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Recruitment Pack

HEADTEACHER

February 2024



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

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WELCOME FROM THE CEO

Dear Colleague,

Thank you for your interest in the position of Headteacher at Nonsuch High School for Girls (NHSG) – a truly exceptional school with a reputation for academic excellence, the very best pastoral care, guidance and support as well as superb extra-curricular provision.

NHSG is an inclusive, happy and caring learning community that is ambitious for all of its 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 the staff, both teaching and support, play an integral role in achieving this.

The school is also part of the Girls' Learning Trust (GLT) which aims to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures. The Headteachers of our three trust schools work closely with the CEO and COO as part of a lively, professionally collaborative executive team supporting trustees in delivering the GLT vision and in maximising the potential of centralised support for schools.

A feature of our trust is that schools have a tangible sense of their own special identity and heads are very much the leaders and shapers of their school's character and ethos. While our central services offer the very best support to schools and while we take every opportunity to collaborate for the benefit of all our staff and students, it is important to us that headteachers have a substantial degree of autonomy.

If you have the energy, passion and integrity to bring to this role, you can look forward to:

- Working with an outstanding senior leadership team who will give unstinting support
- Leading a highly qualified, skilled and committed staff team who work extremely hard for their students and who are proud to teach at Nonsuch High School for Girls
- Working with a talented Governing Body and Trust Board to plan strategically for school improvement whilst allowing you operational autonomy
- Most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

I hope you will want to learn more about the school and the GLT by visiting our websites at www.nonsuchschool.org and www.girlslearningtrust.org and that you are motivated to join our team and take Nonsuch High School for Girls to the next stage of its development.

Yours sincerely



Jennifer Smith, Chief Executive Officer



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 (NHSG) formed a multi-academy trust with Wallington High School for Girls (WHSG), 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 (CHSG) 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 - NHSG

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 an appropriate Technology, Computer Science, 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 alumnae 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 COMMITMENT TO STAFF

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 space

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

Following on from the very successful leadership of the existing Headteacher, the Governors and Trustees now seek an exceptional leader to join as the Headteacher of Nonsuch High School for Girls to make a significant contribution to the continued success of this high-achieving and over-subscribed selective school.

As part of the Executive Group, this role provides an exciting opportunity for an experienced educationalist and leader to help a high-performing trust seize the opportunities and meet the challenges of a rapidly changing local and national educational landscape.

You will be able to demonstrate that you have the skills and experience to maintain the excellent relationship that exists with both staff and students, whilst setting challenging goals that motivate and foster continued improvement.

The successful candidate will possess strong intellectual abilities, first class strategic and communication skills, and a substantial background in senior leadership. In return you will have the opportunity to build on our strong foundations, grow as a professional and lead one of the most successful schools in the country.

You must be a qualified teacher who will be a strong and confident advocate for the school in order to build upon its already excellent reputation. Substantial previous experience as a senior leader, and a proven track record of successful whole school improvement are essential.

JOB DESCRIPTION

Job Title: Headteacher

Reporting to: CEO

Salary Scale: L31-37 Outer London plus TPS

Main Purpose:

- Being the 'standard bearer' for the vision, values and ethos of Nonsuch High School for Girls
- Fostering a culture of continuous improvement, underpinned by effective systems and high professional standards, in order to attain excellence in every aspect of the school's provision
- As a member of the executive group, supporting the trustees in the future strategic development of the Girls' Learning Trust.

Key Responsibilities

Promoting improvement and shaping the future

The Headteacher will:

- promote a constant focus on raising achievement, improving teaching, promoting the highest standards of behaviour and safety, and developing the leadership skills of self and others
- work with the local governors, staff and parents/carers to create a shared vision and strategic plan
- ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- work with the school community to translate the vision into agreed objectives and operational plans which will promote and sustain improvement
- demonstrate the vision and values in everyday work and practice
- inspire and motivate others
- create a shared culture and positive climate
- challenge any form of prejudice and inequality, and promote the richness of cultural and religious diversity
- ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- contribute to the leadership and development of the Trust
- promote innovation which improves outcomes for young people.

Leading teaching and learning

The Headteacher will:

- take the leading role in improving students' learning through a constant drive to raise the standards of teaching throughout the school
- use data and other benchmarks to monitor the quality of teaching through evaluating students' progress
- ensure that learning is at the centre of strategic planning and resource management
- establish creative, responsive and effective approaches to teaching and learning
- ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning

- demonstrate and articulate high expectations and set challenging targets for staff and students
- implement strategies which secure high standards of behaviour and safety, and attendance
- determine, organise and implement a diverse, flexible curriculum and an effective assessment framework
- take a strategic role in the development of new and emerging technologies to enhance and extend students' learning experiences
- monitor, evaluate and review classroom practice and promote improvement strategies
- challenge underperformance at all levels and ensure rapid improvement
- establish a culture which is aspirational, applauds success and celebrates high achievement.

Promoting continuing professional development and working with others

The Headteacher will, in collaboration with the Trust:

- promote and provide opportunities for the continuing professional development of all staff
- ensure effective communication systems and relationships within the school, and between the school and all external support agencies and the wider community
- treat people fairly, equitably and with dignity and respect, creating and maintaining a positive school culture in which people are happy to come to work and feel valued and respected
- build a collaborative learning culture and actively engage with other GLT and local schools to build effective learning communities with and beyond the Trust
- develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals
- ensure clear delegation of tasks and devolution of responsibilities
- acknowledge the responsibilities of individuals and teams, and celebrate their achievements
- develop and maintain a culture of high expectations for self and others and take appropriate swift action when performance requires improvement or is inadequate
- regularly review own practice, set personal targets and take responsibility for own professional development
- manage their own workload and that of others to allow an appropriate work/life balance.

