



South Hampstead

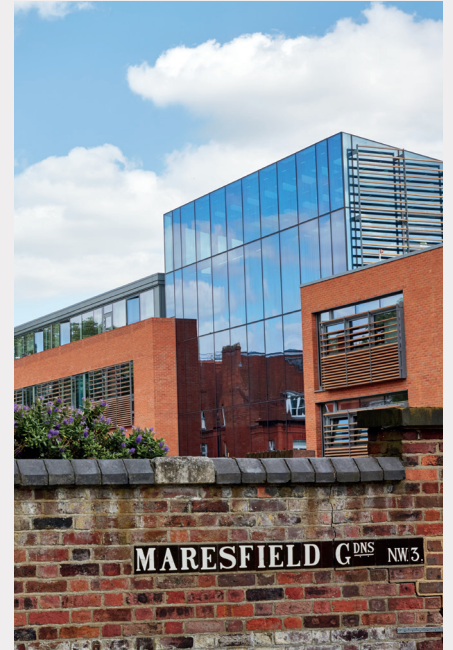
High School

G D S T

JOB APPLICATION INFORMATION

Deputy Head (Co-curricular, Community & Careers)

FROM SEPTEMBER 2023



South Hampstead High School, the 2022 Independent Girls' School of the Year, is a day school with upwards of 950 pupils, welcoming girls aged 4 to 18 from across London. It is a very popular school and entry is competitive at all ages. Established in 1876, South Hampstead 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 is a wealth of amenities on the doorstep.

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 and a warm, supportive environment, with a strong emphasis on Continuous Professional Development. For teaching staff, there is support to engage with leading educational research and opportunities for sabbaticals.

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. Our values are Aspiration, Creativity, Kindness, Courage and Commitment.

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.

ACADEMIC LIFE

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.

The curriculum is designed to provide a secure and imaginative basis for academic progress at each key stage of a pupil's development. Our intention is that all our girls will develop their own enthusiasms and initiatives within a broad educational framework. The curriculum aims to provide our pupils with a rich experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It is designed to provide stimulation and subject matter appropriate for the ages and aptitudes of pupils. The teaching and learning environment is challenging but very fulfilling. The students are intelligent, inquisitive, confident, energetic and talented.

In Years 7, 8 and 9 the girls follow a full core curriculum, with Latin in all three years, one Modern Foreign language (MFL) in Year 7 and a second MFL added in Year 8. Drama, Art, Technology, ICT, PHSEE and PE also form part of the programme. All girls currently study ten subjects to GCSE, including English Language, English Literature, Mathematics, one MFL and Science.

The curriculum throughout the school is such that all the girls have excellent opportunities to learn and make progress in their academic studies and personal development.

“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

PASTORAL CARE

Our school is lit up by the attributes that matter most here – aspiration, creativity, courage, kindness and commitment.

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, form tutors are responsible for only a dozen 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 PSHEE (Personal, Social, Health and Economic 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.

BEYOND THE CURRICULUM

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 are encouraged from the earliest years: we have an in-house debating coach and a strong track record in a range of public speaking competitions.

We have a great tradition of high achievement in the creative arts. Whether in 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.

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 provide film making opportunities, master class workshops with external practitioners and our Sixth Form Drama Scholars perform at the Edinburgh Fringe.

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 the RSA Pupil Design Awards and Arkwright Engineering Scholarships.

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.

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 gymnasium, or as part of our co-curricular programme. We currently offer a total of 20 different sports and in excess of 60 sporting clubs across the Junior and Senior Schools. There are regular overseas sport and music tours and overseas expeditions, as well as the more usual school visits at home and abroad. In the Senior School, girls typically spend three hours a week in Sport; in the Junior School, at least two hours. Specialist coaches work with the girls on occasion, and there is a Going for Gold programme and Sports Scholarships for our most talented sportswomen.

The 4 acres of playing fields, squash courts and dance studio are 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.



