

Carshalton High School for Girls



Teacher of Sociology Application Pack

Contents

Letter from the Headteacher	3
Information about Girl's Learning Trust	4 - 5
Information about Carshalton High School for Girls	6 - 7
Job Description	8 - 9
Person Specification	10
Department Description	11
Notes to applicants	12

CARSHALTON HIGH SCHOOL FOR GIRLS

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Letter from the Headteacher

June 2019

Dear Candidate

Thank you for your interest in the position of Teacher of Sociology at Carshalton High School for Girls (CHSG). Since 1st April 2018, our school, together with Nonsuch High School for Girls and Wallington High School for Girls has been part of the Girls Learning Trust. Although part of a Multi-Academy Trust, each school retains its own identity. Further information is contained within the pack.

At CHSG our vision is to be 'a centre of excellence where staff and students learn and thrive together'. Our ethos is based on our core values of Community, Harmony, Success and Growth. Securing high achievement and the well being of students is at the heart of everything we do. First quality teaching, our strong pastoral system, excellent support and guidance where staff go the extra distance for students, and an extensive range of additional learning opportunities, ensure that the needs of every student are personalised and met and each student maximises their success.

Developing our staff and their wellbeing is a high priority so we provide a well-resourced environment where staff are supportive of each other and work collaboratively.

I hope after reading this pack you are interested in joining our dynamic school and staff team. If so, please complete the school application form and return it to Mrs Sam Willard (PA to the Headteacher) at the school.

I very much look forward to hearing from you.

Yours faithfully,

**Vivien Jones
Headteacher**

Girls' Learning Trust (GLT)

Message from Jane Burton, CEO

I am delighted that you are interested in a position in one of the Girls' Learning Trust 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:

[Girls Learning Trust](#)

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 that a stand alone 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.

Jane Burton, CEO

Information about Carshalton High School for Girls

Carshalton High School for Girls is a highly successful, popular 11 to 18 comprehensive school. There are 1340 students on roll, over 80 teaching staff and a number of support staff who make a major contribution to the daily smooth running of the school in a variety of ways. Staff work as a cohesive team setting the highest professional standards as an example to the students.

Ofsted Inspected the school in November 2017 and judged the school as good in all categories and good overall. We were delighted with the judgements and many of the positive aspects highlighted:

- *"The school is a happy and safe community where pupils do well and staff are proud to work."*
- *"The headteacher and leadership team have high aspirations for the school. They are strongly supported by governors and staff."*
- *"Pupils make good progress overall and in 2017 the progress of disadvantaged pupils was particularly good."*
- *"The quality of teaching is good overall, with aspects that are outstanding. This helps pupils to make good progress."*
- *"An excellent range of enrichment opportunities contribute strongly to pupils' all-round development."*
- *"The school's care and support for pupils is outstanding. Staff understand pupils' needs extremely well and work closely with other agencies to provide extra help, should this be needed."*
- *"Pupils enjoy school and have good attitudes to learning. They behave well in lessons and around school."*
- *Pupils are welcoming and polite to visitors. They show pride in their school."*
- *"Pupils show respect for the beliefs of others and understand the importance of democracy and the rule of law."*
- *"Parents are positive about the school and the quality of education their children receive."*
- *"The sixth form provides students with good opportunities for academic and personal development. They are well prepared for the next stage of education or employment."*
- *"Students' progress on BTEC courses is outstanding, and progress on A-level courses is good."*
- *"The school is a genuine inclusive and caring community where pupils from different backgrounds are respected."*

The school is a designated Humanities/Arts College, has been awarded Artsmark Gold 4 times and holds Investor in Careers Status.

The school is a member of the PiXL (Partnership in Excellence) Club.

Why work at CHSG?

We are totally committed to providing the best possible working environment for all staff.

Carshalton High School for Girls is a good place to work and we believe we have a great deal to offer staff who join our team.

In our recent inspection (November 2017), Ofsted commented on the school being a happy community and fed back how proud staff are to work at the school.

Our vision clearly states that we are a community where 'staff and students learn and thrive together' and we are totally committed to ensuring staff are given the opportunities and encouragement to develop both personally and professionally. There is a culture of distributed leadership and numerous examples across the school where staff have gained promotion.

Growth Mindset is a key part of our ethos, as is relevant Continuous Professional Development. The ethos of constant improvement and positivity underpins our work and staff are encouraged to 'grow' and 'develop' through programmes offered and the daily support and guidance given.

We are totally committed to providing the best possible working environment for all staff.

The school has a warm, friendly, calm atmosphere, something visitors comment on frequently. Behaviour is very good and the school often receives positive feedback from external organisations.

There are high expectations of staff, but everyone is extremely well supported. There is a culture of working collaboratively and of working with and helping each other. Supply teachers are happy to return and Student Teachers, NQT's and new staff praise the support and guidance given.

Staff wellbeing is a high priority; our commitment demonstrated by having an in-house wellbeing team.

A number of staff social events are organised throughout the year.

We constantly seek ideas and comments on how we can further improve our workplace and practice and are open to trying new ideas and initiatives that bring benefits to our community.

We have recently completed a £6.4 million build including new specialist facilities for Maths, Drama, Dance and Music and a brand new canteen and sports hall.

