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Recruitment Pack

# TEACHER OF SOCIOLOGY

December 2023

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# WELCOME FROM THE HEADTEACHER

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Dear Candidate

Thank you for your interest in the position of Teacher of Sociology 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, high quality 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. Staff CPD and development is important in our school and we take our responsibility to develop our staff seriously.

We are seeking to appoint a Teacher of Sociology to support us in the next phase of the school's development. We need someone who is motivated; a team player with bundles of enthusiasm, a good sense of humour and a passion for working with young people in an all-girls environment.

We hope after reading this pack you are interested in joining our brilliant school and the wonderful CHSG team.

We very much look forward to receiving your application.

Yours faithfully,



**Maurice Devenney**  
Headteacher





## OUR TRUST

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### **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

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### Our School

Carshalton High School for Girls is a highly successful comprehensive school for girls aged between 11 and 18. The school has expanded in recent years, is popular in the local community, and has a growing Sixth Form. Our school is a welcoming environment, which, paired with high standards, delivers an excellent education for our students. Our buildings that range from a traditional main block to much more recent buildings that contain specialist science labs, sports hall, dance and drama studios, music rooms and STEM workshops. The student body in our school is truly diverse, both in heritage and educational starting point.

The school is within easy commuting distance for London and surrounding counties by train, bus and car. It is a short walk to Carshalton station for trains that take approximately 30 minutes to London Victoria, by Southern Rail, or 45 minutes to London St Pancras, by Thameslink. The school is also within easy commuting range of South London and Surrey.

### Our Mission

Our mission is to broaden the horizons of our students and staff through the provision of a world-class education filled with opportunity. We are a place of learning that is fearless in its commitment to excellence. We are also a safe, inclusive learning community where staff and students thrive. The CHSG motto is 'Excellence; everywhere, every day.' This is lived in all aspects of the school. We are unashamedly aspirational for our students and aim to equip them with the knowledge, skills and dispositions they need to be successful, both academically and in their wider lives. There is a culture of celebration established and reinforced by regular rewards and recognition of students' achievements. Our school values make explicit the traits and behaviours we prize:

Be ambitious

Be aware

Be involved

Be our best

Be together



## **#TeamCHSG**

Working at Carshalton High School for Girls means becoming a member of #teamCHSG. This team creates a culture which has:

- High aspiration and expectations of all
- Excellent behaviour
- Advantaging the disadvantaged at its core
- A simple and focused approach to school development
- Strong leadership across the school
- A culture of celebration
- Stakeholder Voice

## **Our Curriculum**

The CHSG curriculum is ambitious, broad and has been carefully crafted to serve our students. It is made up of five component curriculums, each based on principles of relevance, coherence, communication, confidence and inspiration.

### **The Subject Curriculum**

The subject curriculum is broad, knowledge rich and has a traditional academic core. We prioritise the accrual of powerful knowledge not just for its own sake, but to maximise students' potential social mobility. At Key Stage 3 all students study a core offer of English, Maths, Science and MFL with all students studying History and Geography until the end of Year 9 where they choose at least one to carry forward onto GCSE. The study of STEM, Computer Science, Art, Religious Studies, Citizenship and Music continues into Year 9. At Key Stage 4 all students study Separate Sciences and the vast majority also study an MFL. At Key Stage 5 students typically opt for three A level subjects. The traditional core of our curriculum is complemented by a range of vocation course choices at Key Stages 4 and 5.

Curriculum delivery is consistent across the school. Teaching supported by a CHSG Teaching and Learning Handbook of practical strategies that work in the context of our all-girls school. At Key Stages 3 and 4 the primary curriculum medium is bespoke workbooks produced in-house rather than the textbooks and exercise books. This reflects the care, pedagogical expertise and subject knowledge of our great teachers. There is a scheduled CPD programme, most of which is dedicated to working within departments in sessions focussing on successful implementation of the curriculum. Teaching is supported by a whole school behaviour system which is clear and effectual.

### **The Careers Curriculum**

The Careers Curriculum enables our students' successful transition to a future career path. It provides opportunities, through instruction and guidance, to build aspirations, develop capabilities, develop interests to support the making of informed decisions about subject choices and pathways. The Careers Curriculum contains a structured programme of activities to support students during key transition points at 13, 16 and 18 years old.

