



STREATHAM
& CLAPHAM
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST



Candidate Information Pack

Director of Sixth Form

From September 2024

C o n t e n t s

Executive Summary	1	Pupil Outcomes	9
About Streatham & Clapham High School	2	Role Description	10
Aims and Ethos	4	Person Specification	14
Pastoral Care	6	Terms of Appointment and How to Apply	16
Academic Life and Life Beyond the Classroom	7		





Executive Summary

Streatham & Clapham High School is looking for an exceptional and ambitious teacher to lead the Sixth Form team to ensure the continuation of our outstanding post-16 provision.

The Director of Sixth Form will lead the Sixth Form team to continue to provide outstanding post-16 provision at Streatham & Clapham High School, so that students enjoy a breadth of rich and fulfilling educational opportunities within and beyond the curriculum.

They encourage younger girls to stay into the Sixth Form and are responsible for the university guidance and application process to ensure every student achieves the best possible outcomes for the next stage of their educational journey.

The Director of Sixth Form will also ensure that all members of the Sixth Form are supported pastorally and will liaise closely

with the Deputy Head Pastoral and the Pastoral team.

The post holder is a member of the wider senior leadership team and, as such, will have a range of stakeholders throughout the school; this includes, but is not limited to students, parents, sixth-form tutors, and sixth-form teachers. They are also one of the Deputy DSLs and therefore work closely with the DSL and Pastoral team.

The Director of Sixth Form is direct line manager for Head of Year 12, Head of Year 13, EPQ Co-ordinator; selected Heads of Department as required.



About Us

We are one of the UK's leading private girls' schools, educating pupils from Nursery through to Sixth Form. Pupils prosper in a vibrant setting that provides challenge and breadth of opportunity. They thrive on account of the school's family ethos, and they draw strength from the school's rich local, social and cultural mix.

Streatham & Clapham High School is an independent, academically selective school for girls aged 3–18 with over 870 pupils across the Prep and Senior Schools. The Prep School is located in spacious buildings with outstanding facilities in Streatham Hill.

The Senior School inhabits a four-acre site focused on an impressive 1930s building in a delightfully tranquil and leafy oasis of south London. Founded as Brixton High School in 1887 by the Girls' Public Day School Trust, it is one of the Trust's earliest member schools, and we are proud of our heritage and founding principles of breadth, fearlessness,

inclusivity, and a focus on developing every individual to achieve their potential, and this is articulated in our motto: Towards Wisdom Unafraid.



About Us *continued*

SCHS holds true to its founders' mission, and we are proud of our exciting and challenging curriculum, with a commitment to innovative teaching and excellent relationships across the community.

School life embraces a broad range of sporting, artistic, social, and cultural opportunities in an environment specifically created to inculcate the values of independent learning, responsibility for others and the enjoyment of challenge.

The school has first-class facilities, providing an environment that enables pupils to develop their interests and strengths both inside and outside the classroom.

The best outcomes and experiences for the girls are at the heart of all that we do, characterised by a warm, supportive, and positive culture. This helps build pupils' confidence, self-fulfilment, resilience, and happiness.

A richly diverse culture underpins this with kindness, generosity, opportunity, and social responsibility, combining a global outlook with a sense of local belonging.

The School is part of the GDST, the leading network of independent girls' schools in the UK, founded in 1872.

The Head is a member of HMC and GSA. The Head of the Prep School is a member of IAPS.

The GDST is a founding member of the International Coalition of Girls' Schools.

For more information, please visit the [school website](#) or view our [virtual tours](#) or [hear from our pupils](#).



Aims and Ethos

Our vision is to be unrivalled in empowering our young women to discover, nurture and project their unique identities and character.

The school offers its pupils an inspiring, enlightened, and intellectually challenging education in a lively, vibrant, and warmly supportive environment. The school's family ethos enables us to know, value and nurture each pupil as an individual and we are determined that all members of the school community should be inspired to outperform expectations daily.

