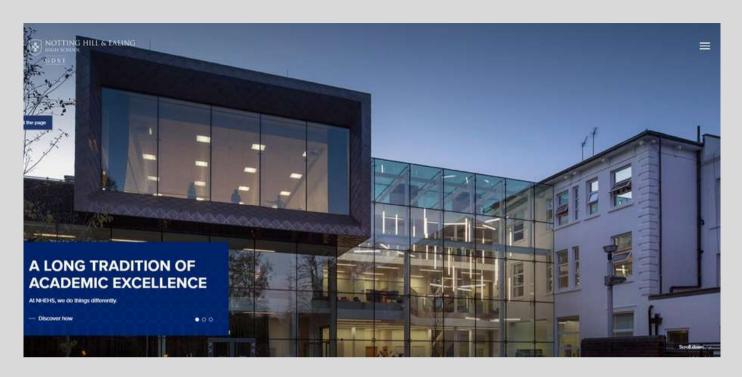


# **Head of Junior School: Appointment**

For September 2021







# **About Notting Hill & Ealing High School**

Notting Hill & Ealing High School is one of London's leading independent girls' day schools. Founded in 1873 it is the oldest of the 25 schools which make up the Girls' Day School Trust (GDST) having begun life in Notting Hill and moved to Ealing in 1930. We are an all through school (ages 4-18). Around 300 girls in the Junior School and 600 in the Senior School, including 150 in the Sixth Form, make up a friendly and welcoming community.

The Junior and Senior Schools occupy their own parts of the site and in day-to-day terms operate independently. The School is located in suburban, leafy, West Ealing with excellent transport links (easy walk or bus ride from Ealing Broadway or West Ealing stations; on the District and Central underground lines, mainline trains and Crossrail).

The school is oversubscribed and a very popular choice at all ages with girls joining us from most parts of West London as well as areas further afield.

NHEHS is an academically selective school. Our girls are ambitious, bright, enthusiastic and eager to learn. In our latest ISI inspection we achieved the highest possible grades across the board and the inspectors noted that 'the quality of the pupils' achievements and learning is exceptional'.

Public examination results are consistently outstanding and girls go on to study a wide range of subjects at prestigious universities including Oxford and Cambridge. The school is highly regarded for the way it achieves its outstanding outcomes within a particularly warm and supportive environment, and pastoral care and achieving the best for every girl is at the heart of everything we do.

# **The Junior School**

The Junior School is a happy and successful community of pupils, parents and staff, working together to provide an environment in which girls' strengths are allowed to flourish.

We achieve consistently excellent outcomes for girls, reflected in the school being named as the Independent Preparatory school of the Year in 2018 by The Sunday Times Parent Power Survey.

Our girls achieve the highest academic standards at age 11 and almost all go on to the Senior School.



"Notting Hill and Ealing High School Junior School proves you can have both outstanding academic success and a relaxed, happy school where girls are encouraged to be individuals and to express themselves".

Alastair McCall, Editor, The Sunday Times Schools Guide, Parent Power.

# About the GDST

The Girls' Day School Trust (GDST) is a leading family of independent girls' schools in the UK, with 23 fee-paying schools and two academies. A registered charity, it has 19,000 students, 4,000 staff and a network of 70,000 alumnae. GDST schools share an ethos and heritage of girls-only education and are members of a unique network which adds value to each school, student and member of staff.

Networking opportunities with other teachers across the Trust enable staff to share best practice and develop initiatives that benefit all our schools and students. In addition to supporting the work of individual schools in supplying excellent induction and development opportunities for staff, the GDST network provides access to an extensive training programme.

This includes development opportunities (including a Middle Leaders' Development Programme and Aspiring Leaders Programme) and to grants for individual courses of study.



# **Educational Ethos**

From the earliest years, we focus on developing pupils' literacy and numeracy skills while making sure they have the freedom to discover a real love of learning. Lessons are interactive, stimulating and challenging, and outstanding teaching ensures that every child achieves at the very highest level. And, as an all-through school, we are able to offer girls the benefit of a rich and varied curriculum free of the need to prepare for 11+ tests.

