



Carshalton High School for Girls



Teacher of Music



Contents

Letter from the Headteacher	3
Information about Girl's Learning Trust	4 - 5
Staff Workload and Wellbeing at Carshalton High School for Girls	6 - 8
Job Description	9 - 11
Person Specification	12
Department Description	13
Notes to applicants	14



West Street, Carshalton, Surrey, SM5 2QX

January 2021

Dear Candidate

Thank you for your interest in the position of Teacher of Music at Carshalton High School for Girls.

We are an all-girls' secondary school located in Carshalton in the London Borough of Sutton. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

At CHSG our vision is to be

A centre that is fearless in its commitment to excellence

A safe, inclusive learning community where staff and students thrive

Securing high achievement and the wellbeing of students is at the heart of everything we do. Excellent teaching, a 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 met and each girl maximises her success.

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

I am seeking to appoint an experienced and highly effective teacher to support me in the next phase of the school's development. I need someone who is motivated; a self-starter who has bundles of enthusiasm, a good sense of humour and a passion for working with young people in an all-girls environment.

I hope after reading this pack you are interested in joining our dynamic school and CHSG team.

We very much look forward to receiving your application.

Yours faithfully,

Maurice Devenney
Headteacher

Girls' Learning Trust (GLT)

Message from Jen Smith, 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.

Jen Smith, CEO

Staff Workload and Wellbeing at CHSG

Staff are our most valued asset and we place a high emphasis on staff wellbeing and professional development. To support staff we offer the following:

Workload

Teaching and Learning

- No requirement to write lesson plans for observations
- No nonsense differentiation – everyone teaches to the top with some students requiring more support than others
- No graded observations, no need to put on a show: observers want to see a typical lesson
- No observations of new staff until after half-term
- All SLT teach including the Headteacher
- New Assessment Policy: Feedback for one audience, no tick and flick, revised marking scrutiny
- Easy access to SEN register with clear practical support strategies updated termly
- Combined school diary and Planner for ease of planning. Calendar organised in advance to aid planning

Meetings and Data

- Meetings and Data drops spread across the calendar using the same data for different audiences with a maximum of 3 data drops per year group per year
- Reduced meetings before external examinations
- Succinct briefing creating a positive start to the working week
- School events and meetings held on the same nights to aid with organisation
- Clear and transparent directed time (adhering to the 1265 time limit) with daily directed time ending at 3.20pm
- No kudos given for working extra hours just for the sake of it. Staff encouraged to have a life. School closes at 5.30 every night.
- No written subject reports

Facilities and IT

- Staff-only IT facilities, away from the classroom to allow for effective use of planning and marking time.
- Reduction in 'all staff' and 'reply to all' email culture with no expectation to respond to emails in the evenings or at weekends
- Cpoms for ease of reporting and recording welfare and safeguarding concerns
- Easy access login with single sign on and swipe pass log on photocopier, on site IT support and reprographics assistant.

Training and Career Development

- Regular department CPD to support individual needs and incorporate shared planning and shared resource development. Tailored CPD programme for support staff.
- Comprehensive new staff and NQT training, induction and support
- Optional Teach-meet sessions to develop pedagogy
- Sharing good practise optimised in meetings

- CPD and Meetings finish by 4pm
- Personalised support plan for staff when required
- Performance Development targets tailored to individual needs
- Cross Trust opportunities to develop expertise
- In-house experts on teaching and learning to help and support
- Opportunities for Leadership development and promotion including a Middle Leader induction programme

Behaviour

- High expectation of behaviour and a culture of a clear consistent approach to reinforcing it
- Clear and transparent behaviour policy
- SLT on daily lunch duty to ensure no behaviour continues from lunch into lessons
- Student Support team provide targeted support
- Each year group has Assistant Head of Year and SLT working alongside the Head of Year to improve standards of behaviour
- Centralised late procedure and detentions