The pursuit of excellence is the school's defining feature. It nurtures pupils to attain success and self-awareness across the widest spectrum of activity, extending far beyond the 'academic' horizon. The school's pupils, whether very able or late developers,

discover their unique identity and achieve beyond the realms of expectation.

Intrinsic to pupils' success are the school's expert and alert pastoral systems. The care extended to all pupils enables them to make outstanding progress, both academically and in their personal development. They mature into confident, accomplished and well-adjusted young women, prepared for the challenges of university education and their future careers, rooted in our core values of kindness, respect, integrity and compassion.



Aims and Ethos c o n t i n u e d

- We nurture, not coerce, excellence.
- We are a family, not a factory, school.
- We celebrate difference through our buzzy, diverse community, drawing strength from all that is great about London.
- We have an unstinting commitment to innovation; we do not stand still but are trailblazers.
- We draw strength from being part of the GDST family of schools, being pioneers in, and the shapers of, girls' education.



Our purpose is to enable every girl to achieve beyond the bound of expectation on a daily basis, across the spectrum of endeavour



Pastoral Care

SCHS has a diverse cultural, social, and economic pupil body, forming a key part of its identity and ethos.

Pupils achieve best if they are happy and settled in their social and working relationships, hence the 'family' ethos of our school.

Pupils benefit hugely from the outstanding care and support that the school provides which is inclusive and outward-looking, and built upon the three 'Rs' of pastoral care: relationships, respect and responsibility.

We help each pupil develop her own strengths with encouragement rather than pressure.

This level of care and personal attention stimulates each of our pupils to make rapid progress. Staff are easily accessible to pupils, providing for an environment in which girls feel warmly supported and valued.

Our comprehensive and bespoke pastoral care, which is rooted in our house system, where girls form excellent relationships across year groups and every stage of their development is expertly nurtured.

"Pupils are highly respectful of each other and exhibit qualities which reflect their concern for justice."
ISI Report, 2019



Academic Life and...

We build a curriculum to fit each girl's needs rather than trying to fit the girls into the curriculum.

SCHS offers a broad, balanced curriculum, where excellent teaching is provided in a supportive and stimulating environment. This enables pupils to equip themselves with the skills and characteristics needed to succeed in today's ever-changing and dynamic global society.

Pupils are encouraged to try new subjects, taking a broad-minded view of learning, and as our pupils advance, they enjoy progressively more independence throughout their secondary education.

Our broad choice enables pupils to nurture and develop their natural talents but also explore subjects they may have never considered before.

Throughout their education, pupils benefit from subject-specialist teachers who ensure that whatever choices they make as they progress through the school, they are individually supported to help them succeed.

The attainment of academic excellence is by itself of little value unless it is accompanied by strong personal growth. Our pupils develop as spirited, well-rounded citizens who embrace life's opportunities.

The four-acre site and excellent facilities ensure that the school can provide extensive co-curricular and enrichment opportunities.



...life beyond the classroom

“Being part of the GDST gives us a competitive opportunity to play with schools from across the country. My most memorable tournament would be winning the GDST hockey rally in Bath.” - Fran – Sports Scholar

There has been significant investment in the school’s facilities by the GDST, notably a state-of-the-art Sixth-Form Centre, a spacious new dining room, and a striking new reception area.

The drama and performance spaces have been refurbished to provide excellent lighting and studio facilities, and the Staff Common Room has been redesigned.

In 2021, the renovation of the library was completed. Most recently, we have built a new sports pavilion and completed the renovation of the Prep School library.





Pupil Outcomes

The ability profile of the school is significantly above the national average, with a proportion of pupils being far above the national average.

The school is in the top tier of independent schools in terms of its public examination results.

Pupils do themselves proud in their examinations outcomes: in 2023 at GCSE 12% of the cohort achieved all grade 9s and grade 8s across their subjects. Moreover, a significant portion of girls accomplished grades within the 7-9 range across all subjects, showcasing their well-rounded academic achievements.