Our integrated approach to the curriculum, which unites learning in several subjects around a common theme, helps girls develop a real depth of knowledge and builds confidence in key skills such as research, analysing results and interpreting and presenting information.





# The Curriculum



#### Reception (ages 4 & 5)

Our Early Years Foundation Stage curriculum encompasses seven Areas of Learning. This includes three 'prime' areas:

- Personal, Social and Emotional Development (PSED)
- Physical Development
- Communication and Language as well as four 'specific' areas:
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

During the Autumn term, there is an emphasis on PSED where girls learn to play together, to share, make friends and develop the skills they need for the rest of their lives. Girls also have the benefit of specialist teaching in PE and Music, and the opportunity to perform in the nativity production at the end of their first term. Each class teacher is supported by a teaching assistant.





# The Curriculum (continued)

#### KS<sub>1</sub>

Throughout Year 1 and 2 there is a strong emphasis on secure foundations, especially in literacy and numeracy. Right from the start, pupils become fully involved in their own learning, evaluating their work and taking increasing responsibility in achieving personal targets. However, the curriculum is a broad one with class teachers being responsible for teaching English, Maths, History, Geography, Art, Design and Technology, PHSCE and RE. Subject specialists teach Computing, Music, Science, Mandarin and Physical Education. Girls learn Mandarin from Year 1 onwards. From Year 2 they are able to learn French in extra-curricular clubs. Each class teacher is supported by a teaching assistant. Classroom learning is complemented by a rich programme of external visits, visitor sessions and workshops. More opportunities for learning about the world are provided by activities such as raising money for charity, being part of a performance or listening to a visitor speak in assembly.





#### KS2

Class teachers are responsible for teaching English, Maths, History, Geography, Art, Design and Technology, PHSCE and RE. Subject specialists teach, Computing, Science, Music, Mandarin and Physical Education. Girls continue to develop their skills in Mandarin throughout Years 3 – 6. In addition, they have the opportunity to learn French (all Years) and German (from Year 5) in extra-curricular clubs. We continue to make full use of visits to museums, art galleries, theatres, performing arts venues and historical sites as part of the curriculum and in Year 5 and 6 there are residential trips. Activities in school such as our own election on the day of the General Election, History and Book Week or International Week provide plenty of other opportunities to explore issues and girls are encouraged to develop their opinions and ideas.

# **Pastoral Care/Wellbeing**

We put the girls at the heart of all we do. Every girl is a member of a class, and the strong sense of belonging fostered by her class teacher makes her feel valued and supported. We want all our girls to be happy, kind and resilient, and always to be themselves. Class teachers know the girls very well and work closely with parents. We encourage our girls to try new things and make new friends, and proactively teach them strategies for speaking up and speaking out.

A sense of camaraderie across year groups – and a little healthy competition – is generated by the school team system, run by elected Year 6 team captains. The all-through nature of NHEHS also means Junior School girls can access the Senior School's pastoral care, which includes a full-time nurse and counselling service.

# **Beyond the Classroom**

Our clubs, which run before, during and after school, have something for everyone, from sports and choirs to science and art. Most are free of charge and led by our own teachers, following their own interests and passions. Others, such as fencing, chess, drama and dance, are run by external agencies and require a small fee. Music is a great strength of the school and girls can learn a musical instrument at NHEHS from Year 3. There are then ample opportunities for girls to join small ensemble groups, as well as the orchestra.

Our After-School Club, run by our own staff, offers extended day provision until 6pm every day to all pupils – a chance for girls to do their homework, make new friends and play. Our breakfast club also allows parents the opportunity to drop their daughters safely at school from 7.30am and a light breakfast is served.

Our London location allows us to make the most of all that the capital has to offer, from museums and galleries to religious centres, which reinforces pupil learning. Our residential trips —Camping in Year 5, PGL in Year 6 — perform a valuable role in enhancing the girls' learning and fostering a sense of both community and independence.



# Collaboration with the Senior School

Sharing a site with the Senior School enables benefits of both resources and engagement. The Junior School regularly use the Senior School site, including for drama productions, sport and concerts.