COMMUNITY

Partnerships have grown in recent years and now form a core part of our academic and co-curricular life. The adoption of on-line teaching has meant we can collaborate with schools across the country. Student based projects include our Year 5 Saturday Sparks programme, modern foreign language teaching and Latin teaching to a wide range of students, university preparation sessions and careers talks that are open to all who want to attend. Our teachers have the opportunity to participate in a teacher exchange programme with a local school. Our Debate Hub offers training and CPD to students and teachers keen to learn the art of public speaking and debate.

Within the wider community, we have long standing partnerships with SPEAR, Pensioners' Link and volunteering via the Duke of Edinburgh Scheme. Each year group has a specific social action opportunity, with the emphasis being on the time you give, rather than the money you hand over; from writing Christmas cards to baking cakes for local coffee mornings.

At South Hampstead we are committed to improving social mobility and fostering a culture of kindness. Up to 5% of our school budget each year is spent on providing bursaries, with the vast majority involve funding 100% of the fees, as well as paying for uniform, travel and compulsory trips. The number of bursaries is growing each year, with 1 in 10 of new Year 7 students being awarded a bursary. Our aim for the future at South Hampstead is to become one of the leading girls' schools in the sector for bursaries.

The Role

The Deputy Head (Co-curricular, Community & Careers) is a key member of the school's Senior Leadership Team. South Hampstead has long prided itself on providing a holistic education and on its links to the wider community. This role is critical in driving forward those two important strategic priorities, and in shaping the careers education of the school to ensure pupils are well-equipped for tomorrow's world of work. There are many excellent initiatives in place already and the successful post-holder will be able to build on these and shape an exciting legacy.

We seek to recruit an inspirational and outward looking educational leader who combines an eye for detail and rigorous implementation with an intelligent understanding of key issues facing schools today. The post holder will need to move seamlessly between big picture and detailed thinking. They will also need to be a clear and persuasive communicator with excellent interpersonal skills – they will be responsible for leading the work of a large number of staff. This is a job for a proactive and hands-on leader who is able to juggle multiple demands on their time.

The Senior School Leadership Team at South Hampstead is made up of the Headmistress, three Deputy Heads (Academic, Pastoral & CCC), the Director of Finance and Operations, the Director of Philanthropy & Alumnae, and the Director of Sixth Form. The whole school leadership team also comprises the Head of the Junior School. We are energetic, collaborative and non-bureaucratic in our approach. We focus on what really matters – providing an outstanding education for our pupils and developing our talented staff.

Start date September 2023.

Job Purpose

To play a key role in the leadership and management of the school with particular reference to specified aspects of the school's educational and pastoral programmes as determined by the Head.

The role is accountable to the Head.

Main Responsibilities

POLICY/STRATEGIC DIRECTION AND DEVELOPMENT

- Shape, embed and communicate the school's strategy for partnerships with other schools. We currently have a number of successful projects in place and the postholder will need to build on these and shape new opportunities. Our partnerships include those with state schools (primary and secondary), with other GDST schools, and with boys' schools.
- Ensure that the school's ethos is firmly embedded in the co-curriculum, especially the ethos of 'inclusive excellence'. This ethos promotes a broad range of activities to ensure maximum pupil participation, whilst also encouraging staff and pupils to be ambitious in their co-curricular pursuits.
- Embed and further develop the school's Futures Programme, our Careers Education programme.

