



www.nonsuchschool.org

Recruitment Pack

SIXTH FORM MENTOR

(Gap Year Opportunity)

May 2023



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

CONTENTS

Welcome from the Headteacher	3
Our Trust	4-5
Our School	6-7
Our Leadership Team	8-9
Our Sixth Form Team	10-11
Our Pastoral Support Team	12-13
Our Commitment to You	14
The Opportunity	15
Job Description	16-17
Person Specification	18
Application Process	19



WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the post of Sixth Form Mentor at Nonsuch High School for Girls (NHSG).

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

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

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 2022 saw GCSE results where 68.5% of grades were at 9-8 and 87% of all grades were 9-7. 99.1% of all grades attained grade 5 or above. At A-Level students achieved 34.5% A* and 64.9% 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 21st 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

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 SIXTH FORM TEAM

The Sixth Form team is lead by Hannah Johns, Assistant Head, and comprises:

- Head of Year 12
- Head of Year 13
- Assistant Head of Year who oversees the transition programme which supports students as they move into sixth form
- Sixth Form Administrator who oversees attendance and the UCAS application process amongst every other aspect of sixth form life
- Careers Coordinator who works across the school but a large part of the role involves Higher Education and work experience support
- EPQ and Oxbridge Coordinators provide vital support for our post-16 curriculum
- Independent Study Supervisor, who is on hand every morning to ensure that students work in silence in the upper sixth form study area each morning
- Sixth Form Mentor – new role

The Sixth Form is made up of students who joined the school lower down, alongside 60 students who join the Sixth Form each year, from other schools. All students aspire to continue studying into Higher Education or to undertake higher level apprenticeships.

Resources and dedicated spaces

We are very fortunate to have dedicated study spaces for our large sixth form of around 450 students. When not in lessons students may study in our two dedicated study areas (sixth form study area ground floor and upper floor); the library; library IT suite; sixth form classrooms. In addition, there is a sixth form wellbeing space which provides a quite space when needed.

The role of the Sixth Form Mentor within the team

We require a Sixth Form Mentor to support the sixth form team by being a “first responder” when issues arise. The Sixth Form Mentor will be available all day in the study areas to work with students on either a 1:1 basis or in small groups. Students often require support with organisation, revision techniques, advice on how to get started and manage their time. The Mentor will also support students who require extra literacy support or who have special educational needs. We want you to succeed and will do all we can to keep you supported throughout your time here. The team work closely and collaboratively together – no-one is left to their own resources.



PASTORAL SUPPORT TEAM

Pastoral Structures and Resources:

At Nonsuch we are proud of our tradition of educating the whole person. We believe that engagement with the wider world and local community, leadership and mentoring opportunities, participation in our House Competition events and extra-curricular clubs all foster a sense of purpose, belonging and identity that promote well-being. We encourage and reward the values of positivity, respect, integrity, courage and endeavour. We want our students to engage with their local and wider community in the belief that they can make a difference.

Our well-being strategy has three key strands:

1. Participation and community
2. Responsive care
3. Education

Full details on our three strands can be found on our school website.

Wellbeing and Responsive Care:

The responsive strand of our well-being strategy is through our awareness-raising of the continuum of mental health. We have worked closely with the mental health charity Place2Be. Members of staff across the Girls' Learning Trust have undertaken training to become "Mental Health Champions." Attachment theory underpins the training and informs our approaches in all areas. In addition, we link with the Anna Freud Centre who provide training for adults, advice for parents and support for young people.

The form tutor is the central point of contact for every student and provides the crucial link between home and school. All tutor groups in the lower school are also allocated Sixth Form "form leaders" who help with the care and development of our students. Tutors are supported by the Head of Year who also works within a broader team responsible for taking charge of pastoral care within school.

- We have a **School Counsellor** who offers sensitive support and guidance to students who require it.
- Her role is supplemented by **Child Well-being Practitioners (CWP)** who can offer small group sessions of support.
- The **School Nurse** provides confidential advice and support.
- Our **SEND coordinator (SENDCo)**, supported by our **Deputy SENDCo**, works with girls who have special educational needs and disabilities to ensure that provision is made for these students in order that they can access all aspects of the curriculum.
- The Pastoral Support Officer is on hand each day to respond to the needs of students and is the “first responder” for those who present as struggling emotionally
- We also have an **Emotional Literacy Support Assistant (ELSA)** to support our students.
- We are part of a pilot where schools have an **attached social worker**.
- We deploy our Mental Health Champions among our staff to provide drop-in support for students).

