



Carshalton High School for Girls



Director of Science





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July 2022

Dear Candidate

Thank you for your interest in the position of Director of Science, lead in Biology, 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, excellent 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.

I am seeking to appoint an experienced and highly effective practitioner to support me in the next phase of the school's development. I need someone who is motivated; a self-starter who has bundles of enthusiasm, a good sense of humour and a passion for working with young people in an all-girls environment.

I hope after reading this pack you are interested in joining our dynamic school and Science Department.

We very much look forward to receiving your application.

Yours faithfully,

Maurice Devenney
Headteacher



Girls' Learning Trust (GLT)

Message from Jen Smith, CEO

I am delighted that you are interested in a position in one of the Girls' Learning Trust schools.

The Trust was formed in September 2015 and initially consisted of two schools: Nonsuch High School for Girls and Wallington High School for Girls. In April 2018, Carshalton High School for Girls joined and further strengthened our Trust. All three schools are located within the London Borough of Sutton and are within easy reach of each other.

The aims of the Girls' Learning Trust are to deliver a first-class education for girls ensuring that they realise their full potential and leave the Trust well prepared for their future. With around 4000 students and a highly effective operating model, GLT gives member schools the financial strength to drive school improvement and provides increased opportunities for students and staff across the trust. We aim to be a 5 school Trust by the end of 2020, retaining the all-girls identity and operating within the London and South East region.

The aims of GLT are achieved through:

- Delivering excellent standards of teaching and learning consistently across the Trust based on the setting of high expectations for all and an evaluative approach to improving performance that secures strong outcomes for all our students.
- Developing strong collaboration across the Trust ensuring each school is a giver and receiver of support where needed.
- Ensuring effective professional development and career progression opportunities across the Trust in order to recruit and retain excellent staff.
- Delivering effective pastoral provision to all our students ensuring they are supported, developed and well cared for during their time in the Trust.
- Developing a strong understanding of how best girls learn, develop and thrive and using this to underpin our approach to education across the Trust.
- Promoting and developing high aspirations for our young women allowing them to become the successful female leaders of the future.
- Creating an exciting, challenging and creative curriculum across the Trust, both inside and outside of the classroom, to allow all students to realise their full potential.
- Securing a financially viable Trust through strategic financial management and by working collaboratively to secure financial efficiencies.
- Communicating effectively with and valuing all of our stakeholders realising the important role they play in the Trust.

For more information on the Trust please follow the link: [Girls' Learning Trust](#)

The Trust model brings many advantages to staff at all levels in the schools. Free from some of the strategic, financial and operational responsibilities of a standalone role, the primary focus of the school Headteacher role within the GLT structure is to provide highly effective leadership and support of the teaching and learning within their school alongside day to day

management. The school Headteacher is accountable for securing strong student outcomes and the delivery of an excellent standard of education for all students in their school. Each Headteacher reports to, and is supported by me in my role as CEO.

Staff are able to benefit from many different opportunities for development across the Trust. These include the opportunity to participate in the cross-trust Outstanding Teacher Programme (OTP) learning with and from colleagues in all the schools, an annual GLT conference that brings all staff in the Trust together and the chance to participate in trust training and development across a number of areas. In addition, when you are at the stage when you want to consider moving to the next level in your career, a larger Trust brings more opportunities that a stand-alone school may do.

Although the Trust plays an important role in each school, the GLT model ensures and values the fact that each school retains its own unique identity within the Trust which can be seen when visiting each school or looking at the website.

Joining a GLT school at any stage in your career is a way to combine the benefits of working for a larger Trust with the ability to feel part of a successful and vibrant school. I hope that after reading this information pack you decide to apply.

