



South Hampstead

High School

G D S T

JOB APPLICATION INFORMATION

Head of History

Maternity Cover

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

We are seeking to appoint a dynamic, energetic and inspirational person to lead our History department through this period of maternity leave. The successful candidate will be responsible for the professional leadership and management of the History department and will teach History to highly motivated and talented pupils across Years 7 to 13.

Politics is offered at A Level to our Sixth form students and the ability to teach A Level Politics is highly desirable.

Start Date September 2023

The History Department

The History Department consists of 4 full time and two part time members of staff. The department has a strong uptake for the subject in Year 10 and 11, following the CIE IGCSE Syllabus, and History is a popular subject at A Level.

In Years 7, 8 and 9 all girls have a double History lesson per week, lasting seventy minutes. The course follows the National Curriculum for Key Stage 3 as closely as possible, beginning in Year 7 with the Norman Conquest and continuing with British, European and World History topics through to the twentieth century in Year 9. While we consider the content of History fascinating and valuable in itself, much focus is given to the development of historical skills and to an understanding of the nature of History, which the girls will carry through to their IGCSE course.

In Key Stage 4, we study the IGCSE course in International Relations from 1919-1991 and a depth study on Germany 1919-1945.

We have streams at A Level studying different modules on the AQA syllabus: Russian History 1855-1964 with Royal Authority and the Angevin Kings, 1154-1216, and the British Empire, 1857-1967 with Louis XIV, France and Europe, 1643-1715. There is a coursework component for each course and this tends to follow staff specialisms – students are currently preparing coursework on Witchcraft in Early Modern Europe and the USA from 1776 to 1861. The successful candidate will need to be flexible and willing to teach any of these subject areas.

There are many extracurricular opportunities provided by the History department, with the successful candidate will need to take an active part in. We currently run trips in Lower School to the Tower of London, Hampton Court and the WWI Battlefields of France and Belgium. We run a bi-annual trip to Berlin for IGCSE students, and in the past have run A Level trips. There are also ad hoc trips to conferences, lectures and museums when appropriate. There is a weekly enrichment reading group for Year 12 students and extensive provision to support university applications in History and allied disciplines. The successful candidate needs to have a genuine enthusiasm for historical scholarship, and foster a culture of this amongst the students. The department invites outside speakers and we have a Lower School history society run by sixth form students for younger girls.

The Politics Department

Politics is an A Level option in the Sixth Form. At present, four members of the History Department also teach Politics. We follow the Edexcel Politics syllabus. In the Lower Sixth, we teach the British political system, and four political ideologies: conservatism, socialism, liberalism and feminism. In the Upper Sixth we teach the political issues module, which contains units on theories of global politics, governance, human rights, power and developments and regionalism.

Main Responsibilities

POLICY/STRATEGIC DIRECTION AND DEVELOPMENT

- Contribute to whole school policy-making and strategic planning as required by the Head.
- Prepare, monitor and update annual departmental plans in consultation with colleagues.
- Take the lead in ensuring that school policies and strategies are embedded in schemes of work and departmental plans.

LEADERSHIP AND MANAGEMENT OF OTHERS

- Lead and manage the department, recruiting, inducting, developing, deploying, motivating and appraising members of the department to ensure that they have clear expectations of their roles, and that high performance standards are achieved and maintained.
- Empower members of the department to develop their leadership potential to ensure continuous improvement within the department.
- Manage day to day requirements such as examination entry and departmental timetables, delegating as appropriate, to ensure the efficiency of the department.
- Chair departmental meetings to ensure that they are used effectively to review performance and that actions are recorded and implemented.

TEACHING AND LEARNING

- Promote excellence in teaching and learning to ensure all pupils develop their potential and are equipped for life beyond school.
- Exemplify in own practice the skills of teaching and learning typified by lead professionals, and ensure that good practice is shared throughout the department.
- Ensure that schemes of work are used, reviewed and modified to enable the maintenance and development of high standards of teaching and learning.
- Monitor pupils' work and the classroom practice of those in the department to ensure high standards are maintained.
- Keep up to date with developments in subject area and education in general to ensure that best practice is adopted within the department.
- Ensure the department's delivery and development of the curriculum is effective in meeting the needs of all pupils.
- Contribute to the broader life of the school by supporting and leading curricular and extra-curricular events such as school productions and activity days.

EXTRA-CURRICULAR ACTIVITIES

Actively promote interest in the subject outside the immediate physical and timetabled confines of the department.

MARKETING AND EXTERNAL LINKS, INCLUDING PUBLIC OCCASIONS

- Actively promote the department within the school community to encourage pupils' interest in the subject area.
- Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community.
- Lead the department's contribution to marketing events and external links.

MANAGEMENT OF RESOURCES

- Monitor and control the department's allocated budget and purchasing arrangements, to ensure the efficient and effective use of all resources. Discipline, health and safety
- 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.
- Identify future resourcing needs and aspirations for the department for consideration in the school budget planning process.
- Ensure that all resources are fit for purpose and used in accordance with health and safety guidelines in HUB.

MONITORING, EVALUATION AND ASSESSMENT

- Ensure that within the department individual pupil progress is regularly assessed, recorded and reported and used to inform future teaching.
- Monitor pupil progress through the use of performance and benchmarked data to ensure that high standards of learning are achieved and maintained.

TRAINING AND DEVELOPMENT OF SELF AND OTHERS

- As a lead professional set personal targets and take responsibility for own continuous professional development.
- Be proactive in identifying training needs within the department, ensuring that they are appropriately met, and that all members of the department are active in their own personal and continuous professional development.

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:

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

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

APPLICATION PROCEDURE

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

Closing date is Thursday 23rd February 2023 at 9am.

Interview date Friday 3rd March 2022.

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

Applications will be reviewed as they are received and suitable candidates may be invited to interview before the published interview date. We reserve the right to close this vacancy early if we receive sufficient applications for the position or if an offer is made and accepted. We recommend that applications are submitted early in order to avoid disappointment.

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.

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	Essential

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 extra-curricular activities	Desirable
Experience of participating in or leading a whole school initiative	Desirable
Experience of a management role e.g. as deputy 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	Desirable
Enjoy rising to the challenges inherent in a school environment	Essential
Lifelong learner	Essential