STRATEGIC DEVELOPMENT OF PARTNERSHIPS

- Set out a 5 year plan for the strategic direction of the school's partnership activity across the Senior and Junior schools, working closely with other members of the Senior Leadership Team and with the wider staff body.
- Our partnerships include those with state schools (primary and secondary), with other GDST schools, and with boys' schools.
- Work with the SLT, especially the Director of Philanthropy & Alumnae and the School Consultant Teacher for Social Action to develop partnerships with charities.
- Evaluate and embed existing partnership programmes such as our links with UCL Academy, Saturday Sparks, and our flagship Debate Hub, an oracy programme which currently reaches nearly 100 schools in London. This work will include line managing the Director of the Debate Hub.
- For some partnership activities, the post-holder will be expected to act as a sounding board for other colleagues, supporting them in the development of their ideas and monitoring the effectiveness, impact and longevity of their projects. In other cases, the post-holder will be expected to take operational responsibility for the effectiveness of the project.
- Ensuring all relevant school events are open to state partner schools and that there are effective mechanisms in place to support this.
- Create additional opportunities for new partnerships. These should be a mixture of pupil and teacher experiences, providing opportunities for pupils to work on collaborative projects, as well as professional development opportunities for teachers.
- Seek professional development opportunities for self to understand what works in creating, embedding and expanding school partnership activities. The post holder will be expected to

take a proactive approach to their own professional development by attending relevant INSET, and getting to know their counterparts in other schools to share best practice.

- Maintaining a record of the school's partnership activities, including on the Schools Together website, and ensuring that all partnership activities are designed with clear goals and the ability to measure impact. The post holder will also be expected to prepare presentations on an occasional basis for the SLT, Governors and for the Annual School Review, as well as for staff meetings.
- Celebrating and championing partnership work by ensuring that it remains high-profile in internal and external communications.
- Ensuring close work with the Director of Philanthropy & Alumnae to secure any necessary funding for partnership activities and to ensure that partnership activities are aligned with the Towards 150 vision for the school, including its philanthropic aims.

STRATEGIC OVERSIGHT OF THE CO-CURRICULUM

- Ensuring that all pupils in the Senior School participate in the rich Mehr Licht clubs and societies programme. Currently, all KS3 pupils are expected to do at least two activities per week, and all KS4 and KS5 pupils are expected to do at least one, and at KS5 this should, ideally, be in a leadership capacity. Most pupils will exceed these minimum participation rates. The post-holder will be expected to ensure that expectations are made clear and that participation is carefully tracked using the SOCS platform.
- Quality assuring the range and depth of the Mehr Licht programme both in the strategic design of the programme and by quality assuring activities. The post-holder should expect to be 'out and about' visiting activities at lunchtime twice a week and they should be an enthusiastic supporter of events such as concerts, plays, Debate Hub events and sports matches.
- Working with the four main co-curricular departments (Music, Sport, Drama and Debating) to create the annual Mehr Licht timetable. They should ensure that clashes between major activities are avoided and that all staff stick to their agreed times.
- Working with the Head of Marketing & Communications to publicise the Mehr Licht programme to pupils and parents.
- Line managing the four major co-curricular departments – Music, Sport, Drama and Debating. In this role, they will be expected to show active support for the provision of these departments and for the school's co-curricular programme of events.
- Ensuring that every member of teaching staff contributes to the wider life of their department or school through the provision of a club or an academic support session.
- Acting as the school's Educational Visits Coordinator and taking strategic oversight of the rich programme of day and residential trips. The post-holder should ensure that pupils in each year group have the opportunity to go on educational visits. Care should be taken to ensure a sufficient number of lower-cost compulsory

trips that ALL pupils take part in, as well as a sufficient range of optional residential trips, especially as pupils progress up the school.

- Ensuring that all staff follow the Educational Visits Policy, and that the policy is kept up-to-date in line with GDST policies. Briefing staff regularly about matters of Health & Safety and the smooth operation of trips will be an important aspect of this role.
- Checking risk assessments, with particular care paid to the risk assessments for residential trips and higher-risk activities.
- Carefully assessing the impact on lessons when approving trips, in consultation with the Calendar Committee. The post-holder will be expected to attend weekly meetings of this group.
- Organisation of key weeks such as Activities Week (for all KS3 pupils) and Year 7 Creativity Week. The post-holder will be expected to work with staff to develop an exciting programme of events, usually a blend of trips and on-site activities. This role will require creativity as well as excellent administrative and coordination skills.
- Being the school's SOCS champion and exploring further uses of this platform. This responsibility includes moving the School Calendar to SOCS.

