



South Hampstead

High School

GDST

JOB APPLICATION INFORMATION

Head of Academic Support and Mentoring

FROM SEPTEMBER 2021 OR JANUARY 2022

PART TIME 3 - 4 DAYS PER WEEK - TERM TIME ONLY



South Hampstead High School – an independent day school of 900+ pupils, including approximately 265 girls in the Junior School and over 140 in the Sixth Form – welcomes girls aged 4 to 18 from across London. It is a very popular school and entry is competitive at all ages. Established in 1876, it is one of 25 schools and academies belonging to the Girls' Day School Trust. Located in leafy Hampstead, with the buzz of central London's cultural life close at hand, the school is very well served by public transport and there are excellent local amenities nearby.

Excellent academic results place us comfortably amongst the country's top schools, and our pupils leave us for some of the most prestigious universities in the country and worldwide – but there is so much more to an education here than the girls' headline achievements. Pupils go on to become prize-winning authors, ground-breaking scientists, passionate campaigners, successful entrepreneurs, distinguished lawyers and trailblazing creatives.

Working at South Hampstead is stimulating, challenging and fun. Pupils are intelligent and inquisitive, energetic and engaging. We offer competitive salaries, generous employee benefits – including opportunities for sabbaticals – and a warm, supportive environment. There is a strong emphasis on Continuous Professional Development and on supporting teachers to engage with leading education research.

THE GIRLS' DAY SCHOOL TRUST

South Hampstead High School was the ninth school to be established by the Girls' Day School Trust (GDST) in 1876.

Today, the GDST is the leading network of independent girls' schools in the UK.

Since its foundation in 1872, the GDST has been at the forefront of education for girls and a strong voice in promoting opportunities for young women. Through the Alumnae Network, this continues after the girls leave school.

“When I first stepped through the doors here, I knew that it was a very special place to be – the wonderful atmosphere, dedicated staff and energetic girls, who are such a pleasure to teach.”

— South Hampstead Teacher

AIMS & ETHOS

At South Hampstead we believe that education should be a truly enriching experience. We believe in the power of knowledge as a tool for thought and creative endeavour, and a source of lifelong inspiration and curiosity.

In and out of the classroom, we want our pupils to explore the big questions; debate and discussion lie at the very heart of a South Hampstead education. We aim to create abundant opportunities for creative output and to encourage pupils to take risks. In our teaching, we do what we know works and put research and reflection at the heart of our professional development. Teaching is a noble profession and our staff are central to our success.

We aim to provide outstanding breadth of opportunity in our curricular and co-curricular programme and to open our pupils' minds to a myriad of possibilities. We believe that involvement in school life is a key factor in our pupils' happiness. But it's not just about taking part; we aim to instil in pupils a sense of purpose, pride and determination and the belief that they can compete on the biggest of stages.

We aim to create a warm, tolerant and kind community where girls can be themselves and make friends for life. We want them to play their part in our community and in the community beyond South Hampstead. The 21st century is a time of unique opportunities and challenges; we have a critical role to play in preparing our young women to live and thrive, work and lead in tomorrow's world.

TEACHING & LEARNING APPROACH

South Hampstead follows a curriculum that equips each girl with the means to develop her intellectual abilities as well as her personal and social values. Students are able to explore a deep and expansive body of knowledge, and to discover their strengths and interests via a broad, balanced range of academic, cultural and aesthetic subjects.

Pupils are intelligent, inquisitive, confident, energetic and talented. The programme of work helps to ensure that each girl is thoroughly prepared for the next stage in her life, whether it is transition into the Senior School, higher education or adulthood.

South Hampstead students love to learn. The store we set by the power of ideas is evident in the quality of the conversation, both inside and outside the classroom.

Our teaching is known for its rigour and its passion. In-depth subject knowledge and expertise are givens for all our teachers, but equally important is an innate ability to inspire the very best from each student, both as scholars and as individuals. With a colourful mosaic of enrichment opportunities available – academic societies, national competitions, leadership roles, independent learning projects, incredible speakers and exciting trips – every girl has the freedom to direct her learning and to flourish. Our ambition each year is that our pupils leave us as assured, adaptable, inspired individuals, ready to make their mark on the world and lead happy, successful lives.