Jen Smith, CEO



Staff Workload and Wellbeing at CHSG

Staff are our most valued asset and we place a high emphasis on staff wellbeing and professional development. To support staff, we offer the following:

Workload

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
- No graded observations, no need to put on a show: observers want to see a typical lesson
- No observations of new staff until after half-term
- All SLT teach including the Headteacher
- New Assessment Policy: Feedback for one audience, no tick and flick, revised marking scrutiny
- Easy access to SEN register with clear practical support strategies updated termly
- 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 briefing creating a positive start 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 login with single sign on and swipe pass log on photocopier, 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 practise optimised in meetings
- CPD delivered in twilights with time off for 'Carshalton Christmas'
- CPD and Meetings finish by 4pm
- Personalised support plan for staff when required

- Performance Development targets tailored to individual needs
- Cross Trust opportunities to develop expertise
- 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 expectation of behaviour and a culture of a clear consistent approach to reinforcing it
- Clear and transparent behaviour policy
- SLT on daily lunch duty to ensure no behaviour continues from lunch into lessons
- Student Support team provide targeted support
- Each year group has AYL and SLT working alongside the YL to improve standards of behaviour
- Centralised late procedure and detentions

Health and Social

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
- Wellbeing feature in the Weekly Bulletin
- Designated non-SLT wellbeing Lead (Helen Holmes)
- Wellbeing dog (in training)
- Wellbeing task force (made up of CHSG staff) creating a strategic school plan
- 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 'Secret Buddy' from colleagues
- Training of Mental Health Champions to support staff and students.
- Wellbeing Task force creating a strategic school plan working alongside the GLT wellbeing group
- Late starts after Secondary Transfer Evening and major holidays
- Catering company in the canteen meeting a wide variety of dietary requirements

Social

- Christmas, Easter and Summer staff social events as well as Half-termly coffee mornings
- Staff association organises formal opportunities to socialise at Xmas and Summer
- Informal social opportunities within the PE department with Fun Friday and Running club
- Annual whole school picnic /big conversation
- Staff room facilities available
- Lunch break 40 minutes
- Birthday, wedding and new baby cards given to staff

General

- No blame culture in the School. Supportive colleagues with good staff working relationships and an open-door policy to a supportive Middle and Senior Leadership team.
- No top down approach to management – transparent at all times with staff feedback taken on-board
- Annual wellbeing staff meeting and annual audit

More information on the school can be found at our website: www.chsg.org.uk



Carshalton High School for Girls Director of Science

Salary: Leadership Scale 9-13
£54,749 - £60, 073

Required from: September 2022

Carshalton High School for Girls is a high achieving school judged by Ofsted in November 2017 as Good in all categories and Good overall.

We are seeking to appoint an enthusiastic and dynamic Director of Science, lead in Biology, to join our excellent Science Department.

The successful applicant will:

- Vision and the ability to turn vision into practice
- A proven record of raising achievement within the Science department
- Knowledge and experience of using a range of data to drive improvement
- Ability to be an outstanding classroom practitioner who is able to inspire students and staff and develop pedagogy across the Biology curriculum area.
- A commitment to improving the life chances of all our students; being willing to go the extra distance to do so
- Join a forward-looking, high achieving school.
- 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.
- Have a good sense of humour.

What we can offer you:

- A welcoming, friendly and supportive environment.
- A culture of distributed leadership.
- Opportunities and encouragement to develop both personally and professionally.
- A school that has wellbeing as a high priority.

To apply for this position, please complete the application form, and send it to vacancies@carshaltongirls.org.uk

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

Closing Date for Applications: 12 noon on 5 September 2022

Interviews: TBC

Due to the volume of applications we receive, we apologise for being unable to contact unsuccessful candidates.

In line with our recruitment policy and for the protection of our students, the successful candidate will be subject to an enhanced DBS disclosure. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Applicants must be eligible to work in the UK.

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





Job Description

The Director is crucial in developing the ethos of achievement in the curriculum area, in harmony with the aims and ethos of the whole school. The Director, along with the Senior Leadership Team and other middle leaders, is key to the success and development of the school, and the raising of student achievement.

All leaders of subject have extensive responsibilities linked to student achievement, staff, teaching and learning, the curriculum and resources. The Director is expected to have a vision for the curriculum area, set targets and implement strategies that will drive and secure improvement.

