



# NONSUCH HIGH SCHOOL FOR GIRLS



**Teacher of English** (Full time OR Part time)

**Maternity Cover**

**Application Pack**

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Girls' Learning Trust

# NONSUCH HIGH SCHOOL FOR GIRLS

Headteacher: Ms A Cavilla BA, DipEd

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3 February 2022

Dear Candidate

Thank you for your interest in the position of full or part time Teacher of English (maternity cover) at Nonsuch High School for Girls (NHSG). In the event that a part time post better suits an applicant, this may be managed as a job share with current staff for the duration of the maternity leave.

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 English to join a department which has excellent uptake at GCSE and A Level and a strong record of success in public examinations. Many students go on to study English or related degree courses at university.

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

## Information for Applicants

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### **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](http://www.nonsuchschool.org)

Girls’ Learning Trust [www.nonsuchschool.org/321/welcome-from-the-ceo](http://www.nonsuchschool.org/321/welcome-from-the-ceo)



# Nonsuch High School for Girls

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## Our school

Nonsuch is a highly successful and selective grammar school for girls aged between 11 and 18 years. Opened in May 1938 and standing in 22 acres of beautiful grounds on the edge of Nonsuch Park, we aim to provide a caring, happy and stimulating environment in which students can attain the highest levels of academic and personal achievement. Teachers and support staff joining Nonsuch comment on the excellent behaviour and positive attitude to learning of our students and on the warm and co-operative relationships between staff.

Attainment and achievement at Nonsuch are excellent. 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 21<sup>st</sup> 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.



# The English Department

Taught by a talented, experienced and highly qualified department of nine, English at Nonsuch is a thriving and popular subject. Passionate about their subject, our teachers educate well beyond the assessed syllabus, inspiring in students a culture of creative scholarliness. Stimulating lessons are taught to the highest level in a broad, imaginative and developing curriculum. We encourage our students to approach English lessons with a curious and questioning mind, to consider how authors craft texts to convey meaning to the reader, and to write with sophistication and creativity.

In the English department we teach the AQA English Literature (8702) and the English Language (8700) syllabus at GCSE. For Literature we teach a range of Shakespeare texts and nineteenth century novels, modern prose and drama and the *Power and Conflict* AQA poetry anthology. For Language we teach the skills of narrative and descriptive writing as well as the ability to analyse unseen non-fiction. At A Level we teach the AQA Specification A English Literature Option B syllabus. The core set texts are: *Othello*, *The Handmaid's Tale*, *The Great Gatsby*, *A Streetcar Named Desire* and *Feminine Gospels*.

Our examination results in June 2019 were as follows:

A Level	
A*	12.5%
A*-A	56.3%
A*-B	75%
A*-C	96.9%

GCSE English Language	
Grade 9	29.1%
Grades 9-8	59.2%
Grades 9-7	81.6%
Grades 9-5	100%

GCSE English Literature	
Grade 9	36.9%
Grades 9-8	66.5%
Grades 9-7	85.5%
Grades 9-5	100%

Please see our 2020 and 2021 results on the [school website](#).

The Department is housed in five dedicated classrooms with a departmental office, ante-room and book cupboard. The department is well-resourced with a variety of texts and audio-visual equipment, and teachers may book the Library or the school's IT rooms for class work. The classrooms have whiteboards, ceiling mounted projectors and speakers.

Our timetable is spread over two weeks. At Key Stage 3, students have six (one hour) lessons every fortnight and are taught in mixed ability form groups. At Key Stage 4 there is some element of setting and students have 8 (one hour) lessons per fortnight. At Key Stage 5 students receive 10 hours of tuition per fortnight and are taught by two teachers. Every year a considerable number of students take English as their chosen degree course. We offer an ambitious programme of enrichment and encourage students to enter university essay prizes. We were most proud that a former student won the Thomas Campion Peterhouse Prize (Cambridge University) with her essay ***What effects do novelists achieve through the manipulation of time?*** The department has also successfully assisted candidates in their applications to many Oxbridge colleges and Russell Group Universities, through helping with personal statements and providing dedicated English university preparation workshops.

Extra-curricular activities form an important part of the department's work and these include theatre visits, Junior and Senior Debating Societies, Senior Book Club, the Wordsmiths Creative Writing club, Years 7 and 8 Help Club, LitSoc for sixth form students to stimulate wider reading, and the *Nonsuch Literary Review*. In addition, we regularly invite authors to visit, with our highlights in recent years including Simon Armitage, Frieda Hughes and Michael Frayn.

01/22





# Person Specification

## Teacher of English

Area	Essential	Desirable	Method of Assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>A strong academic background and a good Honours Degree, PGCE/QTS</li> </ul>	<ul style="list-style-type: none"> <li>Higher degree</li> </ul>	Application DfE Certificates
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development relevant to the post</li> </ul>	<ul style="list-style-type: none"> <li>Ability to identify own professional development needs</li> </ul>	Application
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching of English</li> <li>Planning of lessons / schemes of work in line with the demands of an examination syllabus</li> <li>Evidence of raising student attainment in English through innovative practice</li> <li>Assessment of students across all key stages</li> <li>A willingness to contribute to extra-curricular activities and trips</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching across three key stages</li> </ul>	Application Form Interview Reference
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Excellent subject knowledge</li> <li>Ability to enthuse and motivate learners</li> <li>The ability to reflect constructively on the effectiveness of a lesson</li> <li>Ability to use AFL strategies to raise attainment</li> <li>Effective interpersonal and communication skills</li> <li>Excellent written and spoken English</li> <li>Good ICT skills</li> <li>First class organisational and administration skills</li> </ul>	<ul style="list-style-type: none"> <li>Enthusiasm for developing a wide range of literacy skills</li> <li>Knowledge of current research in English teaching</li> </ul>	Lesson observation  Application  Interview  Reference
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>A commitment to securing the best opportunities for all students</li> <li>High standards and expectations of self and others</li> <li>Integrity, loyalty and commitment</li> <li>Strong intellect, energy and an innovative and positive approach to opportunities and challenges</li> <li>The capacity to inspire confidence in parents and students and to work collaboratively with colleagues</li> <li>The ability to work effectively as a member of a team, to show initiative and imagination</li> <li>To be able to relate well to people on all levels</li> <li>Efficiency and reliability</li> <li>Committed to safeguarding and well-being of children and young people</li> </ul>		Application   Interview   Reference



# Job Description

## Standard Scale Teacher

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### **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

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Applications should be emailed to [vacancies@nonsuchschool.org](mailto:vacancies@nonsuchschool.org)

**Closing date:** **Friday, 25<sup>th</sup> February 2022 @ 9 a.m.**

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

**Interviews:** **Thursday, 3<sup>rd</sup> March 2022**

## **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.