



South Hampstead

High School

G D S T

JOB APPLICATION INFORMATION

Junior School Deputy Head, Academic

FROM SEPTEMBER 2024



Background

Independent Girls' School of the Year 2022

South Hampstead High School's mission is to open doors, hearts and minds. The School's crest, the torch, and its motto, '*Mehr Licht*' (more light), symbolise the importance placed on sparking a lifelong love of learning. Founded by the Girls' Day School Trust (GDST) in 1876, it is one of the most prominent schools in the UK's leading network of independent girls' schools and academies.

A selective independent school for girls aged between 4 and 18 years, with 965 girls, including 186 in the Sixth Form and 266 in the Junior School, the School has been at the very forefront of girls' education since its inception.

The School, located in leafy Hampstead, with the buzz of central London's cultural life close at hand, has been settled in its purpose-built site at Maresfield Gardens since 1882. In 1957, the Junior School moved to its own red-brick building round the corner in Netherhall Gardens. As one of the country's pre-eminent girls' day schools, South Hampstead draws confidence from, and takes pride in, its long and impressive academic heritage. Equally, it is forward-thinking and has always responded effectively to the changing needs of education and society. The School underwent a major redevelopment in 2014 and its buildings now offer an outstanding learning environment and state-of-the-art facilities – the perfect blend of the original Victorian properties and contemporary purpose-built accommodation. The School is currently undergoing an exciting redevelopment of the Junior School sites in Netherhall Gardens.

The School has an excellent academic record and enjoys a consistently high standing in the league tables: 72% A*/A at 'A Level', and 83% 8/9 at GCSE in 2023. Excellent academic results place South Hampstead comfortably amongst the country's top schools, and when pupils leave, they attend some of the most prestigious universities in the country and worldwide. The curriculum is designed to provide a secure and imaginative basis for academic progress at each key stage of a pupil's development and aims to offer pupils a rich experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

The teaching and learning environment is challenging and fulfilling. South Hampstead offers a wide range of co-curricular activities and the girls excel at sport, drama, music and art. There are regular overseas sport and music tours and overseas expeditions, as well as the more usual school visits at home and abroad.

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.

The Junior School has a well thought-out strategy for enriching pupil experiences, including annual whole-year residential visits from Year 4 and annual performances for all year groups – musical, sporting and dramatic.

The School is highly committed to a holistic approach to education which combines high levels of support and challenge.

There is so much more to an education at South Hampstead 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.



THE GIRLS' DAY SCHOOL TRUST (GDST) NETWORK

GDST schools and academies share an ethos and a proud heritage of girls-only education and the girls are a member of a unique network. Membership of the GDST adds value to every one of its schools, to the benefit of staff and pupils.

Girls have the chance to compete and collaborate with their peers in other schools, taking part in GDST-wide events, rallies, performances and activities. These range from art, sport, music and creative writing through to foreign languages and digital technology. Every GDST girl automatically becomes a member of the 67,000-strong alumnae network from across all generations, and all schools, which provides a range of resources and social and professional contacts to help them as they make their way into the world.

The GDST network is also very powerful in enabling staff to collaborate and share best practice and innovation with sister schools.

Staff have a broad range of opportunities to participate in the wide range of training offered by the GDST. Central training and staff development courses include e-safety, science in the creative curriculum, girl-friendly learning, the emotional aspects of teaching and learning, and many more. They also benefit from subject collaboration areas on the GDST intranet, coordinated by subject champions, where they share specialist resources, exchange ideas and develop cross-school links.

The GDST also supplies a range of services to their schools to enhance efficiency, share expertise and reduce costs.

These include expertise in educational policy and legal issues, HR, ICT, finance, estates, fundraising and communications support.

Further information on South Hampstead High School and the GDST can be found at www.shhs.gdst.net and www.gdst.net.



South Hampstead Junior School

The vision of the Junior School is to instil curiosity, creativity, energy and laughter and to provide girls with the best start to life. The school has a strong belief that each girl's happiness and her joy in learning come first. It takes pride in the creation of confident and resilient individuals ready for the next step, including a smooth and well-prepared transition to the Senior School.

OUR CURRICULUM: KINDLING A LOVE OF LEARNING

Learning at South Hampstead is just as much about warmth, fun and respect for individuality as it is about achievement and excitement. Through a broad curriculum and excellent teaching the girls are given an appetite for creative learning.