Peer Support:

Some students are trained as:

- Peer Mentors – whose role is to support younger students
- Form Leaders – who support PSHE provision, organisation, in tutor groups in the lower school

Our students are also supported by our well-established LGBTQ+ support group and student CARE council (Champions of Anti-Racism and Equality) with link staff for each group and CARE sub-strands of Communication, Allyship and Reporting, Curriculum and Events.

Pastoral Support Structure:

The purpose of the Head of Year team is to work collaboratively to support the students in terms of their academic progress and social and emotional well-being. This ensures that all students in the year group experience high quality teaching and learning and maintain high standards of student conduct and achievement. The pastoral team consists of a Head of Year (HOY) who is responsible to a member of the Senior Leadership Team (SLT) and the Assistant Head of Year (AHOY) who is responsible to the HOY and a team of tutors.

Years 7-11

- Deputy Head Pastoral (DHP) – member of the Senior Leadership Team (SLT)
- Heads of Year 7-11 (HOY)
- Assistant Head of Year bulge year group
- Tutors (Teams: Year 7; Years 8-9; Years 10-11)
- Pastoral Team administrator

Whole School

- Designated Safeguarding Lead (DSL) and Deputy DSLs
- Special Needs and Disabilities Coordinator (SENDCo)
- Deputy SENDCo
- Pastoral Support Officer

OUR COMMITMENT TO YOU

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

The Sixth Form Mentor will be the welcoming face of the Sixth Form. All students go on to Higher Education or higher-level apprenticeships. You will support young people in their transition to sixth form and then in their transition to their post-18 pathways. You will be able to make a difference on a daily basis. The role contributes to the creation of a safe and welcoming environment and supports the school values of Positivity, Respect, Integrity, Courage and Endeavour. You join a highly skilled and dedicated sixth form team to ensure the school meets its core aim of empowering its young people to take their rightful place centre stage and to thrive in life-long learning.

JOB DESCRIPTION

Job Title	Sixth Form Mentor
Reporting To	Assistant Head, Head of Sixth Form
Salary Scale	GLT Range 1 (£20,453 FTE) pro rata <u>Actual salary:</u> £14,983 (for period from 4 th Sept 2023 to 19 th July 2024)
Hours	35 hours Monday - Friday 08.30 – 16.30 (one hour for lunch)
Type of contract	Fixed term – one year
Type of post	This is a support staff post, supporting the Sixth Form team

Main Purpose of the role

To support young people in their transition to sixth form and then in their transition to their post-18 pathways.

Specific responsibilities:

- To act as “first responder” to any issues that arise within the sixth form
- To mentor students 1:1 or in small groups to assist with organisation, preparedness, independent learning, research and revision skills, university or careers applications
- To provide support for students with special educational needs or who require support to boost their levels of literacy
- To supervise the students in the school premises and may include ancillary associated duties ensuring the maintenance of good order and discipline
- To secure the safety, welfare and good conduct of students during study periods in accordance with the practices and procedures of the School’s code of conduct
- To supervise sixth formers during private study periods to ensure a calm, purposeful working atmosphere
- To have oversight of the well-being room and attend to any students who require short term use of that space
- To communicate with parents as required to provide progress updates
- To be aware of, and comply with, relevant legislation and codes of practice, particularly the Health and Safety at Work Act.
- To assist in such duties and activities relating to the general administration and control of the school as the Governors and the Head Teacher shall from time to time reasonably require.

General

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be an ambassador for the School's 'Culture & Ethos' Policy, promoting the School Values; be a member of the House System.
- Participate in training and other learning activities as required.
- Attend and participate in regular meetings as required.
- Respect confidentiality at all times.
- Respond to all reasonable requests from the Head.

PERSON SPECIFICATION

Area	Essential	Desirable	Method of Assessment
Qualification	<ul style="list-style-type: none"> A-Level or equivalent- gap year student 		Certificates
Experience	<ul style="list-style-type: none"> Interest and enthusiasm for helping 16-18-year-old learners 	<ul style="list-style-type: none"> Experience of working with or volunteering with children and young adults 	Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> Strong organisational skills Ability to communicate effectively across the whole school community Wide range of interest in academic subjects IT skills 		Application Interview Reference Tasks
Personal Qualities	<ul style="list-style-type: none"> Ability to work effectively in a team and be a proactive team member Enthusiastic with a “can do” attitude Flexible and adaptable to changing needs and priorities Positive, even tempered and calm under pressure Able to maintain confidentiality and discretion Professional appearance Good timekeeper Sense of humour 		Application Interview Reference Tasks

APPLICATION PROCESS

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

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

Closing Date

Applications must be received by no later than **Tuesday, 13th June 2023 @ 9 a.m.**

Interviews

Interviews will take place on: **Wednesday, 21st June 2023**



 Girls' Learning Trust

www.girlslearningtrust.org