Management of the school

The Headteacher will, in collaboration with the Trust:

- provide effective school management and continuously seek to improve organisational policies and structures based on effective self-evaluation
- ensure that all safeguarding policies and procedures are in place and are acted upon by all staff and governors
- create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and the school's aims and objectives

- ensure that policies and practices take account of national and local circumstances, policies and initiatives
- working with the Trust Director of Finance, manage the school's financial and human resources effectively and efficiently to achieve the school's educational aims and objectives
- working with the Trust Director of People, recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school
- implement successful performance management processes for all staff
- working with the Trust Director of Estates, manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety regulations
- ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money
- working with the Trust Director of IT, use and integrate a range of technologies effectively and efficiently to manage the school.

Securing Accountability

The Headteacher will:

- effectively fulfil commitments arising from contractual accountability to the Trust
- work with local governors (providing information, objective advice and support) to enable it to meet its responsibilities
- develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation
- develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Trust, local governors, parents/carers
- reflect on personal contribution to school achievements and take account of feedback from others
- ensure a robust quality assurance mechanism is in place in collaboration with the Trust.

Strengthening Community

The Headteacher will:

- build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- create and promote positive strategies for challenging racial and other prejudice
- ensure learning experiences for students are linked into and integrated with the wider community
- collaborate with a range of external agencies to provide effective support for students and their families
- create and maintain an effective partnership with parents to raise students' achievement and support their personal development
- seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to promote students' learning.

Safeguarding

The Headteacher will, in collaboration with the Trust:

- take overall responsible for promoting the safety and welfare of all students
- create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of students above all considerations
- co-operate and work with relevant agencies to protect children
- ensure all statutory requirements are adhered to, including Prevent.

This job description may be amended at any time following discussions between the CEO and the Headteacher and will be reviewed regularly. It is not prescriptive, nor necessarily a comprehensive definition of the post.

PERSON SPECIFICATION

E: essential; D: desirable; A: assessed via application process; I: assessed at interview

| Qualifications and Training | | | |
|------------------------------------|--|---|-----|
| | Good first degree | E | A |
| | Qualified Teacher Status | E | A |
| | Masters degree, NPQH or equivalent qualification | D | A |
| Experience | | | |
| | Proven experience of substantial and successful Senior Leadership within secondary education. | E | A/I |
| | Experience of successfully leading and managing change to deliver school wide improvement with impact. | E | A/I |
| | Outstanding practice as a teacher within secondary education. | E | A/I |
| Knowledge and Understanding | | | |
| | A clear understanding of what constitutes an outstanding learning experience for girls and young women | E | A/I |
| | Knowledge of the National Curriculum, including latest developments, initiatives and current issues and their translation into school improvement plans. | E | A/I |
| | Clear understanding of successful strategies for raising achievement and the ability to engage all staff in these | E | A/I |
| | An understanding of the statutory and legal framework across secondary education and the academy sector | E | A/I |
| Skills and Abilities | | | |
| | Able to lead, inspire, develop and manage high performing teams at all levels. | E | I |
| | Able to think strategically, communicate a vision and engage others. | E | I |
| | An innovative and collaborative leader who can forge positive relationships. | E | I |
| | The ability to communicate well and persuasively with a range of audiences, staff, families, students, external agencies | E | A/I |
| | The ability to plan and to create and evaluate effective systems | E | I |
| | Good IT skills with the confidence to exploit new technology. | E | I |
| Personal Attributes | | | |
| | Commitment to the totality of students' experience how they can be enabled to develop as independent, resilient and responsible young women | E | A |
| | Personal resilience and the ability to self-manage and shoulder a significant weight of responsibility. | E | I |
| | Character development, mental toughness, resilience, and how this can be learnt in schools. | E | I |
| | Personal presence and confidence; warmth and sensitivity. | E | I |
| | Able to work on own initiative and manage diverse work pressures. | E | I |

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. Candidates are expected to demonstrate a sound understanding of leadership of and contribution to a safeguarding environment.

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 successful candidates 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, in accordance with Keeping Children Safe in Education (KCSIE).

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

To apply, please complete the application form via our [website](#) or our careers page on [My New Term](#). The application includes a personal statement which should clearly demonstrate how you meet the requirements set out in the Person Specification.

Closing Date

Applications must be received by no later than **10am on Monday 26 February 2024**.

Interviews

Interviews will take place on **14 and 15 March 2024**.

Notification and Feedback

Candidates who have taken part in interviews will be notified as soon as possible. Constructive feedback will be provided for all candidates invited to interview.

Additional Information

We warmly welcome prospective candidates to visit the school between **10.00 – 12 noon on Friday 9 February or Wednesday 21 February**.

We also invite you to ask the CEO any questions about this post via a Teams call on **Wednesday 21 February** in the afternoon.

Please contact Abi Jesson, Director of People, by email at ajesson@girlslearningtrust.org to book either or both of these opportunities.



Girls' Learning Trust

www.girlslearningtrust.org