The Junior School adopts an integrated approach to History and Geography with links made to other subjects whenever appropriate, in order to make learning meaningful. The curriculum offers a real depth of knowledge and builds the girls' confidence in key skills, such as research and analysis. The School's excellent teachers get the best out of the girls with challenging reading materials, as well as many opportunities for public speaking, debating and writing. Oracy is at the heart of school life and the girls also each have a Talk Partner within their own class with whom they can exchange ideas. The girls are also proud members of their House.

Due to the fact most girls move on to the Senior School, the girls are free from the need to prepare for stressful 11+ tests and can continue to enjoy the breadth and depth of the curriculum.

TEACHING & LEARNING: BRIGHT BEGINNINGS

The Junior School does not just look to today, but the day after tomorrow, with a view to providing its girls with the skills and qualities that will allow them to thrive in a rapidly changing world. The Junior School creates flexible thinkers, but also lets the girls decide how to forge their own interests and identities. There is a strong push for them to have 'growth mindsets' and to develop grit and resilience. Throughout the year, there are opportunities for pupils to explore open-ended themes that allow them to build confidence in presentation and flex their creative muscles. The girls are also taught to thrive on challenge, learn from their mistakes and self-assess their efforts.

As girls progress through the Junior School, they benefit from increasing input from specialist teachers in PE, Music, Art, Science, French, Computing, Debating and Drama. There is a provision for one-to-one iPads from Year 3 and access to class sets of Chromebooks.

“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

THE ARTS: FLASHES OF INSPIRATION

The Junior School's commitment to the creative arts runs deep and starts with the youngest years. The School's reputation for creativity has helped its young artists win awards on a regular basis.

The girls are taught Art by specialist teachers and with the whole of London as their playground, are rarely stuck for inspiration.

Music is a love of the School. All the girls are introduced to a string instrument in Year 1 and taught the recorder in their Year 2 music lessons. The vast majority of girls continue with individual tuition as they progress throughout the School. Standards are high at the School because of a true sense of musical enjoyment amongst the girls. The students have many chances to play and perform with a range of choirs, bands, orchestras and ensembles, and in the breakfast concert series, where pupils give solo performances to their peers. The Junior School Chamber Choir has previously won GDST Choir of the Year and the girls have been on Chamber Choir tours to Amsterdam and Paris.

Drama is also strong with speaking and listening lessons, drama lessons, and fantastic end-of-year theatrical productions. Across the creative arts, the Junior School is lucky to be able to take advantage of the Senior School specialist facilities, including its theatre, the state-of-the-art Waterlow Hall and other performing arts spaces, as well as its digital music and technical resources. Several students have performed in West End shows and more still take drama lessons outside school at theatre schools such as Sylvia Young.

SPORT: FIRED UP

Sport at South Hampstead has received considerable investment from ages 4-18 in recent years. Together with Music it is a shining example of whole school collaboration. At the Junior School, physical activity is as much a part of learning as any academic subject, and we aim to engender a healthy attitude towards being active. The School wants every student to find something they enjoy and wish to pursue, whether that is dance or yoga, football or netball, cricket or running. All girls are offered the chance to go to squad training and take part in competitive fixtures with

other schools. The 'all-through' nature of the School also enables the Junior School access to the Senior School's specialist coaches and state-of-the-art sporting facilities, such as their 4 acre sports ground with premier league cricket pitches, tennis and netball courts, and dance studio. Senior School pupils and Sixth Formers also help to run clubs and training sessions for the younger girls, nurturing a sense of whole school community.

THE CO-CURRICULUM: SETTING OFF SPARKS

The Junior School understands that there's a lot to life beyond school work and they waste no time in giving their youngest pupils the chance to make new discoveries and ignite new enthusiasms. The School has clubs, which run before and after school, so that each girl can find her passion. Most clubs are free and led by the School's own teachers, following their passions and interests. A few cost a small fee and are run by external agencies, such as fencing, chess, drama and ballet. The School also offers wrap-around care with extended day provision until 6pm every day for all its pupils. Over 40 clubs include numerous sporting and musical groups, art clubs, chess, debating, and academic clubs.