Health and Social

Health

- A clear, consistent, fair staff absentee policy
- Certified medical and personal illness absence - no need for cover to be set
- Workplace Options and Occupational Health (available on request)
- Confidentiality around personal leave
- Wellbeing feature in the Weekly Bulletin
- Designated non-SLT wellbeing Lead (Helen Holmes)
- Wellbeing dog (in training)
- Wellbeing task force (made up of CHSG staff) creating a strategic school plan
- Wellbeing weeks to encourage staff to think about self (no meetings on these weeks)
- Recognition, praise and thanks for going above and beyond including 'Red Letter Days' from students and 'Secret Buddy' from colleagues
- Training of Mental Health Champions to support staff and students.
- Wellbeing Task force creating a strategic school plan working alongside the GLT wellbeing group
- Late starts after Secondary Transfer Evening and major holidays
- Catering company in the canteen meeting a wide variety of dietary requirements

Social

- Christmas, Easter and Summer staff social events as well as half-termly coffee mornings
- Staff association organises formal opportunities to socialise at Christmas and summer
- Informal social opportunities within the PE department with Fun Friday and Running club
- Annual whole school picnic /big conversation
- Staff room facilities available
- Birthday, wedding and new baby cards given to staff

General

- No blame culture in the School. Supportive colleagues with good staff working relationships and an open door policy to a supportive Middle and Senior Leadership team.
- No top down approach to management – transparent at all times with staff feedback taken on-board
- Annual wellbeing staff meeting and annual audit

More information on the school can be found at our website:

www.chsg.org.uk

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 DFE 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 Music 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 • Good piano and music keyboard skills would be highly desirable but are not essential • Willing to offer to the extra-curricular music activities across school • Ability to teach Music Technology is desirable 	<ul style="list-style-type: none"> • Willingness to contribute to extra-curricular activities 	Application Interview Reference

The Music Department

The CHSG Music Department is based in a brand new building with four practice rooms with excellent facilities, and iMacs and Macbooks in both main classrooms. Students are encouraged to use the facilities at breaks, lunchtimes and after school to develop their musical skills and complete coursework.

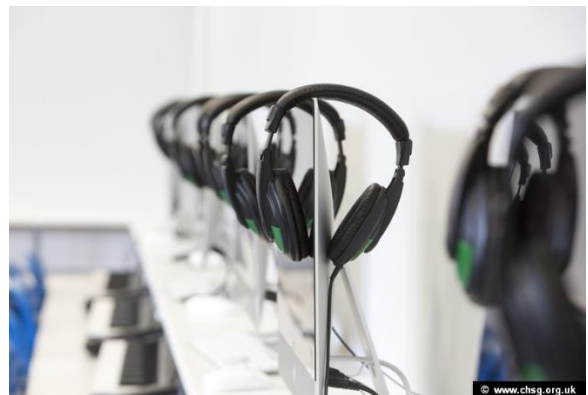
Music students are enthusiastic in both their classroom study, but also their involvement in extra-curricular activities. There is an extensive and thriving extra-curricular timetable for pupils to engage with. Some of the ensembles include ukulele group, whole school choir, KS3 Chamber Choir, Music Technology Club, a small orchestral ensemble and many more.

Each year the department collaborates with the Drama department to produce a whole school musical which most recently was 'Legally Blonde'. Peripatetic lessons are popular and the uptake of additional instrumental, DJ and vocal lessons are heavily subscribed. There are a number of workshops and concerts run by the department, with the potential for tours in the future. The annual winter and summer concerts are extremely popular and allow students to showcase their talents to parents, peers. There are a number of informal concerts that are created by the pupils and this includes our Music Scholars Concerts.

As part of the music scholarship, pupils are encouraged to undertake the Arts Award and this is something to be developed as the scholarship progresses. This has proved to be a very popular programme and is due to grow too.

The department currently has a number of KS4 GCSE Music classes in Year 9, 10 and 11, as well as offering the BTEC in Music in Year 10. Year 9 and Year 10 are following the Eduqas GCSE qualification. A KS5 provision has been implemented this year following the Eduqas A Level course. At KS3 pupils receive 2 hours of classroom music per fortnight and topics include vocal traditions, band skills and music technology.

We are a busy and successful Music department that is determined to provide excellence: everywhere, every day at CHSG.



Application Process

Applications should be emailed to Sam Willard, Head's PA/HR Officer swillard@carshaltongirls.org.uk

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

Closing date: **Noon on Monday 25th January 2021**

Selection Process

The interviews will take place on a date and time to be confirmed.

Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found. Due to COVID19 and social distancing requirements all interviews will take place online.

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: www.chsg.org.uk

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.