-7
Our Leadership Team .....	8-9
Our Department .....	10-11
Our Commitment to You .....	12
The Opportunity .....	13
Job Description .....	14
Person Specification .....	15
Application Process .....	16



Dear Candidate

Thank you for your interest in the part-time, fixed term post of Spanish Foreign Language Assistant at Nonsuch High School for Girls (NHSG).

This role is crucial in supporting the work of our languages department and is a very rewarding one for those who enjoy working around and in aid of young people. Our sixth form students take their learning and service to the school very seriously. A-Level results place the school amongst the highest performing schools nationally.

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.

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

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



## OUR TRUST

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### **What is a Multi Academy Trust?**

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

### **What makes Multi Academy Trusts different?**

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

### **What is the history of the Girls’ Learning Trust?**

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls’ Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting

high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

### **What makes the Girls' Learning Trust special?**

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

### **What is it like working at the Girls' Learning Trust?**

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.

# OUR SCHOOL

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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. Summer 2023 saw GCSE results where 68.7% of grades were at 9-8 and 86.1% of all grades were 9-7. 98.8% of all grades attained grade 5 or above. At A-Level students achieved 18.8% A\* and 53.3% 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, Computer Science, 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 school 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.





## OUR LEADERSHIP TEAM

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The Senior Leadership Team consists of two Deputy Heads, two Assistant Heads and 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.

### **Amy Cavilla (Headteacher)**

Amy is in her 7th year of headship and has worked in all girls' state schools since 2003. The mission of Nonsuch High School for Girls is about empowering its students to take their rightful place centre stage as global change-makers. Amy is committed to the ethos and mission of girls' education and sits on the UK Regional Advisory Committee for the International Coalition of Girls' Schools comprising nearly 500 schools world-wide. Nonsuch is proud of its house traditions, school values and championing of a broad curriculum and participation in extra-curricular activities.

### **Helena Wright (Deputy Headteacher)**

Helena joined Nonsuch High School for Girls in 2014 having taught and led in two highly successful schools in the comprehensive sector. She has taught for over 20 years Business and Economics and still loves being in the classroom. Helena remains passionate about Teaching & Learning and staff development and is committed to cultivating great teachers and middle leaders. Some of Helena's key responsibilities include; staffing, all things curriculum, school admissions and quality assurance.

### **Alexis Williamson-Jones (Deputy Headteacher)**

Alexis joined Nonsuch High School for Girls in 2021 having taught in the Independent Sector for over 20 years. Alexis has undertaken a number of different roles throughout her career including Head of Year, Head of Department and a Trust Consultant Teacher working across 25 schools. She has a passion for personal development of each child and believes that every child deserves a good holistic education. Some of Alexis's responsibilities include Pastoral Care and Wellbeing, attendance and extra-curricular activities

**Hannah Johns (Assistant Headteacher)**

Hannah joined Nonsuch in 2013 having taught in the comprehensive sector as a member of Teach First and then in the selective sector. Hannah has taught for over 20 years Philosophy and Psychology and particularly enjoys A-Level teaching. Hannah is passionate about supporting students in their transition from sixth form into Higher Education or a Career and in preparing students to be independent learners who thrive in the outside world. Her key responsibility is the strategic leadership of the sixth form including; student progress at KS5, development and quality assurance of PSHE and intervention and support.

**Andrea Todd (Assistant Headteacher)**

Andrea joined Nonsuch in 2009 and now has over twenty years' experience of teaching Science & Biology in selective girls' schools. She is passionate about encouraging girls to explore the diversity of STEM both inside and outside the classroom. She has a particular interest in the use of technology to provide a high-quality teaching and learning experience as well as its role in streamlining how teachers work. Her key responsibilities include teaching & learning, assessment and data.



## OUR DEPARTMENT

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In the Languages Department there are eleven full time teachers and three language assistants. The Department has sole use of a multimedia language laboratory. The Department often hosts trainee teachers of Languages and is the hub-school for MFL for the Sutton School Centered Initial Teacher Training Consortium.

On entering the school in Year 7 all girls study either French, Spanish or German. The modern language is studied for two hours per week. In addition, all students study Latin for one hour per week. The study of Latin assists students with their understanding of the grammar of other European languages, and improves their written English. In Year 8 the students have the option of continuing their studies of Latin, or opting for a second modern language. The study of the first modern language continues throughout key stage 3.

At the end of Year 9 they make their GCSE options; they must continue to study one modern language, but many maintain the study of both their foreign languages to GCSE level. We have also introduced extra-curricular Mandarin as an additional, non-European language.

In the Sixth Form, four languages are offered: French, German, Spanish and Latin.

The department employs a variety of resources in its teaching. French uses the course books 'Encore Tricolore' - nouvelle edition in Key Stage 3 and the AQA GCSE course book in Key Stage 4, German follows the 'Logo' course and the AQA GCSE course book, Spanish uses the 'Listos' course books in Key Stage 3 and the AQA GCSE course book. We are also implementing resources from the National Centre for Excellence in Language Pedagogy in our Key Stage 3 programmes of study in all languages we teach.

