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Recruitment Pack

TEACHER OF MATHS

Part Time (0.34)

April 2024



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

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WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the position of part time (0.34) Teacher of Maths at Nonsuch High School for Girls (NHSG).

Nonsuch is a high performing selective school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

We are an inclusive, happy and caring learning community and we are ambitious for all of our students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All of our staff, both teaching and support, play an important role in achieving this. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

We provide a well-resourced and positive working environment with supportive colleagues and full access to training opportunities.

I hope you will find the information in this pack interesting and informative. We very much look forward to receiving your application.

Yours faithfully



Amy Cavilla
Headteacher



OUR TRUST

What is a Multi Academy Trust?

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

What makes Multi Academy Trusts different?

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

What is the history of the Girls’ Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls’ Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting

high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

What is it like working at the Girls' Learning Trust?

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.

OUR SCHOOL

Our school

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

Attainment and achievement at Nonsuch are excellent. Summer 2023 saw GCSE results where 68.7% of grades were at 9-8 and 86.1% of all grades were 9-7. 98.8% of all grades attained grade 5 or above. At A-Level students achieved 18.8% A* and 53.3% A*-A grades - again placing the school amongst the highest performing schools nationally.

Our mission

The school's aim is to empower our young women and enrich their lives to ensure they aspire to take their centre stage place in the world. We want students to enjoy learning, to become independent and effective learners and to achieve academic success in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity. Our curriculum is broad and balanced; it provides intellectual challenge, develops creativity and curiosity and empowers our students to articulate their thinking confidently. The curriculum and extra-curricular opportunities promote social and cultural enrichment and a strong sense of community. The advice and guidance enables students to make wise, informed and ambitious choices. We promote the values of *positivity, respect, integrity, courage and endeavour*. We want our students to engage with the local and wider community in the belief that they can make a difference.

Our curriculum

On entry, all students follow an academic programme including a Modern Foreign Language (German, French or Spanish) and Latin. The range of subjects taken for GCSE is broadened by the opportunity to continue with a second language or start an additional language. Students study the three separate sciences and have the opportunity to take up Astronomy or Photography or to choose from Computer Science, 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 school site

The School is fortunate in having exceptional and well-resourced accommodation for all subject areas. We have 11 fully resourced Science labs, 4 ICT rooms and an Astronomy Dome on the roof which is also used by astronomers in the local community. Our offer of 3 modern languages and Latin is supported by a bespoke language lab and GCSE and A level language students benefit from weekly meetings with Foreign Language Assistants. The Sixth Form Study Area and Learning Resource Centre further enhance the facilities available to students. A skilled team of administrative staff, technicians and cover supervisors work closely with the teaching staff. This team includes pastoral administrators, an Emotional Literacy Support Assistant, first aiders and a librarian. Our cafeteria is used by students and staff at mid-morning and lunchbreak, supplemented by a concession in the sixth form area and outside provision called "The Lunch Box." There is a private day care Nursery on the School site which is used by some staff. The school is adjacent to a David Lloyd Sports and Leisure Centre which staff are able to use free of charge during off peak hours in term time.





OUR LEADERSHIP TEAM

The Senior Leadership Team consists of two Deputy Heads, two Assistant Heads and Directors of School Improvement, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the school. The Local Governing Body is a strong and supportive team with considerable professional expertise.

Amy Cavilla (Headteacher)

Amy is in her 7th year of headship and has worked in all girls' state schools since 2003. The mission of Nonsuch High School for Girls is about empowering its students to take their rightful place centre stage as global change-makers. Amy is committed to the ethos and mission of girls' education and sits on the UK Regional Advisory Committee for the International Coalition of Girls' Schools comprising nearly 500 schools world-wide. Nonsuch is proud of its house traditions, school values and championing of a broad curriculum and participation in extra-curricular activities.

Helena Wright (Deputy Headteacher)

Helena joined Nonsuch High School for Girls in 2014 having taught and led in two highly successful schools in the comprehensive sector. She has taught for over 20 years Business and Economics and still loves being in the classroom. Helena remains passionate about Teaching & Learning and staff development and is committed to cultivating great teachers and middle leaders. Some of Helena's key responsibilities include; staffing, all things curriculum, school admissions and quality assurance.