“Throughout the school, pupils are highly motivated, articulate and have strongly developed skills for learning... they are self-aware, reflective and show initiative.”

— ISI Report

BEYOND THE CLASSROOM

We are proud to be a busy, buzzy school with a lot going on. Each week there are well over 100 co-curricular activities for the girls to get involved in, before, during and after school. Regular guest speakers, a comprehensive enrichment programme, local and international trips, leadership opportunities and charitable endeavours combine to provide an exceptional range of experiences beyond the classroom.

South Hampstead has a well-established reputation in the creative arts. We welcome writers, poets and artists in residence and put on ambitious concerts and performances. Speaking up and speaking out is encouraged from the earliest years: we have an in-house debating coach and a strong track record in a range of public speaking competitions.

In sport, girls have the opportunity to participate in a wide range of activities, both as part of a team and as an individual – there are over 65 sporting clubs and teams to join, with state-of-the-art facilities both on site and at our nearby 4-acre sports ground. Our aim is to cultivate a positive attitude towards recreational and competitive sport, developing the skills and team spirit needed for a lifetime enjoyment of sport.

PASTORAL CARE

Our school is lit up by the attributes that matter most here – thoughtfulness, open-heartedness, respect, courage and honesty.

At South Hampstead we aim to encourage every girl to discover her own aspirations and to run her own race with regards to her progress and achievements. Under our unique co-tutor system, no form tutor is responsible for more than 12 pupils throughout the Senior School. They make sure every girl is thriving: supported, making good progress and feeling fully involved in school life.

Mistakes are learned from and successes are shared: each girl is encouraged to consider how she engages with feedback and to communicate her own strengths. There's plenty of experience on hand from older pupils: buddies and peer mentors provide a friendly face and practical advice, and a fun programme of intra-house activities regularly mixes the year groups, creating a real sense of togetherness and community.

Our programme of PSHE (Personal, Social and Health Education) prepares girls to go out into the world with confidence, inner strength and high self-esteem, ready to face challenges. There are also regular evening talks for parents, often reflecting the topics taught in class and as well as other issues on the minds of parents. We have a full-time nurse and counselling provision – it's completely normal for girls to sign up for sessions on any issue they like, completely free from any stigma. We understand how to educate girls, setting the feminist agenda and guiding well-rounded, well-grounded individuals to be the female leaders of the future.

THE CURRICULUM

In Years 7 to 9, the girls have one triple games lesson and one single PE lesson per week. The curriculum encompasses many sports including netball, football, gymnastics, dance, cross-country, badminton, basketball, cricket and athletics. In Years 10 and 11, the girls have two double lessons per week, which includes one fitness and one games lesson. In the Sixth Form, the girls have one double lesson per week in which they opt to choose their preferred activity. The range of activities is extended to include spinning, yoga, fitness suite, trampolining, pilates and netball. Pupils are encouraged to widen their experiences and take part in a varied programme, in some cases, with specialist coaches to deliver these courses.

The girls in the Junior School have two PE lessons per week, EYFS and KS1 students have a single outdoor lesson and a double indoor lesson. The main focus is developing their physical literacy skills throughout this phase. Physical literacy is taught through units in netball, football, dance, gymnastics, tennis, cricket and athletics. As the girls move through the Junior School, they have two double PE lessons per week, with the focus being to develop a knowledge and understanding of different games activities as well as enhancing their performance skills.

BEYOND THE CURRICULUM

We have a great tradition of high achievement in the creative arts. Whether in Sport, Music, Drama, Art or Design and Technology, our girls are successful both in school and outside. There are many opportunities for them to perform and to exhibit their creative work throughout the school.

In Sport, girls have the opportunity to participate in a wide range of activities, both as part of a team and as an individual, during regular lessons at our four-acre sports ground and in the sports hall, or as part of our co-curricular programme. We currently offer a total of 20 different sports and in excess of 65 sporting clubs across the Junior and Senior Schools. In the Senior School, girls typically spend three hours a week in Sport; in the Junior School, at least two hours. We have regular specialist coaches to supplement our teachers delivering specialist activities such as yoga. There are many events which run throughout the year, such as the Dance Show, Sport Days as well as House sport competitions which take place throughout the year for all girls in both the Junior and Senior School.