To support girls' transition to the Senior School and subject-specialist teaching, a number of senior school teachers provide lessons in the Junior School. Older girls are also involved in junior initiatives, including helping individuals and running clubs.

### **The Post**

The post is available from September 2021.

#### **Person Specification**

This is an exciting post offering the opportunity to lead a highly successful Junior School. The Head of the Junior School will be someone with energy, vision and commitment, and will be able to foster high standards within the staff and community. She/he will have a sense of ambition for pupils, and be committed to helping girls grow into confident, happy individuals. She/he will be able to communicate the school's ethos and vision both to current students, staff and parents, and to prospective parents.

She/he will lead and manage all aspects of the Junior School to the highest standard, so that staff give the best possible care to pupils in their charge and achieve the highest quality teaching and learning across all years. She/he will lead a Junior School leadership team (currently comprised of the Deputy Head of the Junior School and three Assistant Headteachers) to drive forward progress and to sustain the school's success.

The Head of the Junior School is responsible to the Headmaster. There are strong links between the two parts of the school (Junior and Senior) and the successful candidate will have a key role in the whole school Senior Leadership Team, including within the inner group of this team (the Headmaster, the Deputy Head (Academic), the Deputy Head (Pastoral) and the Director of Operations). As a key member of the team she/he will help to shape and implement the overall strategy of the school.



#### Main Areas of Responsibility

#### **Strategic Development**

- Create and communicate a shared vision within the Junior School, which expresses the core values of the whole school, is responsive to local factors, and which motivates and inspires others.
- Lead and implement development planning for the Junior School, shaped around the whole school vision
- Contribute to whole school policy development as part of the Senior Leadership Team.
- Take lead responsibility for policy development and implementation in relation to the Junior School.
   Keep policies under review, making recommendations for change in order to ensure the school's developing needs are met.

#### **Leadership and Management**

- Lead the work of the Junior School Leadership Team and relevant stakeholders to help achieve the school's vision.
- Lead and manage the Junior School, recruiting, inducting, developing, deploying, motivating
  and appraising members of the Junior School to make the most effective use of their skills,
  expertise and experience, to ensure that they have clear expectations of their roles, and that
  high performance standards are achieved and maintained.
- Manage day to day operational requirements, delegating as appropriate, to ensure the efficiency of the Junior School.
- Ensure the school's vision is understood by all Junior School staff (teaching and support), with clear targets for development and outcomes evaluated in fulfilling these aims.
- Develop strong, positive relationships with GDST colleagues, contribute to collaborative work
   cross GDST Schools and support other staff in participating in GDST work



#### **Teaching and Learning**

In accordance with the overall aims and objectives of the school, the Head of the Junior School will:

- Develop and sustain a broad and innovative curriculum, which provides effective pace, continuity and progress in learning, within the Junior School
- Promote teaching and learning of the highest quality, including through being a lead practitioner in the classroom
- Monitor, evaluate and review classroom practice throughout the Junior School, ensuring high standards
- Ensure that the full range of pupils' abilities and needs are addressed
- Ensure that individual pupil progress is regularly assessed, recorded, reported to parents and used effectively to inform teaching and learning.
- Make the best use of the whole learning environment in order to maximise individual pupil development
- Ensure the provision of a varied and inspiring extracurricular programme.





#### Pastoral

- Ensure the school provides a welcoming, and stimulating environment which supports the physical and emotional well-being of the pupils
- Be the designated child protection officer for the Junior School and ensure the well-being of all pupils
- Promote high expectations of behaviour of pupils and staff, and maintain the school's positive ethos and excellent relationships.

#### Communications, Marketing and External Links

- Working in consultation with the school's Director of Marketing, implement a range of robust and innovative marketing strategies in the Junior School, to ensure its attractiveness in the wider market and maintain strong pupil numbers
- Build successful relationships and partnerships with parents and other members of the community, to ensure an excellent local reputation of the Junior phase, and to promote the GDST.
- Lead contact with parents, ensuring effective channels of communication, and taking the lead as an approachable Head of Junior School.
- Lead the admissions and assessment processes for prospective pupils in the junior phase in accordance with agreed guidelines.
- Build wider links, with both across the GDST and beyond, to ensure that local, national and international links feature in the school's work.