### **The Literacy Curriculum**

We prioritise a culture of reading, advantaging disadvantaged students who may not read widely at home due to a multitude of cultural, social and economic issues. The Literacy Curriculum is realised in a daily Tutor Reads Programme, Wider Reading and subject disciplinary reading. These contain carefully selected texts, are sequenced and link across curriculum areas, providing a relevant and coherent schedule.

### **The Leadership Curriculum**

The Leadership Curriculum provides opportunities for students to develop leadership skills through a variety of inspiring, challenging initiatives which impact positively on learning, teaching and well-being for both students and staff. Students are enabled to become effective, influential, and compassionate leaders in society through a range of inspiring leadership opportunities. The Leadership Curriculum is wide-ranging, inclusive, and accessible to all, particularly our disadvantaged students.

### **The Pastoral Curriculum**

The Pastoral Curriculum is a broad and varied programme which enriches the experiences and improves the outcomes of our students, particularly the disadvantaged both at school, and in the wider life. The Pastoral Curriculum acknowledges that our students are growing up in an increasingly complex world where lives are lived seamlessly on and off-line, and our students are taught of the opportunities and the particular challenges this presents to girls. An excellent Pastoral Curriculum for every student is core to education at CHSG.

Our students also enjoy a full range of co-curricular activities. We stage an annual school production and numerous music evenings. There are numerous successful sports teams and clubs and dance groups. There are a range of societies including crochet, chess, origami and LGBTQI+. A full range of trips and visits has been re-established post-pandemic.





# OUR LEADERSHIP TEAM

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The Senior Leadership Team consists of three Deputy Heads, four Assistant Heads and five Directors of Faculty, 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.

## **Maurice Devenney**

Maurice was appointed as Headteacher of Carshalton High School for Girls in September 2019. Having graduated with a degree in History in 2002, he subsequently completed his Master's in Education Management and the National Professional Qualification for Headship (NPQH). Before joining CHSG as part of the leadership team, Maurice held middle leader positions in comprehensive schools in Sutton and Surrey. Maurice is committed to girls' education and achieving excellent outcomes for all of his students.

## **Luke Conduit-Smith**

Luke leads the pastoral systems across the school which includes behaviour, attendance and pupil progress teams. He is also the Events & Visits Co-ordinator and oversees the Duke of Edinburgh Award Scheme. Luke has over twenty years' experience including managing one of the largest school sports partnerships in the country. He has been a senior leader for almost twenty years. Luke is a graduate of London Southbank University, holding a BSc Honours in Sport and Exercise Science. Luke has been at CHSG for ten years and currently teaches Biology.

## **Jaqueline Green**

Jacqui leads on the quality of education across the school and also has responsibility for pupil outcomes. She has 15 years teaching experience in London schools and has been a senior leader for 7 years in roles focusing on curriculum, teaching and learning, and professional development. Jacqui has a BA in History from Cardiff University but made the decision to become an English teacher due to her passion for literature.

## **Martin Sambrook**

Martin leads on Curriculum. He has responsibility for staffing, timetabling and quality of the education. He also oversees careers education and staff performance. Martin has over twenty-five years of experience teaching and leading in comprehensive schools and has spent the majority of his career at Carshalton High School For Girls. He is a graduate of Southampton University and holds an MA in History in Education from UCL Institute of Education. Martin brings an expert knowledge of curriculum and the demands and opportunities of all-girls education.

## **Fiona Crump**

Fiona leads on Pastoral Care and Student Wellbeing. She also oversees Homework, School Values, the Personal Development Programme, and the staff Teaching and Learning Coaches. Fiona graduated with a degree in English from the University of Reading before undertaking her PGCE at the Institute of Education, University of London. She has over twenty-five years of experience teaching and leading in girls' schools across London. Fiona is committed to preparing students for successful and happy lives, academically and personally.

## **Pamela Durrett**

Pamela leads on CPD and the quality of education. She oversees the development of literacy, trainee and early career teachers, and leads the team of Teaching and Learning coaches. Pamela has over fifteen years of teaching experience, all of which have been with Carshalton High School for Girls; five of these were in a curriculum leadership role and five in the Senior Leadership Team. She holds an MA in Economic and Social History from the University of Glasgow.