Alexis Williamson-Jones (Deputy Headteacher)

Alexis joined Nonsuch High School for Girls in 2021 having taught in the Independent Sector for over 20 years. Alexis has undertaken a number of different roles throughout her career including Head of Year, Head of Department and a Trust Consultant Teacher working across 25 schools. She has a passion for personal development of each child and believes that every child deserves a good holistic education. Some of Alexis's responsibilities include Pastoral Care and Wellbeing, attendance and extra-curricular activities

Hannah Johns (Assistant Headteacher)

Hannah joined Nonsuch in 2013 having taught in the comprehensive sector as a member of Teach First and then in the selective sector. Hannah has taught for over 20 years Philosophy and Psychology and particularly enjoys A-Level teaching. Hannah is passionate about supporting students in their transition from sixth form into Higher Education or a Career and in preparing students to be independent learners who thrive in the outside world. Her key responsibility is the strategic leadership of the sixth form including; student progress at KS5, development and quality assurance of PSHE and intervention and support.

Andrea Todd (Assistant Headteacher)

Andrea joined Nonsuch in 2009 and now has over twenty years' experience of teaching Science & Biology in selective girls' schools. She is passionate about encouraging girls to explore the diversity of STEM both inside and outside the classroom. She has a particular interest in the use of technology to provide a high-quality teaching and learning experience as well as its role in streamlining how teachers work. Her key responsibilities include teaching & learning, assessment and data.



OUR DEPARTMENT

The Mathematics Department at Nonsuch is friendly, welcoming, and well-established. It has an enviable reputation for success at GCSE and A-Level. We are seeking to appoint forward looking and imaginative Mathematics teachers to help us maintain our exceedingly high standards.

Classes are taught in form groups in Year 7. From Year 8 they are set according to ability. Students in Key Stages 3 and 4 are currently timetabled for six one-hour periods of Maths over two weeks. Sixth Form students have ten one-hour periods of Maths in Year 12 and nine one-hour periods of Maths in Year 13. We offer the AQA Certificate in Further Mathematics to our top tier GCSE students who will study this course alongside their GCSE Mathematics course. The examination board is Edexcel for all courses except Certificate in Further Mathematics which is AQA. Mathematics is an immensely popular subject at A-Level with 143 students in Year 13 and 165 in Year 12. Further Mathematics is also taught in the Sixth Form at A-Level alongside A-Level Mathematics. Oxbridge candidates are supported to prepare them for the selection tests.

Performance across all key stages is very strong. In 2023, 27% of A-Level students achieved A* grades and 61% achieved A* / A grades. At GCSE 53% achieved grade 9, with 99% achieving a grade 9 – 7.

Currently, there is the equivalent of ten full time teachers. In addition to the Head of Department there is a second-in-charge of mathematics who oversees KS4 as well. There are also coordinators for KS3 and KS5. There is an Intervention Coordinator within the Department who supports students and members of the department, overseeing the planning of sessions. We also have an outreach coordinator who oversees the outreach programme to the local Primary schools targeting PP students.

The Department is housed in a purpose-built teaching block of eight rooms and is well resourced with textbooks and reference material. All Mathematics rooms have been outfitted with interactive screens allowing greater use of software within the classroom, such as MS whiteboard. There is school wide development into blended learning and the use of MS Teams as a means of communication. Sparx Maths, an online learning AI (Artificial Intelligence)

programme, is our primary homework resource for Year 7 to Year 11 as it actively responds to the students' needs setting work at the correct level.

We offer numerous opportunities for students within the department including UKMT Maths Challenges where we often have students progressing to the Kangaroo and Olympiad rounds, the UKMT Mathematical Olympiad for Girls, Hans Woyda Competition, National Cipher Challenge, lecture trips, STAAR Programme and various other competitions. Diversity and Inclusion is a key aspect of our Continued Professional Development within the school and department. We seek out opportunities to highlight women in STEM, from all nationalities and cultures, as strong and successful role models given the popularity of the STEM subjects within the school.

We have also forged effective links with other local schools.

