

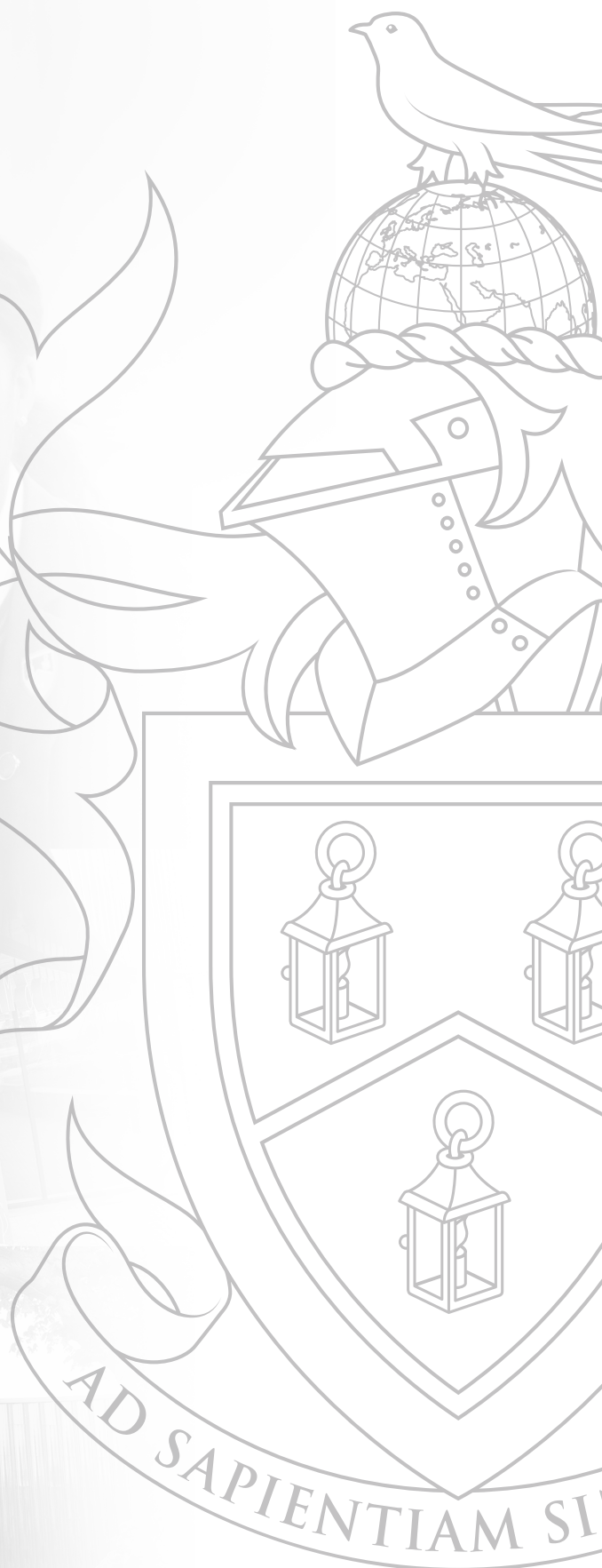


STREATHAM & CLAPHAM HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Job Application Information

Teacher of Classics
From September 2024



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EXECUTIVE SUMMARY

Streatham & Clapham High School (SCHS) seeks to appoint a first-rate Classicist to join an outstanding, ambitious and forward-looking department in a school where enquiry into the ancient world and its languages is held in high esteem.



This is an exceptional opportunity for an outstanding classicist to join a high-performing, lively and ambitious Classics Department, which is currently staffed by the Head of Classics, one full-time Classics teacher and two members of the Senior Leadership Team.

The successful candidate will be expected to teach Latin at all levels, from Key Stage 3 to A-Level and Classical Civilisation at AS/A-Level. The ability to deliver Classical Greek would be an advantage, but is not essential.

They should be able to inspire excellent attainment in this subject in public examinations by promoting high standards to teaching and learning.

Advising pupils and parents on progress, giving clear guidance for improvement, assessing, recording, and reporting as required in accordance with the school's procedures, and participating in parents' evenings.

The successful candidate will prepare students for university applications in this subject area, as well as forming links with appropriate university departments and faculties.

They should actively promote the subject to prospective pupils, both within the school and external applicants.

The post-holder is responsible to the Head of Classics.

The post commences 1 September 2024.

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 width of opportunity. They thrive on account of the school's family ethos, and draw strength from the school's rich 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.

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 www.schs.gdst.net.

AIMS AND ETHOS

Our vision is to be unrivalled in empowering our young women to discover, nurture and project their unique identities and character. Our purpose is to enable every girl to achieve beyond the bound of expectation on a daily basis, across the spectrum of endeavour.



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.

- We nurture, not coerce, excellence
- We are a family, not a factory, school
- We celebrate difference through our 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.

PASTORAL CARE

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



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.

ACADEMIC LIFE

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, enabling pupils to equip themselves with the skills and characteristics needed to succeed in today's ever-changing and dynamically 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 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 the opportunities life offers.

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, innovative and spacious new dining room, and striking new reception.

The drama and performance spaces were refurbished in order to provide state-of-the-art lighting and studio facilities, and the staff room has been redesigned and renovated.

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

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



The academic starting points of our pupils are 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.