At A-Level, 17% of pupils secured A* and A grades in 2023 with 11% of grades at A*. Furthermore, 36% of grades were within the

A*-A range, indicating a robust proportion of students achieving strong academic proficiency. A significant milestone was reached with 88% of grades attaining A*-C, and nearly half of pupils that studied for an EPQ gained A*-A grade. Frequent destinations include Oxbridge and other leading universities, along with art foundation courses and degree apprenticeships.

“Pupils of all abilities are highly successful in their academic achievements and make rapid progress across all areas of learning.” ISI 2019



Role Description

KEY TASKS AND RESPONSIBILITIES

Leadership and Management

- Play a leading role in the strategic planning, development and management of post-16 provision for academic and pastoral success.
- Act as Deputy DSL with specific responsibility for Sixth Form pastoral support, including working closely with the Deputy Head Pastoral, school counsellor, school nurse, SENDCo, and other staff to ensure proactive and effective pastoral care and safeguarding.
- Lead on the UCAS process, and work with the Head of Year 12, Head of Year 13, Medicine Lead, and Head of Futures and Aspirations to ensure there are robust programmes for Medicine/ Dentistry/ Ved med, Degree Apprenticeships, International applications, Oxbridge, and straight to employment routes.
- Champion the Sixth Form to the rest of the school, including celebrating Sixth Form achievements in assemblies, parent communications and with the marketing team.
- Liaise closely with the Head, Deputy Head (Academic), the Pastoral Team, the Admissions Team, and other relevant staff and work to ensure there is significant Year 11 retention.
- Meet with all Year 10 students and their parents in the Summer term for transition/ retention meetings, and run other retention activities such as taster days, Q&As with Sixth Form, Form Time socials and the 16+ Scholarship Programme.
- Lead in fostering the appropriate ethos of the Sixth Form and upholding its values which mirror the School's values.
- Play a leading role in developing and implementing SCHS's strategic plan, accompanied by a working knowledge of the underpinning budget.
- Liaise with the GDST in accordance with the needs of the Head and the School, and lead on Sixth Form GDST initiatives such as scholarships, prizes and awards, leadership opportunities, enrichment opportunities, and careers events.
- Monitor and evaluate teaching and learning within the Sixth Form, including the Form Time programme and the Enrichment programme.



Role Description c o n t i n u e d

- Analyse data for Year 12 and Year 13 at regular intervals, working closely with the Deputy Head (Academic) and the Head of Year 12 and Head of Year 13 to ensure meaningful and effective intervention.
- Manage and guide the Head of Year 12 and Head of Year 13 in academic, pastoral, cocurricular and community matters, ensuring their appropriate professional development.
- Work with the Head of Year 12 on specific processes and events relevant to that year group such as the induction programme, the EPQ programme, the Y12 tutor programme, the Y12 PSHCE programme, the Student Leadership process, Higher Education preparation, summer term enrichment, and parents events.
- Work with the Head of Year 13 on specific processes and events relevant to that year group such as the UCAS submission process, the Y13 tutor programme, the Y13 PSHCE programme, Student Leadership development, Leavers' events, and A Level exams.
- Work closely with the EPQ Coordinator to ensure the success and development of the programme, including working as a supervisor.
- Liaise with the Head of Futures and Aspirations on the Careers programme, the Friday Lecture series, Higher Education Week, university visits, interview practice, and other aspects of the very impressive SCHS Careers programme.
- Develop and sustain a Sixth Form Tutor team which is proactive, individualised, responsive and highly effective in supporting students in the Sixth Form both academically and pastorally.
- Monitor and support the work of each member of the tutor team and ensure appropriate training and support for excellent tutoring.
- Take a leading role in communicating and liaising with parents, and promoting the vision, ethos, and aims of the school externally.
- Lead Sixth Form team meetings, Sixth Form tutor meetings, and organise and lead weekly Sixth Form assemblies, in partnership with the Heads of Year.