The School's great location opens doors and enables expert speakers to visit easily, from authors to entomologists, from architects to charity workers. The girls are also able to utilise London with visits to art galleries, museums and religious centres to help spark new interests. But the School does not limit the girls to London and also organises trips further afield. Recent trips include a visit to Oxford University's Maths Institute, and visiting Bletchley Park to learn codebreaking.

The older girls also go on residential trips to enhance their learning and foster a sense of independence, with the Year 4 trip to York, the Year 5 trip to Dorset and the Year 6 trip to France.

The Role

Responsible to the Head of Junior School.

Working with the Head of Junior School, the Deputy Head, Academic, will sit on the Junior School SLT and have overall responsibility for championing and developing inspiring and innovative education across all areas of the Junior School curriculum.

The Deputy Head, Academic, will work closely with the Head of Junior School and members of the Junior School SLT to generate and deliver the academic vision and direction of the school. They will also lead assessment, working closely with other SLT members to track the attainment, progress, and performance of Junior School pupils. They will line manage teaching staff and will have a 25% teaching load.

Start date: September 2024

Main Responsibilities

POLICY/STRATEGIC DIRECTION AND DEVELOPMENT

With the Head of Junior School, translate the vision for the school into agreed objectives and operational and strategic plans, in line with GDST planning cycles, and have key input into the following aspects of the Junior School Development Plan: learning, pupil progress, teaching, curriculum, and assessment.

Keep relevant policies under review and make recommendations for change to ensure that they continue to meet the school's developing needs, in addition to meeting the compliance and educational quality requirements of the ISI framework, as well as reflecting best practice.

INNOVATION & OUTSTANDING PRACTICE IN TEACHING AND LEARNING

- Lead on pedagogy and ensure this is high on the agenda for all teaching staff.
- Identify and secure the implementation of appropriate strategies to develop classroom environments and teaching practices which secure effective learning across the breadth of the curriculum through innovative, ambitious and consistent pedagogical approaches.
- Lead the development of Junior School curriculum areas, working closely with relevant subject coordinators, to ensure excellent outcomes for all pupils from EYFS (in consultation with the Head of EYFS), to Key Stage 1 and Key Stage 2.
- Provide a first-class professional model for others, clearly demonstrating effective teaching and classroom organisation, displaying high standards of pupil attainment and behaviour management.
- Oversee the pupil progress cycle, including preparation of data for termly review meetings.
- Undertake an appropriate programme of teaching (25% teaching load) in accordance with the duties of a Junior School teacher. The Deputy Head will not be a form teacher. Additional teaching for covering staff absence may be required.
- Support the SENCO in the management and organisation of support groups to ensure effective teaching and learning takes place and that individual development needs are met.
- Embed an effective process of pupil feedback to inform monitoring, feedback and academic strategy decision.
- Work closely with the Senior School Deputy Head (Academic) and relevant Phase Leader as an academic link with the Senior School, reviewing transition and best practice.
- Provide practical support to teachers with planning, teaching, marking, assessment and feedback.

- Organise parent talks on academic themes.
- Take the lead in ensuring that staff and SLT remain up to date on best practice and curriculum development.

LEADERSHIP AND MANAGEMENT OF OTHERS

- Lead by example, providing inspiration and motivation, and embody for the pupils, staff and parents the vision, purpose and leadership of the Junior School.
- Oversee cover arrangements for Junior School staff.
- Support the Head of Junior School in the recruitment of staff.
- Take responsibility for the day-to-day line management of designated staff.
- Oversee planning, Curriculum Overviews, Schemes of Work to ensure a high quality of provision in each subject area, working closely with relevant subject coordinators and Phase Leaders.
- Support the Head of Junior School in developing positive working relationships with and between all staff, maintaining confidentiality as appropriate.
- Show commitment to attending a wide range of school events during the extended hours of the school day, including strategy and planning meetings during the school holidays as requested by the Head of Junior School.
- With relevant staff in Senior School, create and maintain the Junior School timetable.

MONITORING, MODERATION REPORTS AND ASSESSMENT

- Support the Head of Junior School, overseeing the monitoring of teaching and achievement through a robust programme of lesson observation, work scrutiny, feedback and the evaluation of data.
- Provide regular updates on data & trends to SLT.
- Ensure that the SENCo is kept well informed as to patterns and trends of progress and attainments in relevant sections of the school. Help the SENCo to identify individuals who may benefit from academic intervention.
- Organise the implementation & administration of standardised texts.
- Oversee the assessment cycle ensuring that internal assessments and standardised tests are regularly reviewed and that data is discussed at SLT level. Take a proactive approach to flagging concerns, patterns or trends. Use assessment data to monitor and promote progress, working closely with the relevant members of SLT.
- Oversee the annual cycle of reports. Assist with the proofreading of reports.