**Belinda Norman**

Belinda is the Director of Sixth Form. She also has oversight of Rewards, the Leadership Curriculum and the House system. Belinda has over thirty years of teaching, predominantly in the borough of Sutton. She is a graduate of Chichester University with a B.Ed. Hons in Physical Education and has an MA in Education from Roehampton University. Belinda has extensive experience within teacher training, training and supporting staff in schools. She is an Advanced Skills Teacher and Specialist Leader in Education. Belinda is passionate about teaching and learning and supporting girls' leadership.

# OUR DEPARTMENTS

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The Sociology and Criminology Department is well established at Carshalton High School for Girls, with a long record of excellent academic achievement. Sociology and Criminology are popular with students, attracting on average at least three groups for GCSE Sociology and two groups for both Criminology and Sociology A Level.

There are currently three members in the department, including the Head of Department. Members of the Sociology department also teach some lessons of other Humanities subjects: Geography, History and Philosophy Religion and Ethics. The Humanities subjects are amongst the strongest in our school.

## Curriculum

The successful candidate will inspire curiosity and passion for Sociology and Criminology, whilst delivering a knowledge rich curriculum.

The school offers AQA Sociology at KS4. The curriculum at GCSE is sequenced logically from building on sociological vocabulary, via an introduction to how sociologists study society, followed by a topic on sociological theory. Students then study four topics of Family, Education, Social Stratification and Crime.

At A Level, students follow the AQA Sociology course, studying units in Family, Education, Media and Crime. Through studying Sociology, students develop transferable skills, including how to investigate facts and make deductions, develop opinions and new ideas on social issues and analyse and better understand the social world.

The Diploma in Criminology is a new course that incorporates elements of Psychology, Law and Sociology. Students study the WJEC course, with four main units in Changing Awareness of Crime, Criminological Theories, Crime Scene to Courtroom and Crime and Punishment.

## Facilities and Resources

The successful candidate will be joining a thriving and well-resourced department that has a strong focus on maximising achievement. The department work collaboratively to produce workbooks for KS4 classes.

Sociology and Criminology teaching rooms are equipped with interactive whiteboards and visualisers.

## Results

The department has consistently achieved strong results.

Summer 2023

GCSE Sociology

Progress: ALPS 2 (top 10% in the country for progress)

Attainment: 72% 5+, 82% 4+

A Level Sociology

Progress: ALPS 3 (3 Year average)

Attainment: 94% A-C grades

WJEC Applied Cert Criminology

Progress ALPS 3 (3 year average)

Attainment: 75% A-C grades



# OUR COMMITMENT TO YOU

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Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development.

## 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.
- CHSG Way documents: Teaching and Learning Handbook, Culture Code, Praxis support consistency and high standards.
- Planning supported by consistent schemes of work and in-house workbooks.
- Easy access to SEN register with clear practical support strategies updated termly.
- Assessment Policy: feedback for one audience, no tick and flick, revised marking scrutiny procedures focus on impact of feedback.
- No graded observations, no need to put on a show: observers want to see a typical lesson.
- All members of SLT teach and take an active interest in developing Teaching and Learning.
- 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 weekly briefing creates a positive end 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 to photocopiers. On site IT support and reprographics assistant.

## Training and Career Development

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

- CPD and meetings finish by 4pm.
- All new staff work with a dedicated Teaching and Learning Coach.
- Performance Development targets tailored to individual development.
- Cross Trust opportunities to develop expertise, including an annual GLT Conference.
- 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 expectations of behaviour and a clear consistent approach to reinforcement.
- Clear and transparent behaviour policy.
- SLT on daily break and lunch duty to ensure no behaviour continues from lunch into lessons.
- Student Support team provide targeted support.
- Each year group has a Pastoral Support Officer, Assistant Head of Year and Head of Year. Deputy Head (Pastoral) works with the HOY to improve standards of behaviour.
- Centralised late procedure and detentions. Class teachers do not staff detentions.

## **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.
- Designated non-SLT wellbeing Lead (Helen Holmes).
- Wellbeing dog.
- Wellbeing taskforce (made up of CHSG staff) creates a strategic school plan informed by an annual survey. Taskforce links with GLT Wellbeing taskforce.
- 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 thank you cards from colleagues.
- Training of Mental Health Champions to support staff and students.
- Late starts after Secondary Transfer Evening and major holidays.
- Catering company in the canteen meet a wide variety of dietary requirements.