The Director will be part of the whole school middle leadership team but may be required to undertake activities at whole school level or attend senior leadership team meetings for items directly linked to Science.

AIMS

The aims of the post of The Director of Science are to:

- promote and oversee the development of the curriculum area.
- ensure inspiring high-quality teaching and learning in Science is the norm.
- secure high achievement and excellence ensuring that students are supported to aspire beyond their personal best.
- support the professional development of staff and build a cohesive staff team whilst holding staff fully to account.

STAFF

Responsibilities in relation to staff are to:

- monitor the effectiveness of, and have oversight for, the work of members of staff.
- ensure opportunities are provided for the professional development of staff, ensuring that they are up-to-date with developments in order to improve the quality of learning and teaching.
- be responsible for the support and supervision of staff.
- take an active role in the training of staff within Science and where appropriate, across the school – plan and deliver a department CPD programme in line with the school's priorities.
- define, with the Senior Leadership Team line manager, the role of staff with Teaching and Learning Responsibility Payments.
- supervise the work of Early Career Teachers in co-operation with other Curriculum Leaders and relevant Senior Leadership Team member(s).
- establish clear procedures for consultation with staff, in line with the consultative procedures of the school.
- advise the Headteacher in matters concerning staff recruitment, including the drafting of advertisements and selection criteria.
- ensure when a colleague is absent that work is set for classes needing cover.
- liaise with relevant visitors to the school and ensure they have adequate documentation, briefings and programmes for their visits.
- ensure that staff support and uphold the school's aims and policies.
- plan and prepare a working staff handbook for Science, advising on procedures, policies and practices.

STUDENTS

Responsibilities in relation to students are to:

- have oversight of the learning of all students in Science.
- ensure staff create an ethos in which students feel safe and learn effectively.
- use data to track the progress of students and work with the staff in Science to provide appropriate intervention.
- ensure rewards policies are applied, so that students are praised and rewarded for good work.
- ensure proper assessment procedures are set up and monitor the quality of assessment procedures, school reports and other such communications.
- ensure structures are set up to deal with poor behaviour and attendance where this affects learning, in line with school procedures.
- ensure systems exist for regular contact with parents.
- liaise with Year Leaders on the needs of individual students.
- liaise with the Head of Student Support for students who have Special Educational Needs to ensure their needs are fully met.
- liaise and guide support staff e.g. Learning Support Assistants.
- oversee the allocation of staff to teaching groups and liaise with the senior leadership team to ensure the effective delivery of the curriculum within whole school constraints.
- oversee the organisation of suitable student groupings and ensure group lists are compiled for input onto the administrative computer systems.
- ensure the development of student responsibility and learning through the provision of extra-curricular opportunities.

CURRICULUM

Responsibilities in relation to the curriculum are to:

- ensure suitable schemes of work are planned and prepared so that the curriculum is effectively delivered to students of all abilities
- monitor and evaluate the schemes of work and ensure that they remain up-to-date and in line with external and internal changes and requirements
- initiate curriculum discussion and ensure that there is constant review of teaching approaches and subject content, in line with the National Curriculum, exam syllabi and other external requirements
- oversee the analysis and dissemination of relevant student data, and use this to set realistic but challenging targets for staff and students
- provide information, as necessary, to the Headteacher, parents, teachers and governors on student progress, and exam results

RESOURCES

Responsibilities in relation to resources are to:

- plan and administer capitation and expenditure to ensure value for money
- be responsible for monitoring the use of all classrooms, negotiating with premises staff on relevant issues
- monitor the quality and effective use of classroom displays
- ensure that all staff have the equipment and resources needed for students to learn effectively and ensure that equipment and resources issued are properly used and returned
- be responsible for good Health and Safety practice within the area

ROLE SPECIFIC

- undertake self-evaluation and review as appropriate in line with whole school self-evaluation and review processes
- provide leadership to develop a strong Science identity and promote the work of Science through parents' evenings, assemblies, cross curricular opportunities and links with the community
- attend middle leadership team meetings and disseminate information to staff

Undertake any other duties that can reasonably be expected by the Headteacher to ensure the effective running of Science and on occasion work with the Senior Leadership Team to ensure the smooth running of the school.

