



NONSUCH HIGH SCHOOL FOR GIRLS



Teacher of Computer Science

Full Time

Application Pack



Girls' Learning Trust

NONSUCH HIGH SCHOOL FOR GIRLS

Headteacher: Ms A Cavilla BA, DipEd

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Dear Candidate

Thank you for your interest in the position of Teacher of Computer Science 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.

This is an exciting opportunity for an inspiring teacher of Computer Science to join a department which has a good uptake at GCSE and a well-established A-Level course, supported by strong emphasis on STEM subjects in the school.

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



Girls' Learning Trust, a charitable company limited by guarantee registered in England and Wales with the company number 07627961
Registered Office: Ewell Road, Cheam, Surrey SM3 8AB

Information for Applicants

Girls' Learning Trust

The Girls' Learning Trust (GLT) was formed in September 2015 and consists of three successful and high-performing girls' schools: Nonsuch High School for Girls, Wallington High School for Girls and Carshalton High School for Girls. All three schools are located in the London Borough of Sutton.

As the only all-girls multi academy trust in the UK, we have 4,500 students and over 400 staff; our aim is to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures.

Working in GLT schools

Staff are our most valued asset and we aim to support them both in their current roles and to develop them for their future careers. Working alongside the teaching staff, we have a skilled support staff team who perform vital roles within the school. Continued professional development plays an important role in ensuring that the quality of teaching is very high in the school. There are many opportunities for cross-Trust professional development, with staff from all three schools working collaboratively on research and teaching projects in many areas. We have a GLT professional development conference each year for all our staff and run an exciting and innovative 'Empowering Teacher' programme across the Trust.

Other benefits the GLT can offer include:

- A culture of promoting GLT staff within and across our Trust - we have an excellent record of developing outstanding teachers and preparing staff for senior leadership.
- Outer-London salary scales with easy access to central London
- Extensive parking on-site for free
- Access to Workplace Options scheme, for confidential and independent employment advice
- Access to sports facilities
- A two-week October half-term break
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS)
- Childcare Vouchers

Staff Workload and Wellbeing at NHSG

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 3 data drops per year
 - an assessment and marking policy that is not onerous
 - a clear KS3 assessment framework that prioritises subject specific assessment practice
- 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
 - A vibrant staff association that organises regular staff socials
 - 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
- Support
 - 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 station which means our large staff room can be work station free
- A commitment to staff development
 - CPD programmes, which are based both in school and across the wider Trust, tailored to individual aspirations – including “Mental Health Champion training”; “Empowering Teacher Programme”; elective CPD and working parties; “PED TALKS” informal teaching and learning discussions; middle and senior leader conferences; ECT induction
 - 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

For more information on the school and the Girls’ Learning Trust, please click on the following links:

Nonsuch High School for Girls www.nonsuchschool.org

Girls’ Learning Trust www.nonsuchschool.org/321/welcome-from-the-ceo



Nonsuch High School for Girls

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. The summer 2019 GCSE results of 66.8% 9-8, 85.5% 9-7 and a progress 8 score of 1.04 place Nonsuch in the top 2% of schools nationally in terms of value-added progress. At A-Level students achieved 22% A* and 55% A*-A grades - again placing the school amongst the highest performing schools nationally. Please see our 2020 and 2021 results on the [school website](#).

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, 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 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.



Computer Science Department

Welcome to the Computer Science Department.

We aim to give all our students a Computer Science experience which develops their logical thinking and problem solving skills, encourages creativity and provides challenge, backed up with knowledge and technical expertise which will equip them to understand, thrive in and ultimately change the world.

We hope and expect to inspire, encourage and enable many students to opt for rigorous academic qualifications leading into successful Computer Science careers.

Staffing

Computer Science lessons are taught by specialist teachers who are enthusiastic about Computing and work together to share their love of the subject with the students. The department has a collaborative atmosphere with all members of the department contributing to the schemes of work, digital lessons and in preparing assessment tasks.

Facilities

Computer Science is taught in dedicated computer suites with up-to-date, well supported equipment. All Computer Science lessons are delivered in IT rooms with no students needing to share computers.

The Curriculum

We have developed a curriculum which provides considerable variety yet an overall well-focussed path leading from one key stage to the next. The overall drive is unashamedly academic, yet the teaching strategy is largely practical. We do not offer any technical level qualifications.

Key Stage 3

Throughout Key Stage 3, all students receive one hour of Computer Science per week. The programme of study is divided into units lasting around half a term. Although we support students in developing their digital literacy, we have removed most aspects of legacy 'ICT' from our curriculum. Students learn to program using increasingly sophisticated environments, including Scratch, Flowol, HTML/CSS, Small Basic, Python and Visual Basic. The units all develop students' problem-solving skills: we aim to provide challenges and support students as they develop individual solutions. We expect students to compare and contrast these different environments and gain an appreciation of the fundamentals they share.

Mindful that not all students will choose to take a GCSE qualification, we also study spreadsheets, databases, systems and web applications to a level we expect to be advantageous to any future student or professional.

Key Stage 4

We have two GCSE Computer Science classes per year. Students receive two hours of Computer Science per week. We study the AQA GCSE Computer Science syllabus, using VB.net as the main programming language. As well as completing increasingly sophisticated programming challenges, students are introduced to theory topics and are frequently required to complete theory homework tasks to develop their theoretical understanding further. We set class tests, using GCSE exam questions, from early on in the course.