CAREERS EDUCATION

- Strategic oversight for the school's Futures Programme, the overarching careers programme at SHHS in consultation with the SLT. Care should be taken in the development of the programme to use the fantastic alumnae and parental network, as well as opportunities provided by GDST.
- Taking responsibility for the LEAD programme (Leadership and Enterprise Advanced Diploma), a programme developed by GDST in partnership with the London School of Economics. Currently 12 pupils in Lower Sixth are involved and the Deputy Head teaches the programme and accompanies the group to sessions at LSE. The post-holder will be expected to continue to lead this programme at South Hampstead and two periods of their 12 period-per-week teaching allocation will go towards this.
- Leading on the KS3 Futures Certificate programme as part of the Launchpad (PSHEE) programme. This will involve the delivery of a small number of sessions each year, usually in the Summer Term.
- Organising the biennial Aspirational Futures Fair and leveraging this as an opportunity to build a supportive network of alumnae and parents around the school.
- Working with the Philanthropy & Alumnae office to identify possible involvement of parents and alumnae in the school's Careers Education.
- Involvement in the Futures Week programme, in consultation with the Director of Sixth Form.

- Promotion of work experience opportunities through GDST or our alumnae and parental network. The post-holder will be expected to review the school's approach to work experience and present ideas for future development to the SLT.

LINE MANAGEMENT DUTIES

- Line management of the four major Co-curricular departments - Music, Sports, Drama and Debating and a small number of other departments in agreement with the Head and SLT.
- The line management role will involve regular meetings to support, champion and develop the work of the middle leaders. The postholder will be responsible for their annual appraisal and must therefore ensure they have a detailed understanding of the departments work.
- Create committees on teaching and learning or aspects of the curriculum as and when required.
- Lead by example, providing inspiration and motivation, and embody for the pupils, staff, governors, parents and wider community the vision, purpose and leadership of the school.
- Support the Head in the recruitment, deployment, motivation, development and appraisal of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Support the Head in developing positive working relationships with and between all staff, maintaining confidentiality as appropriate.

TRAINING AND DEVELOPMENT OF SELF AND OTHERS

- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Encourage those they line manage to be similarly active in their personal and continuous professional development.
- Work with relevant staff on dealing with concerns raised about the quality of teaching and learning, should they arise.
- Promote opportunities for training.

MANAGEMENT OF RESOURCES

- Work with the Head to monitor the effectiveness of spending and use of resources with a view to achieving value for money.
- Take responsibility for the management of specific budgets to ensure effective and efficient use of resources.
- Monitor allocated budgets and report to the Director of Finance and Operations on issues relating to this.

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 Monday 20th February 2023 at 9am.

First round interviews will take place on Friday 24th February 2023.

Second round interviews will take place on Wednesday 1st March 2023.

We reserve the right to close this vacancy early if we receive sufficient applications for the position and recommend that applications are submitted early.

The School may also conduct online searches (including publicly available social media searches) as part of our recruitment processes.

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.

The GDST is committed to diversity, inclusion and real change: a family where every individual is valued, respected and included. The GDST is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

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
Up to date with professional developments in the subject and other aspects of education	Desirable

QUALIFICATION/ATTAINMENT

Qualified teacher status	Desirable
Good honours degree: first or upper second	Essential
Post graduate qualifications: Masters degree/post graduate diplomas	Desirable

EXPERIENCE

Experience as a subject teacher covering KS3-5 (or relevant key stage)	Essential
Experience of teaching A level in the subject for at least two cycles	Essential
Experience of organising or participating in co-curricular activities	Essential
Experience of participating in or leading a whole school initiative	Essential
Experience of a management role e.g. as Head of Department	Essential

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	Essential
Enjoy rising to the challenges inherent in a school environment	Essential
Lifelong learner	Essential