There are regular overseas sports tours, as well as more frequent weekend tournament residentials. We have recently introduced Sports Scholarships in the Senior School and have a Going for Gold programme which runs alongside our scholar's programme for our most talented sportswomen.

The 4 acres of playing fields, squash courts and dance studio are some 10 minutes' walk away. Our aim is to cultivate a positive

attitude towards recreational and competitive sport, developing the skills and team spirit needed for a lifetime enjoyment of sport.

Music is at the very heart of school life, with a variety of major events each year and a host of smaller-scale concerts involving our many choirs, bands, ensembles and orchestras. It is our aim that every girl who comes to South Hampstead High School, regardless of her experience, accomplishment and aspirations, will have the opportunity, and every encouragement, to flourish as a musician.

Drama is packed with opportunities for all students to be involved both on stage and behind the scenes. There are many productions each year in both the Junior and Senior School, in which girls are encouraged to take an active part. We also participate in the annual Shakespeare Schools Festival and offer a wide variety of House Drama events, film making opportunities and master class workshops with external practitioners.

In Art, girls are encouraged to experiment and take risks while working within a fine arts framework. Students work with a range of media including textiles and sculpture. They also acquire skills in areas such as photography, filmmaking and animation.

Design and Technology is varied and very hands-on. Our older girls are regular award-winners in a number of competitions such as Young Inventor of the Year, Young Designer of the Year and Young Engineer of the Year.

Evidence of the talent we have here is displayed all around the school – paintings, sketches, photographs, sculptures and design projects that were created by our students are always on view.

CO-CURRICULAR

The PE Department runs a full and varied co-curricular programme, which promotes sporting opportunity and challenges each individual to achieve their potential in sport. Clubs take place before and after school and during the lunch break. Fixtures (for Years 4 to Sixth Form) take place regularly against local schools in Netball, Gymnastics, Football, Tennis, Athletics, Cross Country, Dance and Cricket. We often participate in Saturday tournaments in netball. We regularly enter teams into Girls' Day School Trust (GDST) rallies, Middlesex County tournaments, the London Youth Games and Borough championships. We currently have students representing their county or even nationally in a number of sports, supported by our Going for Gold programme. The Gym and Dance Shows, for both the Junior and Senior School pupils, are an annual highlight.

The Role

This is an exciting opportunity for an interested and knowledgeable practitioner to join one of the UK's leading schools and play a key role supporting students with SEN. You will be the head of the learning support team at the school, with overall responsibility for the screening and monitoring of students to ensure that special educational needs or additional learning needs are promptly identified and fully supported throughout the school.

This is a part-time role for 3 or 4 days per week [21.6 to 28.8 hours per week], term-time only.

Start date September 2021 or January 2022

Specific Responsibilities

IDENTIFICATION

- To lead all processes associated with the screening and monitoring of students to ensure that any potential special educational needs (SEN) or additional learning needs (ALN) are promptly identified, coordinating with external assessors or agencies where necessary
- To ensure that relevant barriers to learning applying to individual students or groups of students are identified, and relevant information shared with colleagues
- To liaise with relevant colleagues (e.g. admissions) in order to identify any students who may have special educational needs or ALN resulting from their having English as an Additional Language (EAL)

MONITORING & PROVISION

- To meet regularly with students who have identified or suspected SEN in order to support them in their learning through the development of individual action plans
- To lead on small group provision targeted at specific learning needs (e.g. spelling, handwriting, organisation) to complement the provision by teachers in normal classroom settings
- To work with the Heads of Year and the Deputy Head (Academic) on the tracking of student progress through the analysis of assessment data
- To work with relevant colleagues to ensure that any students who may have additional learning needs resulting from their having EAL are effectively supported
- To work with Heads of Department to ensure that classroom provision, lesson resources and schemes of work are designed to consider and support the learning of students with SEN and ALN

COMMUNICATION

- To liaise with the SENCo in the Junior School to ensure a “joined up” approach, particularly with respect to the sharing of relevant information on students and the effective implementation of pre-existing strategies to support the transition of students from the Junior School to the Senior School
- To devise and deliver professional development opportunities associated with SEN to other colleagues (e.g. INSET days, CPD carousels)
- To work in partnership with all parents, but in particular those who have children with identified learning needs, such that the parents can take an active role in their child’s education
- To liaise with external agencies who may have involvement with students at South Hampstead regarding any special educational

need (e.g. educational psychologists) and to refer students to external agencies when required