Most upper school classes are taught in the Language Laboratory during one 60-minute period every other week, and all classrooms are equipped with digital whiteboards. We use a range of teaching aids including song, drama and language games as well as stressing a grammatical understanding of the language being learned.

The Languages Department runs several trips each year:

- The French department organises an annual study tour to Paris for students in Years 10 and 12
- There is also an annual study visit to Spain for pupils learning Spanish. Destinations have included Granada, Seville, Madrid and Santander.
- The Classics department organises a trip to Italy or Greece every other year. In previous years the trip has taken girls to Rome and Sorrento and to Greece. In addition, the Classics department provides girls studying Latin and Greek with the opportunity to go out of school on many day visits to lectures, museums and theatre productions.
- The German department takes students from Years 10 and 12 on a study tour to Cologne.

# OUR COMMITMENT TO YOU

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Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development. 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 three data drops per year
- An assessment and marking policy that is not onerous
- A clear KS3 assessment framework that prioritises progression throughout the Nonsuch curriculum

## **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
- Friendly and supportive staff body
- 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

## **A commitment to supporting staff**

- 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

## **A commitment to staff development**

- A comprehensive new staff induction programme which includes the allocation of a mentor and peer buddy
- CPD programmes, which are based both in school and across the wider Trust, tailored to individual aspirations
- 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



## THE OPPORTUNITY

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The Spanish Foreign Language Assistant plays a vital role in the development of Sixth Form pupils' oral skills. You will work individually or in small groups with Year 12 and 13 pupils, with the primary aim of developing their ability to converse confidently and accurately in Spanish. The pupils are motivated and keen to improve and will all have achieved a good pass at GCSE Spanish; the role of the FLA, along with the broader Spanish department, is to equip them with the skills to excel at A Level.

You will work on a range of topic areas with the pupils, including some areas of recent Spanish history, in addition to looking at developments and trends in Spanish society and in the broader Spanish-speaking world. This role is integral to the department and to the success of our pupils and will provide you with the opportunity to make a difference and work with conscientious and committed pupils in a supportive and welcoming environment.

# JOB DESCRIPTION

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Job Title	Foreign Language Assistant (Spanish)
Reporting To	Teacher in charge of Spanish Language teaching staff
Salary Scale	GLT Range 4 (£27,357 FTE) <u>pro rata</u> to reflect the part-time nature of the post, based on 39 weeks of term time  <u>Actual salary in the region of:</u> £5,060 p.a. assuming a minimum of 12 hours per week from 2 <sup>nd</sup> October 2023 to 24 <sup>th</sup> May 2024.
Hours	A minimum of 12 hours per week
Type of contract	Fixed term – one year

## Main Purpose of the role

- To deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support the teaching of languages within the school.
- To monitor and support the overall progress and development of students as part of the teaching team.

## Main Duties:

- To plan and prepare courses and lessons
- To liaise with the Head of Subject and familiarise him/herself with the requirements of the examination boards for the oral examination
- To liaise with the Head of Subject to assist in the tracking of students
- To track student progress and use information to inform teaching and learning
- To aid in the assessment and/or marking of pupil work where necessary
- To assist the Language department in ensuring that the department provides a range of teaching which realises the school's ethos
- To apply the behaviour management systems so that effective learning can take place.
- To work as a member of the Languages Department and to contribute positively to effective working relations within the school
- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer
- To undertake training as and when appropriate
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To accompany visits abroad where possible

# PERSON SPECIFICATION

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Area	Essential	Desirable	Method of Assessment
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Native speaker level Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Graduate level</li> </ul>	Application Certificates
<b>Experience</b>	<ul style="list-style-type: none"> <li>Interest and ability in developing students' language skills</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with or children and young adults</li> </ul>	Interview Reference
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Ability to plan and deliver language teaching to students from Year 7 to 13</li> <li>Ability to provide language teaching within a cultural context by providing a link with target language speaking countries</li> <li>Ability to assess student performance and to offer advice as to how to improve</li> </ul>	<ul style="list-style-type: none"> <li>The willingness and availability to participate in trips abroad</li> </ul>	Application Interview Reference
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>A commitment to the ethos of Nonsuch High School for Girls</li> <li>Enthusiasm for the subject and working in a school environment</li> <li>Positive, even tempered and calm under pressure</li> <li>Able to maintain confidentiality and discretion</li> <li>Professional appearance</li> <li>Good timekeeper</li> <li>Willingness to become involved in other aspects of life in the Languages department</li> <li>Sense of humour</li> </ul>		Application Interview Reference

# APPLICATION PROCESS

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## **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. 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 their induction.

## **Data Protection**

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: [www.girlslearningtrust.org/our-governance/policies](http://www.girlslearningtrust.org/our-governance/policies)

## **Application Process**

We operate a safer recruitment process. All applications should be via an official application form (available on our website) and sent to: [vacancies@nonsuchschool.org](mailto:vacancies@nonsuchschool.org)

## **Closing Date**

Applications must be received by no later than **Friday, 29<sup>th</sup> September 2023 @ 9 a.m.**

## **Interviews**

Interviews will take place on: **To be confirmed**



 Girls' Learning Trust

[www.girlslearningtrust.org](http://www.girlslearningtrust.org)