Key Stage 5

We have taught A-Level Computer Science (and previously Computing) for ten years, so we have a well-developed curriculum.

We currently have one A-Level class in each year, with uptake ranging from 11 to 18 students in recent years. We expect to attract more students to opt for this valuable subject as the larger GCSE cohorts come through from KS4. Students study the AQA A-Level specification, with accreditation at the end of year 13.

Our chosen A-Level programming language for Paper 1 is C#, which develops nicely from our students' familiarity with VB from GCSE. Students can choose to develop their unit 3 NEA project in any language but we encourage them to use C#.

Student Support

Students have access to a wide range of support materials via our FROG MLE, with particular enrichment and support of the KS5 programme through textbooks and other resources. Teaching staff are responsible for updating resources on FROG.

Other Activities

Students can join a Friday lunchtime coding club: this is largely run by sixth form students. Competitions have become popular: students have successfully taken part in BEBRAS, the British Informatics Olympiad and Cyber Challenge UK.



Person Specification

Teacher of Computer Science

Area	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> Good Honours Degree, studying or already holding PGCE / QTS 	<ul style="list-style-type: none"> Higher degree 	Application DfE. 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"> If experienced, successful teaching of Computer Science in at least two key stages and evidence of raising student attainment If an Early Career Teacher, experience of teaching and assessment of at least 2 key stages Planning of lessons / schemes of work in line with the demands of an examination syllabus 	<ul style="list-style-type: none"> Contribution to extra-curricular activities Experience of teaching A level if experienced Knowledge of KS5 curriculum for Computer Science if ECT 	Application Form Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> Excellent subject knowledge The ability to motivate learners and colleagues The ability to reflect constructively on the effectiveness of a lesson Ability to use AFL strategies to raise attainment Effective interpersonal and communication skills High level literacy skills Efficient time management and organisational skills Knowledge of best pedagogic practice and strategies to improve teaching and learning Awareness of curriculum development issues for Computer Science Excellent IT skills and clear ideas about how IT can support learning Ability to discuss Computer Science and aspects of programming using accurate technical 	<ul style="list-style-type: none"> Knowledge of current research in Computer Science and ability to link it to relevant areas of the curriculum Ability to answer A-Level examination questions 	Lesson observation Application Interview Reference

	<p>language, appropriate to the audience's age and experience.</p> <ul style="list-style-type: none"> • Ability to program using the techniques, structures and methodologies appropriate to exam specifications 		
Personal Qualities	<ul style="list-style-type: none"> • A commitment to securing the best opportunities for all students • A commitment to the safety and well-being of every student • 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 • Sense of humour and enthusiasm • Good team player 	<ul style="list-style-type: none"> • A love for Computer Science which ignites a passion for the subject in students. 	<p>Application</p> <p>Interview</p> <p>Reference</p>



Job Description

Standard Scale Teacher

Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of students as a teacher/ Form Tutor.
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of students' attainment.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Reporting to: Head of Department

Responsible for: The provision of a full learning experience and support for students.

Liaising with: Head/Deputies, teaching/support staff/external agencies and parents

MAIN DUTIES

Operational/ Strategic Planning

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

Curriculum:

- Assist the Head of Department to ensure that the department provides a range of teaching which complements the school's strategic objectives.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's development plan.

Staff Development:

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue personal development in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Appraisal programme.
- Work as a member of a designated team to contribute positively to effective working relations within the school.

Quality Assurance:

- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures and to seek/implement modification and improvement where required.
- Review from time to time methods of teaching and programmes of work.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information:

- Maintain appropriate records and provide relevant accurate and up-to-date information for SIMs, registers, etc.
- Track pupil progress and use information to inform teaching and learning.

Communications:

- Communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- Follow agreed policies for communications in school.

Marketing and Liaison:

- Take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.

Management of Resources:

- Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the school, department and the students.

Pastoral System:

- Be familiar with the Trust Safeguarding and Child Protection Policy and to report concerns to the Designated Safeguarding Lead.
- Adhere to the Behaviour for Learning Policy so that effective learning can take place.
- Be a Form Tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Head of Year to ensure the implementation of the school's pastoral curriculum.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Evaluate and monitor the progress of students and keep up-to-date pupil records as may be required.
- Contribute to the preparation of Action Plans and other reports.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- Contribute to PSHE, citizenship, enterprise and other cross-curricular initiatives according to school policy

Teaching:

- Undertake a designated programme of teaching, including the setting and marking of work, and ensure a high quality learning experience for students using a variety of teaching methods.
- Assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Prepare and update subject materials.
- Maintain discipline, model positive behaviours and promote the personal development of students in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, engagement and participation as well as high standards of work and homework.

Other Specific Duties:

- Play a full part in the life of the school community, to support its distinctive mission, ethos and school policies and to encourage staff and students to follow this example.
- Support the school in meeting its legal requirements for worship.
- Promote actively the school's corporate policies.
- Continue personal professional development as agreed.
- Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- Undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and 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 Head to reflect or anticipate changes in the job which are commensurate with the salary and job title.



Application process

Applications should be emailed to vacancies@nonsuchschool.org

Closing date: **Friday 1st July 2022 @ 9 a.m.**

We reserve the right to close early should the right candidate be found.

Interview date: **To be confirmed**

PLEASE NOTE

The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of his/her induction. If you are shortlisted, we will take up references prior to your interview unless otherwise specified.

For your convenience our specimen contracts can be viewed on the vacancy page of the school website. 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 school website:

<http://www.nonsuchschool.org/39/policies>

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.