- To line manage the Assistant SENCo with respect to his / her duties in this capacity

POLICY & RECORD-KEEPING

- Stay abreast of statutory and non-statutory guidance pertaining to SEN and liaising with relevant colleagues to ensure that guidance is implemented effectively
- To ensure that students with SEN have their specific needs correctly entered into the school’s management information system (currently SIMS)
- To be the recipient and custodian of assessments completed by external agencies or individuals (e.g. educational psychologists) and to ensure relevant staff members regularly informed about the strategies they need to implement to support their students
- To maintain and update all relevant records associated with students with SEN, including (but not limited to) the school’s SEN / ALN register and EAL register, and ensuring information is shared at transition points

ACCESS ARRANGEMENTS

- To work with the Examinations Officer to ensure appropriate access arrangements are in place for external assessment, including all necessary paperwork required by JCQ and other examining bodies
- To update policies associated with access arrangements for public examinations
- To liaise with inspectors during annual inspections of access arrangements and to ensure school compliance in these matters
- To work with colleagues to ensure that students with access arrangements are allocated them as part of any internal examinations

PERSON SPECIFICATION

Please see Page 10.

SUPPORTING THE WORK OF THE GDST

Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST Schools and support other staff in participating in GDST work, in order to develop and share best practice.

All school staff are expected to:

- a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan
- b. Contribute to the school's programme of extra-curricular activities
- c. Support and contribute to the school's responsibility for safeguarding students
- d. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors
- e. Work within the GDST's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective
- f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- g. Engage actively in the performance review process
- h. Adhere to policies as set out in the GDST Council Regulations, the Hub and GDST circulars

APPLICATION PROCEDURE

To apply please go to the [GDST Recruitment Portal](#) or via the [GDST website](#) and complete the online application.

Closing date is Friday 25th June 2021.

We reserve the right to interview upon receipt of applications at any point during this advertising process.

It is the post-holder's responsibility to promote and safeguard the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact. You will adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the school's Designated Safeguarding Lead (Deputy Head) or to the Headmistress. Candidates should be aware that they will be asked to undergo a DBS check.

SKILLS REQUIRED

Leadership skills: the ability to lead and manage people to work towards a common goal	Essential
Decision making skills: the ability to solve problems and make decisions	Essential
Teamwork: the ability to work collaboratively with others	Essential
Communication skills: the ability to make points clearly and understand the views of others	Essential
Self-management skills: the ability to plan time effectively and organise oneself well.	Essential

KNOWLEDGE BASE

Excellent professional knowledge and understanding	Essential
Excellent subject knowledge	Essential
Understanding of national and examination curricular requirements of the subject	Essential
Understanding of statutory frameworks which apply to Special Educational Needs	Essential
Up to date with professional developments in the subject and other aspects of education	Essential

QUALIFICATION/ATTAINMENT

Qualified teacher status	Desirable
Good honours degree: first or upper second	Essential
National Award in Special Educational Needs Coordination	Desirable
Postgraduate Diploma / Master's level qualification associated with Special Educational Needs	Desirable
Specialist Assessor Qualification (e.g. SpLD Assessment Practising Certificate)	Desirable
Post graduate qualifications: Masters degree/post graduate diplomas	Desirable

EXPERIENCE

Experience as a subject teacher covering KS3-5 (or relevant key stage)	Desirable
Experience of teaching A level in the subject for at least two cycles	Desirable
Experience of organising or participating in extra-curricular activities	Desirable
Experience of participating in or leading a whole school initiative	Desirable
Experience as a subject teacher in a secondary setting	Desirable
Experience of the delivery of SEN provision in a school	Desirable
Leadership of SEN Coordination in a school	Desirable
Experience in a management role	Desirable
Experience with liaising with external providers (e.g. educational psychologists)	Desirable

ATTITUDE/APPROACH

Ability to enthuse children and adults	Essential
Possess a positive attitude and approach to change and development	Essential
Flexible and firm with the ability to know when to be either	Desirable
Enjoy rising to the challenges inherent in a school environment	Essential
Lifelong learner	Essential