#### **Management of resources**

- Analyse and develop staffing requirements to ensure optimum benefit to pupils, within budgetary parameters
- Ensure the efficient and effective use of all resources within the Junior School's budget.
- Identify future resourcing needs and aspirations for the Junior School
- Ensure that there is appropriate
   risk management throughout the
   Junior School, including school
   visits, activities, clubs and
   competitions.

# **Person Specification**

#### .Candidates should be:

- · a qualified, experienced and successful teacher, with a proven track record.
- · able to demonstrate relevant and successful leadership experience.
- able to work effectively as part of a team, while being able to show clearly focussed leadership skills.
- able to work effectively with the Head and members of the whole school Senior Leadership Team.
- effective and energetic in instigating and implementing change.
- able to demonstrate awareness of recent important national educational developments.
- able to speak effectively, with confidence, substance and credibility, to a wide range of audiences: staff, parents, pupils.
- able to write effectively, accurately and persuasively for a large number of purposes.
- able to demonstrate strong personal skills and capable of dealing with problems involving staff, pupils and parents.
- able to prioritise and manage their work load and delegate effectively.
- have excellent knowledge and understanding of safeguarding procedures.

# **Terms & Conditions of the Post**

The GDST offers attractive salaries and pay progression, when compared with the education sector generally, and has its own pay and grading structure, and system of career progression. Leadership and teaching excellence are recognised and rewarded in its schools. The salary reflects London weighting.

#### **Benefits include:**

- Membership of Teaching Staff Pension Scheme
- Access to the GDST central training and development programme
- Up to 50% discount on fees for children at GDST schools
- Training grants for obtaining further qualifications
- Interest free annual season ticket loans for travel are available to staff
- Interest free loans to enable staff to buy a computer for personal use at home
- Cycle Scheme: The School is part of the scheme which enables staff to purchase bicycles and equipment at a tax advantageous rate and pay for the equipment over 12 months
- · Free lunches during term time
- · Accredited NQT induction

# **Application and Interview Process**

NHEHS is partnering with the executive search firm Perrett Laver and an executive search exercise is being undertaken alongside the public advertisement of this post. Perrett Laver will support the school in identifying a wide and diverse field of suitable candidates and will assist in the assessment of candidates against the requirements of the role.

Candidates should complete the application form provided with details of qualifications and experience and the names, address, telephone numbers and email addresses of two professional referees, one of whom should be the Head of their present or most recent school.

Completed applications should be uploaded at https://candidates.perrettlaver.com/vacancies/ quoting reference number 5002. The closing date for applications is 08:30 GMT on Thursday 25th February 2021.

Protecting your personal data is of the utmost importance to Perrett Laver and we take this responsibility very seriously. Any information obtained by our trading divisions is held and processed in accordance with the relevant data protection legislation. The data you provide us with is securely stored on our computerised database and transferred to our clients for the purposes of presenting you as a candidate and/or considering your suitability for a role you have registered interest in.

As defined under the General Data Protection Regulation (GDPR) Perrett Laver is a Data Controller and a Data Processor, and our legal basis for processing your personal data is 'Legitimate Interests'. You have the right to object to us processing your data in this way. For more information about this, your rights, and our approach to Data Protection and Privacy, please visit our website http://www.perrettlaver.com/information/privacy/



# **Application and Interview Process (continued)**

The longlist of candidates will be determined early in the week commencing 1st March 2021 and longlisted candidates will be invited to interview with Perrett Laver late in the week commencing 1st March 2021 and in the week commencing 8th March 2021.

Final interviews will take placing during the week of 15th March 2021.

All adults employed at the school are cleared for working with children and young people through the Disclosure & Barring Service. Please see attached full information regarding the Girls' Day School Trust guidelines on the Safeguarding of Children.

Further information about the school can be found on our website at: www.nhehs.gdst.net







# Independent Girls' School of the Year