Role Description c o n t i n u e d

- Attend SLT Meetings, Academic Committee meetings, HoDs meetings, Pastoral Team meetings, Governors' meetings, staff meetings, INSET days, A Level and GCSE results' days, and other regular meetings or events with the Head and senior colleagues.
- Lead and attend day and evening events throughout the year, such as parent events, open days, Speech Day, UCAS information evening, Specialist Applications evening, Into the Sixth Open evening, parent teacher meetings, Sixth Form socials, school productions and other cocurricular events.
- Lead on leavers' events, such as the Leavers' Brunch, Leavers' Assembly, and Leavers' Prom.
- Work with the Head to appoint the Head of School and Captain team, and then coordinate and collaborate with the Student Leadership Team to develop a range of inspiring initiatives throughout the school.
- Support the marketing of the school and the Sixth Form, including leading on the content of the Sixth Form prospectus and social media posts.
- Lead the budgeting for Sixth Form, working with the DFO and Finance team.
- Ensure that all Health and Safety guidelines and rules are followed, and that the students are also made aware of them and comply with them.
- Ensure clarity on and adherence to Sixth Form Code of Conduct and Dress Code.
- Undertake such other tasks appropriate to the role of the Director of Sixth Form as directed by the Head.

Student Guidance and Support

- Develop a creative, dynamic, academically ambitious and supportive culture and ethos in the Sixth Form in which every student can thrive and is inspired.
- Oversee the Oxbridge Programme.
- Engage Sixth-Form students with the Undivided survey and ensure equality, diversity and inclusion.
- Respond to the concerns of individual students in the Sixth Form to co-ordinate the initial induction of new students.
- Monitor the academic performance and endeavour of students, ensuring that the Heads of Year and tutors are proactive in following up problems.



Role Description continued

- Support individual students to resolve and difficulties with their tutors / subject staff.
- Work with the Heads of Year to respond to requests for information about academic or pastoral well-being of students made by parents.
- Work with the Heads of Year to prepare employment references for students.
- Have oversight of Sixth Form student attendance.
- Lead on the 16+ entry and scholarship programme.
- Ensure that opportunities for student participation in internal and external events are encouraged, including GDST, regional and national competitions.
- Ensure that all equipment, resources and Sixth Form areas are updated as necessary and made ready for students to use in good time and that such areas are neat and tidy.
- Deal with disciplinary problems in an appropriate manner.
- Be aware of and implement the SCHS's and GDST's policy on Safeguarding.
- Ensure each student is encouraged to develop their personal skills outside academic studies through participation in co-curricular activities, community projects and charity work.

General Requirements

- Support and contribute to the School's responsibility for safeguarding students.
- Ensure a safe working environment for staff, students, and visitors as per the Health and Safety Policy.
- Work within the GDST's Diversity Policy, promoting equality of opportunity for all students and staff.
- Maintain high professional standards of attendance, punctuality, appearance, and conduct, developing positive and courteous relations with students, parents, and colleagues.
- Engage actively in the performance review process.
- Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST Schools and support other staff in participating in GDST work, to develop and share best practice.



Person Specification

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 and motivate
- Ability to work effectively as a member of a team, to show initiative and imagination, and have the vision and ability to inspire others
- First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing priorities
- Strong analytical and problem-solving skills
- Effective and energetic in instigating and implementing change
- Able to maintain a high work rate and juggle a range of tasks and issues at the same time
- High level of classroom teaching skills
- Proven ability of creating an inclusive ethos that supports a positive safeguarding culture

Knowledge Base

- Awareness of recent significant national 16-19 educational developments
- Clear understanding of recent developments in teaching and learning
- Good understanding of all aspects of the UCAS process and other specialist routes such as Oxbridge and International
- Experience of Oxbridge guidance and preparation
- Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to learning, teaching, and school organisation
- Good working knowledge of approaches to safeguarding