- Ensure that a robust cycle of internal assessments and standardised tests underpin the approach to pupil progress. Keep staff well informed, prepared and supported throughout the assessment and pupil progress cycle.
- Identify and suggest to the Head of Junior School appropriate action on issues arising from monitoring and moderation, reviewing progress on the action taken.

COMMUNICATIONS, MARKETING & EXTERNAL LINKS

Support the Head of Junior School in ensuring that:

- Parents are kept well informed about the school curriculum, its targets, pupil attainment, pupil progress and their part in the process of improvement.
- Pupils are kept well informed about their progress.
- School policies and procedures are regularly communicated to staff and pupils so that they are clear about their responsibilities.
- Links with parents, other schools, educational institutions and the wider community, are developed in order to enhance teaching and learning and pupils' personal development.
- Support and attend Junior School marketing events, delivering talks to prospective parents as required. Management of Resources

Work with the Head of Junior School in establishing budgetary priorities for curriculum development/assessment development.

PASTORAL

Work with colleagues to create a positive culture of pupil welfare and behaviour, including taking an active role in pastoral matters, by:

- Supporting and contributing to the school's responsibility for safeguarding and promoting the welfare and well-being of pupils.
- Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- 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.
- Leading and participating in Assemblies.
- Becoming a Deputy DSL and joining the whole school safeguarding team.

TRAINING AND DEVELOPMENT OF SELF AND OTHERS

- Help to 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 all staff to be similarly active in their personal and continuous professional development.
- Lead groups of staff in developmental activities and evaluate outcomes.
- With SLT, lead and participate in the school's staff induction programmes to ensure that all new staff feel welcomed and appropriately briefed to undertake their responsibilities related to learning and teaching.

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.

STAFF MEETINGS

Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

COVER

Supervising and so far as practicable teaching any pupils whose teacher is not available to teach them.

ADMINISTRATION

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.

GENERAL

Adhering to the policies of the school and the GDST, as published in the Staff handbook and the GDST Hub as amended from time to time, in particular policies relating to the safeguarding of children.

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 share best practice.

GENERAL REQUIREMENTS

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.

REVIEW AND AMENDMENT

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

APPLICATION PROCEDURE

Please apply online [here](#).

Closing date is Monday 18th March 2024 at 9am.

Interview date will be Friday 22nd March or Monday 25th March 2024.

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 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 always ensure compliance with the school's Child Protection Policy Statement. If while 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 Head.

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

Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage, motivate and hold staff to account.	Essential
Ability to work effectively as a member of a leadership team, to show initiative and imagination, to have vision and the ability to inspire others.	Essential
Lead by example, demonstrating reflective practice, remaining calm under pressure and supporting the Junior School vision.	Essential
First class organisational and administrative skills, with the ability to work to tight deadlines, managing competing priorities.	Essential
Strong analytical and problem-solving skills, combined with a proactive approach.	Essential
Effective and energetic in instigating and implementing change.	Essential
Able to see through complex strategies from concept to conclusion.	Essential
Able to maintain a high work rate and to juggle a range of tasks and issues at the same time.	Essential
Proven track record of excellent classroom practice.	Essential
Strong written and spoken English.	Essential
Strong numeracy to interpret statistical data.	Essential

KNOWLEDGE BASE

Excellent knowledge and understanding of the latest developments in pedagogy, educational policy and best practice.	Essential
A clear understanding of recent developments in teaching and learning.	Essential

EXPERIENCE

Substantial and successful experience of curriculum leadership and management.	Desirable
Experience of strategic planning or of curriculum evaluation.	Desirable
An excellent practitioner with class teacher experience in KS1 and KS2.	Desirable

ATTITUDE/APPROACH

A sensitivity to the needs of children and young people	Essential
Resilience and exuding a professional demeanour even when under pressure.	Essential
Personal integrity, honesty, energy, stamina, enthusiasm.	Essential
A willingness to give generously of their time to support school events and activities.	Essential
Commitment to personal development and lifelong learning.	Essential