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OUR COMMITMENT TO YOU

Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development. Our Trust-wide Wellbeing Strategy puts wellbeing at the heart of all considerations and at Nonsuch High School for Girls that means:

A commitment to workload reduction

- No written reports
- Up to three data drops per year
- An assessment and marking policy that is not onerous
- A clear KS3 assessment framework that prioritises progression throughout the Nonsuch curriculum

A commitment to making the workplace a pleasant and supportive working environment

- Free access to the on-site David Lloyd Gym and Spa for staff
- Friendly and supportive staff body
- An exciting and supportive programme of professional development
- Monthly extended mid-morning breaks
- We are a school that appreciates the importance of family
- Additional leave policy that supports staff when they may need time off
- A maximum teaching load of 43/50 1-hour periods per fortnight
- A private day care nursery on-site
- Situated in 22 acres of beautiful grounds on the edge of Nonsuch Park

A commitment to supporting staff

- The school calendar and training is planned in advance across the whole year so people know what is happening and when
- In-house cover supervision team
- A highly effective and proactive support staff who play an important role in supporting teaching and learning
- Every full-time teacher has an office-based work

A commitment to staff development

- A comprehensive new staff induction programme which includes the allocation of a mentor and peer buddy
- CPD programmes, which are based both in school and across the wider Trust, tailored to individual aspirations
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation
- Our “No lesson judgements” policy ensures our lesson observations are developmental and supportive
- An annual cross-Trust teaching conference allowing the chance to meet and network with other staff



THE OPPORTUNITY

This is an exciting opportunity for an enthusiastic Teacher of Maths to join our school and department which caters for keen and highly able students. This post would suit someone new to teaching or someone experienced who relishes the opportunity to teach in a high-performing all girls' school

Key responsibilities for the role include:

- teaching key stages 3-5
- being a form tutor
- participating in extra-curricular activities within the department

The successful candidate will:

- be a qualified teacher
- be able to inspire and enthuse students
- show evidence of continuing professional development
- have awareness and understanding of curriculum priorities for their subject
- be able to articulate the wider importance of their subject in developing young people
- be excited by the prospect of joining a department and the wider school team

JOB DESCRIPTION

Job Title:	Standard Scale Teacher
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
Salary Scale:	Main or Upper Pay Scale Range £34,514 to £51,179 (FTE)

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.

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.

Whole School:

- Play a full part in the life of the community, supporting the vision and aims of the school.
- Support the school in meeting its legal requirements for worship.
- Comply with all school and Trust policies.
- Undertake any other duty as specified by STPCB not mentioned in the above.

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.

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PERSON SPECIFICATION

E: essential

D: desirable

Qualifications and Training	
- Good Honours Degree	E
- PGCE / QTS	E
- Evidence of continuing professional development relevant to the post	D
Experience	
- Successful teaching of the subject to two key stages	E
- A track record of raising student attainment in the subject and/or another subject area	E
- Experience of contributing to extracurricular activities	D
- Experience of supporting a form group as a tutor	D
Knowledge and Understanding	
- Excellent subject knowledge	E
- Knowledge of pedagogic practice and strategies to improve teaching and learning	E
- Experience of marking and assessment of work at two key stages	E
- Knowledge of the public examination specifications and assessment requirements of the subject	E
- Knowledge and previous use of Microsoft Teams	D
- Experience of teaching A Level	D
Skills and Abilities	
- Ability to inspire, enthuse and motivate students	E
- Ability to reflect constructively on the effectiveness of a lesson	E
- Strong time management, organisational, administrative and ICT skills	E
- Excellent written and verbal communication skills	E
Personal Attributes	
- A commitment to securing the best opportunities for all students	E
- A commitment to the safety and well-being of every student	E
- Effective interpersonal skills	E
- High standards and expectations of self and others	E
- Integrity, loyalty and commitment	E
- Willingness to contribute to the extra-curricular activity of the wider School	E

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process

We operate a safer recruitment process.

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

All applications should be through our official careers page on MyNewTerm:

[Nonsuch High School for Girls, Cheam, Sutton | Teaching Jobs & Education Jobs | MyNewTerm](#)

Closing Date

Applications must be received by no later than **9 a.m. on Monday, 13th May 2024.**

Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found.

Interviews

Interviews will take place on **Friday, 17th May 2024.**

Notification & Feedback

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.



Girls' Learning Trust

www.girlslearningtrust.org