Person Specification

	Essential	Desirable	Method of Assessment
Qualifications and training	<ul style="list-style-type: none"> • Degree in a Science discipline • Professional teaching qualification • INSET relevant to current developments in Science, learning teaching and leadership 		Application References Interview
Experience	<ul style="list-style-type: none"> • Successful teaching at secondary level, with excellent subject knowledge • Implementation of the curriculum intent and evidence of monitoring impact • Evidence of a good record of raising achievement and improving exam results • Evidence of the ability and experience to develop and maintain a vision for the curriculum area 	<ul style="list-style-type: none"> • Experience of successful team leadership 	Application Teaching Interview
Knowledge and Skills	<ul style="list-style-type: none"> • Statutory curriculum requirements for Science and the requirements for assessment, recording and reporting • The relationship of Science to the curriculum as a whole • Current educational issues affecting Science and schools as a whole • Understanding of what constitutes outstanding leadership and teaching linked to the Ofsted framework • Understanding of how to meet the needs of all students • Ability to build a staff team and undertake the support and supervision of staff • Ability to plan, manage and focus meetings • Ability to inspire students and staff • Ability to use data and information to support self-evaluation and review and set targets to raise standards • Good organisational and administrative ability • Ability to work under pressure and meet deadlines • Ability to manage students firmly, fairly and effectively • Ability to be adaptable and flexible in order to meet the diverse nature of the Director role and changing demands 		Teaching Interview
Personal Qualities	<ul style="list-style-type: none"> • A commitment to the growth and development of CHSG and its core values • A passion for Science and to improving the life chances of young people through Science • A willingness to go the extra distance for students • A commitment to equal opportunities • Good ICT skills • Excellent written and oral communication skills • Good personal presentation: the school expects a professional standard of dress • Energy and a sense of humour • Excellent attendance and punctuality 		Teaching Interview



The Science Department

The Science Department at Carshalton High School for Girls is a very strong, high achieving department. Results in most aspects are at least good with students performing broadly in line with their peers nationally, in some areas above national average.

Facilities are excellent with 10 fully-equipped, spacious laboratories, all with interactive whiteboards.

Within the Science area the prep room is a central point with well qualified and helpful technicians who are always at hand to provide support. Each teacher has their own laboratory and for the most part teaches their lessons in the same base.

Students in Years 7 and 8 follow a scheme of work based on Activate that is adapted to suit the particular needs of the students. All resources are shared.

At Key Stage 4 (which begins in Year 9) more able students study Triple Science. All other students from Year 9 upwards follow the AQA Combined Science (Trilogy) course. The popularity of Science is demonstrated by the large number of students choosing to continue with one or more Sciences in the Sixth Form.

This is an exciting opportunity for a highly capable practitioner to join a cohesive staff team. We are seeking to appoint a candidate with enthusiasm and drive who wants to inspire and make a difference to the lives of our young people.



Notes to Applicants

In line with our recruitment policy and for the protection of our students, the successful candidate will be subject to an enhanced DBS disclosure. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Applicants must be eligible to work in the UK.

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

Your written application:

We hope that after reading the information pack you will want to apply for the post advertised.

An application form can be downloaded from the School's website: www.chsg.org.uk. Please also complete and return the disclosure and equal opportunities monitoring forms which are attached to the application form.

Applications should be emailed to vacancies@carshaltongirls.org.uk

Closing date: 12 noon on 5th September 2022

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

Interview Date: TBC

Please Note

The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of his/her induction

If you are shortlisted, we will take up references prior to your interview unless otherwise specified.

For your convenience our specimen contracts can be viewed on the vacancy page of the school website.

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

For further information about this and to read our Data Protection and Freedom of Information Policy please visit our school's website: www.chsg.org.uk