## **Social**

- Christmas, Easter and Summer staff social events and half-termly coffee evenings.
- 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 community picnic /big conversation.
- Staff room with tea and coffee facilities freely available.
- Birthday, wedding and new baby cards given to staff.

## **General**

- No blame culture. Supportive colleagues with good staff working relationships and an open-door policy to a supportive Middle and Senior Leadership Team.
- Collegiate approach to management, transparent with staff feedback considered.



## THE OPPORTUNITY

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This is an exciting opportunity to be a teacher of Sociology with the additional opportunity to teach Criminology. This post would suit an ECT as well as a more experienced candidate.

### **The successful candidate will**

- Contribute to the wider improvement of the school
- Be driven and passionate about securing positive outcomes for students
- Be joining a highly supportive school, where staff work together as a strong team

### **We offer**

- An aspirational vision of education
- A continuous programme of CPD with the opportunity for national qualifications, coaching and mentoring.
- A welcoming, friendly and supportive environment
- A school that has wellbeing as a high priority for students and staff
- Benefits including eye care vouchers, cycle to work scheme, free tea/coffee/milk, staff events at the end of each term and an Employee Assistance Programme providing free, confidential advice on a variety of matters

The school is a short walk from Carshalton station. London Victoria is approximately a 30-minute journey by Southern trains, London St Pancras is approximately 45 minutes by Thameslink. The school is also within easy commuting range of South London and Surrey.



# JOB DESCRIPTION

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<b>Job Title</b>	Teacher of Sociology
<b>Reporting To</b>	Head of Department
<b>Salary Scale</b>	Mai or Upper Pay Scale: range £34,514 - £51,179

## **Main 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**

The main duties of this post are:

### **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 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 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 school's 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**

- 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 STPCD 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.



# PERSON SPECIFICATION

E: essential

D: desirable

<b>Qualifications and Training</b>	
Degree or equivalent academic qualification	E
PGCE / QTS	E
Higher degree	D
Evidence of continuing professional development relevant to the post	E
<b>Experience</b>	
Successful teaching of Sociology across all Key Stages	E
Planning of lessons / schemes of work in line with the demands of an examination syllabus	E
Assessment of students across all key stages	E
Previous experience of contributing to extracurricular activities	D
<b>Knowledge and Understanding</b>	
Excellent subject knowledge	E
Knowledge of best pedagogic practice and strategies to improve teaching and learning	E
Knowledge and previous use of Microsoft Teams	D
Awareness of curriculum development issues for the subject	E
Experience of using data to help improve performance	E
<b>Skills and Abilities</b>	
Ability to inspire, enthuse and motivate students	E
Ability to reflect constructively on the effectiveness of a lesson	E
Ability to use a variety of teaching strategies to raise attainment	E
Excellent written and verbal communication skills	E
Good ICT skills	E
Able to work collaboratively with colleagues	E
<b>Personal Attributes</b>	
Effective interpersonal skills	E
A commitment to securing the best opportunities for all students	E
High standards and expectations of self and others	E
Integrity, loyalty and commitment	E
Strong intellect, energy and an innovative and positive approach to opportunities and challenges	E
The capacity to inspire confidence in parents and students	E
Willingness to contribute to extracurricular activities	E

# APPLICATION PROCESS

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## **Safeguarding**

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff 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. For any shortlisted applicants, we are also required to conduct an online search about you in accordance with Keeping Children Safe in Education guidance, in order to identify any incidents or concerns which are publicly available online.

## **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](http://www.girlslearningtrust.org/our-governance/policies)

## **Application Process**

We operate a safer recruitment process. All applications should be via our official application form and equal opportunities form (available on our website): [Join Our Staff \(chsg.org.uk\)](http://chsg.org.uk)

Please send your complete application to: [vacancies@carshaltongirls.org.uk](mailto:vacancies@carshaltongirls.org.uk)

## **Closing Date**

Applications must be received by no later than 10am on Wednesday 10<sup>th</sup> January 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: w/c 15<sup>th</sup> January.

## **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.

## **Additional Information**

If you would like to arrange an informal discussion about this exciting opportunity please email [vacancies@carshaltongirls.org.uk](mailto:vacancies@carshaltongirls.org.uk) to arrange a mutually convenient time.



Girls' Learning Trust  
[www.girlslearningtrust.org](http://www.girlslearningtrust.org)