



South Hampstead

High School

GDST

JOB APPLICATION INFORMATION

Phase Leader Lower Key Stage 2

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

We are seeking an exceptional classroom practitioner with Qualified Teacher Status to join South Hampstead Junior School – a happy community of pupils, parents and staff, who work together to provide an environment in which all girls thrive.

We are looking to appoint an inspiring individual to provide leadership and direction for the lower KS2 phase team to achieve high quality teaching and the highest possible standards of pastoral care for our girls.

This role also includes classroom teaching responsibilities.

Start date September 2024

Main Responsibilities

POLICY/STRATEGIC DIRECTION AND DEVELOPMENT

- Monitor pupil progress and attainment within the phase, reviewing data as part of the SLT.
- Help to optimise staff understanding, skills and knowledge of the curriculum relevant to that phase.
- Lead by example, in ensuring that whole-school policies and strategies are embedded throughout the phase.
- Assist with the development and monitoring of policies and plans for the Junior School as relevant to the phase.

TEACHING AND LEARNING

- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- To be fully responsible for the physical, emotional, spiritual, moral and academic education for the pupils under their care.
- To provide a broad, balanced and relevant curriculum according to the school guidelines, recognising the various needs, interests and abilities of the pupils.
- To plan and prepare lessons in order to deliver the National Curriculum and beyond, ensuring breadth and balance in all subjects.
- To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- To develop the learning environment by regularly updating display boards.
- To ensure effective use of support staff within the classroom.
- Support the implementation of curriculum provision for the phase to ensure consistency and progression.
- Promote excellence and inspiration in learning and teaching, leading by example.
- Support colleagues in developing creative and effective approaches to teaching throughout the phase, responding to the needs of the specific cohort.
- Promote a culture of reflective practice.
- Monitor, evaluate and review classroom practice within the phase.
- Promoting the values of kindness and respect to create a cohesive team.
- As a line manager, hold regular meetings with direct reports.

CO-CURRICULAR ACTIVITIES

- Support an inclusive and broad offer of co-curricular activities.

ASSESSING AND REPORTING

- To keep careful and accurate records of children's progress including teacher assessment and standardised assessments where relevant.
- To be available for consultation and liaison with parents at all reasonable times, meet with parents formally after school twice a year, and keep records of parent meetings.
- To produce termly reports of each child's progress and attainment.
- To ensure work is regularly marked in accordance with Junior School policy.

PASTORAL

- Lead by example, promoting high standards of pastoral care and an emphasis on pupil wellbeing.
- Support the implementation of PSHEE and RSE, coordinating with the Head of PSHEE and responding to the needs of the phase.
- Keep wellbeing high on the agenda, regularly discussing individual pupils and pastoral trends in phase meetings.
- Ensure all staff within the phase take a proactive approach to pastoral care and safeguarding, working closely with DSL and Pastoral Deputy Head as required.
- Oversee behaviour and bullying logs for the phase, working closely with the Head and Deputy Head (Pastoral); take a lead in responding to patterns and trends, and communication with parents.
- Ensure that the behaviour policy and anti-bullying policies are adhered to and implemented consistently.
- Promote a robust approach to record keeping, including class teacher pastoral notes, transition notes, daily registers and CPOMS entries.

LEADERSHIP & MANAGEMENT OF OTHERS

- Lead by example, demonstrating the values and ethos of the school and Head of Junior School.
- Hold regular phase meetings, attended by teaching and support staff; promote a culture where all staff feel valued and heard.
- Take a proactive role in inducting new staff to the phase.
- Appraise staff in line with GDST policy and procedure.
- Motivate and develop teaching and support staff, through clear communication, expectations and feedback.
- Develop, monitor and review deployment of support staff within the phase.

MARKETING & EXTERNAL LINKS, INCLUDING PUBLIC OCCASIONS

- Promote the reputation of the school through public occasions (Open Days, workshops etc).
- Develop links outside the school to increase opportunities for sharing good practice, learning opportunities for pupils etc.

TRAINING & DEVELOPMENT OF SELF AND OTHERS

- Regularly review own practice and take responsibility for own development.
- Ensure that training needs within the phase are identified, appropriately met, and that all members of the phase are active in their own personal and continuous professional development.
- Provide support with CPD to those you line manage.

MANAGEMENT OF RESOURCES

- Ensure that appropriate, well-maintained resources are available throughout the phase and identify future resource needs and aspirations for consideration in the school budget planning process.

ADMINISTRATION AND HEALTH & SAFETY

- To ensure pupils are correctly registered twice a day.
- To occasionally cover absent teachers as requested.
- To ensure that trips are organised in accordance with Trust guidelines.
- To ensure proper management of class budgets so that classes are properly equipped for all activities.

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

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 29th April 2024 at 9am.

Interview date: Week commencing 6th May 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 classroom teaching skills	Essential
Ability to communicate effectively and efficiently orally and in writing	Essential
Strong interpersonal skills	Essential
Ability to give meaningful praise and encouragement to teaching and support staff, as well as sensitively flag and support areas for improvement; developing a positive and collaborative culture within the phase	Essential
Ability to share/evaluate/review/implement current/new practice	Essential
Able to create effective links across the whole school	Essential

KNOWLEDGE BASE

Has knowledge of current educational developments in relation to the age group	Essential
Has knowledge of key characteristics of quality teaching, learning and learning environment	Essential
Give clear direction that enables pupils to achieve the highest quality education	Essential
An interest in pedagogy	Essential

QUALIFICATIONS/ATTAINMENT

Qualified Teacher status	Essential
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EXPERIENCE

Experience in leading INSET/supporting colleagues/professional development	Desirable
Experience of line-managing others	Desirable
Experience of teaching in Year 3 or Year 4	Desirable

ATTITUDE/APPROACH

Kindness and respect	Essential
Enthusiasm and relentless pursuit of excellence	Essential
Tact and diplomacy	Essential
Approachable and helpful	Essential
Leading by example	Essential