We are a school that seeks to constantly do better and whilst outstanding in many ways, we are ambitious and determined to secure further improvement.

Vivien Jones, Headteacher

Teacher Post Job Description

Job Purpose

To provide an outstanding learning experience for students, allowing them to fulfil their potential through the provision of excellent teaching, support and guidance.

MAIN DUTIES

Teaching

- To meet the requirements of a classroom teacher set out in the Teacher Standards or Post Threshold Standards (if applicable).
- To teach students according to their educational needs, including the setting and marking of work carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students that meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's behaviour policy and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, assess and give written/verbal and diagnostic feedback as required.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- To contribute to the department Improvement Plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the head of department to ensure that the department provides a range of teaching that complements the school's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change within the department.

Personal Development

- To take part in the school's performance development programme.
- To ensure the effective / efficient deployment of classroom support.
- To work as a member of a designated team and positively contribute to effective working relations within the school.

Quality Assurance

- To contribute to the process of monitoring and evaluation of the curriculum area.

- To review methods of teaching and programmes of work within the department.
- To take part in the review of and development of activities relating to the department and pastoral functions of the school.

Management Information

- To maintain appropriate records and provide relevant, accurate and up-to-date information for registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with parents as appropriate.
- To communicate effectively with persons or bodies outside the school.
- To keep up-to-date with school communications via emails, bulletins and briefings.

Marketing and Liaison

- To participate in open evenings and parents evenings.
- To contribute to the development of effective subject links with external agencies and partner schools.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the head of department to identify resource needs.
- To contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- To liaise with a Pastoral leader to ensure the implementation of the schools support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Whole School

- To play a full part in the life of the school community.
- To support the vision and aims of the school.
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- Employees are expected to be courteous to colleagues and students and to 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 following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Degree or equivalent academic qualification PGCE / QTS 	<ul style="list-style-type: none"> Higher degree 	Application DCSF No. Certificates
Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development relevant to the post 	<ul style="list-style-type: none"> Ability to identify own professional development needs 	Application
Experience	<ul style="list-style-type: none"> Successful teaching of Sociology across all Key Stages Planning of lessons / schemes of work in line with the demands of an examination syllabus Evidence of raising student attainment in subject Assessment of students across all key stages 	<ul style="list-style-type: none"> Contribution to extra-curricular activities 	Application Form Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> Excellent subject knowledge Ability to inspire, enthuse and motivate students The ability to reflect constructively on the effectiveness of a lesson Ability to use a variety of teaching strategies to raise attainment Effective interpersonal skills Excellent written and verbal communication skills Good ICT skills Knowledge of best pedagogic practice and strategies to improve teaching and learning Awareness of curriculum development issues for the subject Experience of using data to help improve performance 		Lesson observation Application Interview Reference
Personal Qualities	<ul style="list-style-type: none"> A commitment to securing the best opportunities for all students High standards and expectations of self and others An ability to reflect on own professional practice Integrity, loyalty and commitment Strong intellect, energy and an innovative and positive approach to opportunities and challenges The capacity to inspire confidence in parents and students and to work collaboratively with colleagues 	<ul style="list-style-type: none"> Willingness to contribute to extra-curricular activities 	Application Interview Reference

The Sociology Department

The department is seeking to appoint an outstanding teacher of Sociology. The successful candidate will inspire curiosity and passion for Sociology whilst delivering a curriculum in which students flourish and progress to their full potential.

Sociology is an extremely popular subject, attracting on average at least 3 groups at GCSE and 2 groups at A Level, and boasts consistently impressive examination results. In 2018 the results were as follows:

At GCSE there was a 100% pass rate with 69% of students gaining A* to C grades and 20% of those grades being A*/A.

At A Level the pass rate was 100% with 83% of grades being at A* to C and 16% of grades being A*/A.

Students thoroughly enjoy studying the society around them and are taught using a variety of learning methods in their lessons, including group work, debate, independent learning projects and guided reading.

The Sociology Department consists of a range of supportive and dedicated teachers. The successful candidate will be joining a thriving and well-resourced department that has a strong focus on maximising achievement.

This is an exciting opportunity for an experienced teacher or an NQT. The school has a comprehensive NQT induction programme and numerous CPD opportunities available to all teaching staff.

Our ideal candidate will:

- Be an enthusiastic and innovative teacher of Sociology
- Be a dedicated team player, willing to share resources across the department
- Demonstrate evidence of raising attainment and developing excellence
- Have the ability to help develop pedagogy across the Sociology curriculum area

Notes to Applicants

In line with our recruitment policy and for the protection of our students, the successful candidate will be subject to an enhanced DBS disclosure. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Applicants must be eligible to work in the UK.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce which reflects the nature of our school community.

Your written application:

We hope that after reading the information pack you will want to apply for the post advertised.

An application form can be downloaded from the School's website: www.chsg.org.uk. Please also complete and return the disclosure and equal opportunities monitoring forms which are attached to the application form.

Applications should be emailed to swillard1@suttonmail.org

Closing date: noon Wednesday 26th June 2019

Interviews: TBC

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

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 our schools websites: www.chsg.org.uk