Attainment

- An Honours degree from a leading university
- PGCE or equivalent
- Masters Degree preferable
- Leadership qualification such as NPQML or NPQSL

Experience

- Successful teaching experience in a range of settings across the full age range 11 – 18, up to and including A level, with a track record of consistently enabling students to achieve high standards
- Substantial and successful experience of curriculum leadership and management, likely to have been gained as Head of Department, Key Stage Co-ordinator or an equivalent senior role
- Experience in pastoral care and pupil management, for example, as Form Tutor, Head of Year or Head of House
- Experience of strategic planning or curriculum evaluation



Person Specification C o n t i n u e d

- Experience of managing diverse teams in an effective, collegiate manner with regard to colleagues' welfare
- Experience in managing difficult conversations
- Experience of dealing with external agencies eg. to organise work experience, university links, or in a safeguarding context
- A track record of using data to improve outcomes

Attitude and Approach

- Personal integrity, honesty, energy, stamina, enthusiasm
- Positive and inclusive approach
- Willingness to give generously of their time to support school events and activities
- Commitment to personal development and lifelong learning
- High expectations of students
- Empathetic, kind, fair and approachable with high standards
- Committed to the safeguarding of children and child protection

Key Performance Indicators

- Excellent academic outcomes (assessed against relevant benchmarking data)
- Increase in pupil numbers in the Sixth Form through retention of current pupils and through recruitment into the Sixth Form
- Sixth Form leavers go on to their first-choice destinations whether university or work placement
- Sixth Form teachers deliver their courses effectively and successfully with pupils of all abilities
- The Sixth Form curriculum, programme and pupil achievements are relevant, vibrant, future-ready, and all pupils have meaningful leadership experience
- The curriculum beyond lessons is enriching, challenging and enabling
- Pupils leave fully prepared for their next steps beyond SCHS



Terms of Appointment & How to Apply

The role will attract a competitive salary in line with qualifications and experience, and the successful candidate will also be entitled to an interest-free season ticket loan and free lunches during term time.

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Mrs Angela Bolton via email a.bolton@schs.gdst.net. Applications should be received no later than 8am on **15 April 2024** and candidates should use the following link, with a covering letter addressed to the Head, Ms Cathy Elliott.

https://my.corehr.com/pls/gdstrecruit/erq_jobspec_version_4.jobspec?p_id=034707

Interviews

The first stage of interviews will take place on the **19th April 2024** and the **second stage on 24th April 2024**, although the school reserves the right to appoint an exceptional candidate at any stage of the application process. All candidates invited to interview must bring original documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original certificates). Photocopies or certified copies are not sufficient. If original certificates are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body. All candidates invited to interview must also bring with them:

- An original passport and/or other appropriate document proving your eligibility to work in the UK;
- One other form of identification, such as a driving licence or birth certificate;
- **Two** other documents, such as utilities bills, TV licence, bank, building society or credit-card statements confirming your current address;
- Documents confirming your educational and professional qualifications.
- Please note that candidates must bring **originals** of the above documents. Photocopies or certified copies are not acceptable.



Terms of Appointment & How to Apply C O N T I N U E D

Appointment

Any offer to a successful candidate will be conditional upon:

- receipt of at least two references satisfactory to the school (if not already received), before appointment;
- verification of identity and qualifications;
- satisfactory completion of any pre-employment checks as relevant such as an online search and those to check whether you are registered for or prohibited or restricted from practicing certain professions or roles.
- a satisfactory DBS Disclosure at the enhanced level;
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance;
- verification of medical fitness in accordance with DfES Circular 4/99 - Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training;
- satisfactory completion of the probationary period.



STREATHAM & CLAPHAM HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Senior School

42 Abbotswood Road

London, SW16 1AW

020 8677 8400

seniors@schs.gdst.net

Nursery & Prep School

Wavertree Road

London, SW2 3SR

020 8674 6912

prep@schs.gdst.net

<https://schs.gdst.net>