



# Carshalton High School for Girls



**ENGLISH TEACHER**



Girls' Learning Trust



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July 2022

Dear Candidate

Thank you for your interest in the position of English Teacher 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 English Teacher to support the English department 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 CHSG team.

We very much look forward to receiving your application.

Yours faithfully,

Maurice Devenney  
Headteacher



### **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 below: [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 submit an application.

**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 and take an active interest in developing Teaching and Learning
- 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 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 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 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 a Pastoral Support Officer (PSO), Assistant Head of Year and Head of Head Year. Deputy Head (Pastoral) works alongside the HOY 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 evenings
- 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
- 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: [CHSG - Excellence everywhere, every day](#)





## **The English Department**

The English Department is highly successful and forward-looking. It has a major influence on developments in the school as a whole, contributing to it originally being selected as part of our specialist school status.

The English classrooms are grouped together in the main building on the same corridor, so mutual support can be given. All staff within the department have degrees in the subject and are passionate about teaching English.

English is one of the most successful subjects in the school, consistently achieving some of the best results. Our GCSE results last year were very impressive; not only was the A\*- C (equivalent) rate excellent at 85% but our levels of progress were outstanding with 86% of students making 3 levels of progress and 57% making better than expected progress. Progress 8 in English was +0.32. We have effectively closed the pupil premium gap.

English is a very popular subject at Key Stage 5 with consistently high numbers of A Level students, making it one of the most popular subjects at A Level year on year. Outcomes are consistently excellent and above national average.

At Key Stage 4 the AQA syllabus is currently followed for English Language and for English Literature (8700 and 8702). In the Sixth Form the AQA A Level course, option A (spec no 7712), is studied.

Resources within the Department are good; each classroom has an interactive whiteboard, a visualiser and annually there is an investment in new texts and resources.

Although extremely proud of its results the Department is not complacent and every year schemes of work are reviewed in order to improve the quality of learning and teaching further. The Department works closely together, collaborating on curriculum and resource development and sharing good practice. This does, of course, mean that we work hard and we are all committed to the subject. However, we have a good time too



## Carshalton High School for Girls Teacher of English

Pay: Main or Upper Pay Scale (Outer London)

**Required from: January 2023 or November 2022 if possible**

Experienced teachers and ECTs welcome

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

**Are you an excellent teacher of English looking for a new challenge in a popular School with relevant continuous professional development? Are you a new entrant into the profession?**

We are seeking to appoint an enthusiastic and dynamic Teacher of English to join our outstanding English Department.

We are looking for someone with strong subject knowledge and enthusiasm who has the ability to teach across all key stages.

**The successful candidate will:**

- 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](mailto: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 Thursday 15 September 2022**

**Interviews: w/c 19 September 2022**

*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 - Teacher

### JOB 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

#### 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**

- To play a full part in the life of the school community.
- To support the vision and aims of the school.
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- Employees are expected to be courteous to colleagues and students and to provide a welcoming environment to visitors and telephone callers
- 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



## PERSON SPECIFICATION

Area	Essential	Desirable	Method of Assessment
<b>Qualifications</b>	Degree or equivalent academic qualification PGCE / QTS	Higher degree	Application DFE No. Certificates
<b>Professional Development</b>	Evidence of continuing professional development relevant to the post	Ability to identify own professional development needs	Application
<b>Experience</b>	Successful teaching of PE & dance across all Key Stages Planning of lessons / schemes of work in line with the demands of an examination syllabus Assessment of students across all key stages	Contribution to extracurricular activities	Application Form Interview Reference
<b>Knowledge and Skills</b>	Excellent subject knowledge Ability to inspire, enthuse and motivate students The ability to reflect constructively on the effectiveness of a lesson Ability to use a variety of teaching strategies to raise attainment Effective interpersonal skills Excellent written and verbal communication skills Good ICT skills Knowledge of best pedagogic practice and strategies to improve teaching and learning Awareness of curriculum development issues for the subject Experience of using data to help improve performance		Lesson observation Application Interview Reference
<b>Personal Qualities</b>	A commitment to securing the best opportunities for all students High standards and expectations of self and others An ability to reflect on own professional practice Integrity, loyalty and commitment Strong intellect, energy and an innovative and positive approach to opportunities and challenges The capacity to inspire confidence in parents and students and to work collaboratively with colleagues	Willingness to contribute to extracurricular activities	Application Interview Reference

## Notes to Applicants

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

Application forms can be downloaded from the school's website: [www.chsg.org.uk](http://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](mailto:vacancies@carshaltongirls.org.uk)

**Closing date:** 12pm on 15 September 2022  
We reserve the right to close early should the right candidate be found.

**Interviews:** w/c 19 September 2022

**Start date:** November 2022 or January 2023

### PLEASE NOTE

In line with our recruitment policy and for the protection of our students, the successful candidate will be subject to an enhanced DBS disclosure. If you are shortlisted, we will take up references prior to your interview.

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.

A specimen contract 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](http://www.chsg.org.uk)

### Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