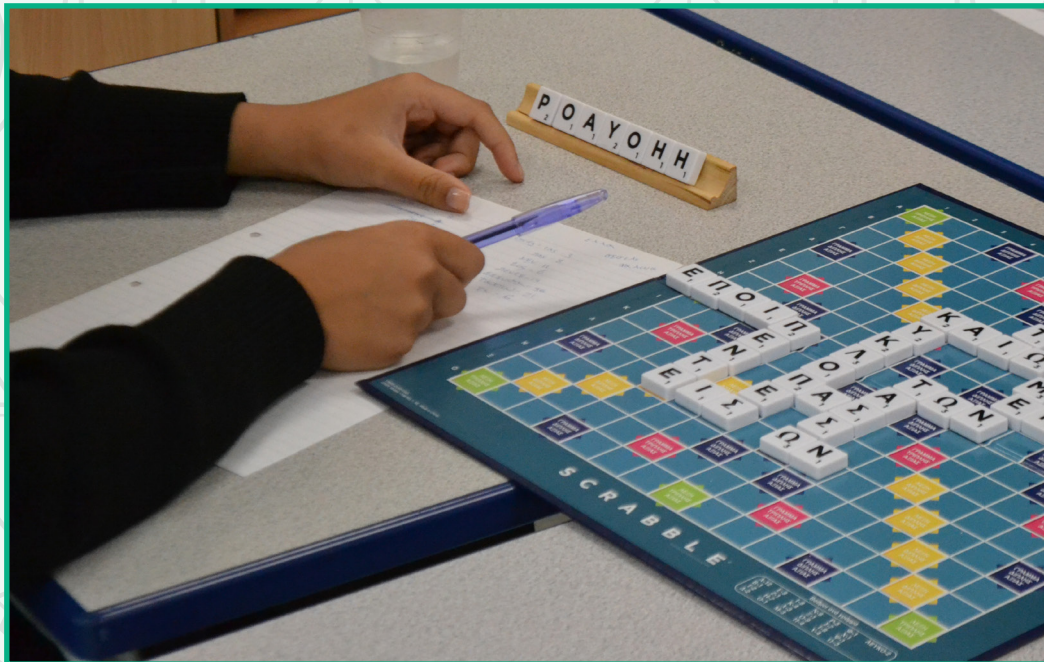
ROLE DESCRIPTION

The Department

From Year 7 to Year 9 the girls follow the Cambridge Latin course and complete Book 2 by the end of their third year at school. The girls are also provided with a taster of Greek, involving the alphabet, transliteration and simple present tense translation at Key Stage 3. At GCSE, Latin, Greek and Classical Civilisation courses are offered as separate options, making use of John Taylor and Henry Cullen's two-part courses. The Sixth Form currently follows the A-Level OCR courses in both Latin, Greek, and Classical Civilisation.

Pupils participate in a number of Classics trips and competitions throughout the year. Lower school pupils enjoy Metis, a weekly Classics club at lunch times, and older pupils attend Arête, our Classical Society. A busy schedule of trips and lectures is provided for all years.

The Classics Department is well stocked with texts and resources to support study at all levels of the curriculum. The Department has two Classics classrooms, as well as dedicated space in the Sixth Form Centre. All classrooms have whiteboards and smartboards.



Responsibilities

Teaching & Learning

- Teach GCSE Latin, GCSE Classical Civilisation, A-Level Latin, A-Level Classical Civilisation, and Key Stage 3 Latin
- Inspire and promote excellent attainment in this subject in public examinations through promoting high standards of teaching and learning
- Promote excellence in teaching and learning to ensure all pupils develop their potential and are equipped for life beyond school
- Advise pupils and parents on progress, giving clear guidance for improvement; assessing, recording and reporting as required in accordance to the School's procedures
- 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
- Prepare students for university applications in this subject area and related disciplines
- Form links with appropriate university departments and faculties
- Promote this subject to prospective pupils, both within the school and external applicants
- Report regularly to the Academic Director about issues in the teaching of this subject
- Advise and co-operate with the Head and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements
- Contribute to the broader life of the school by supporting and leading curricular and co-curricular events such as school productions and activity days

Pastoral

- Support and contribute to the School's responsibility for safeguarding and promoting the welfare and wellbeing of pupils
- Be aware of school safeguarding procedures and take appropriate action within these procedures when necessary, working with colleagues and external agencies and services
- Maintain good order and discipline among pupils, safeguard 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
- Act as Form Teacher
- Liaise with appropriate Head of Year and attend pastoral meetings when necessary
- Lead and participate in assemblies

Co-curricular Activities

- Actively promote interest in the subject outside the immediate physical and timetabled confines of the department.
- Contribute to the School's enrichment programme, 'Kinza'
- Instigate, promote and contribute to a lively curricular and co-curricular programme, including a programme of trips and visits

Marketing & External Links

- 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

Monitoring, Evaluation & Assessment

- Monitor pupil progress through the use of performance and benchmarked data to ensure that high standards of learning are achieved and maintained
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils

Training & Development of Self and Others

- Set personal targets and take responsibility for continuous professional development
- Participate in arrangements made by the GDST for the appraisal of personal performance and that of other teachers
- Review methods of teaching and programmes of work periodically
- Keep abreast of developments in examination specifications and attending examination-board training sessions as appropriate

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

- Decision-making skills: the ability to solve problems and make decisions
- Team work: the ability to work collaboratively with others
- The ability to plan time effectively and organise oneself well
- Confident user of IT and technology
- Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents)
- Sound behaviour management skills and discipline, both inside and outside the classroom
- Ability to use a range of teaching strategies to meet the needs of all students
- Ability to communicate effectively, both written and verbally, with colleagues, staff, governors, GDST and external bodies.

Knowledge Base

- Excellent professional and subject knowledge, and understanding
- Understanding of national and examination curricular requirements of the subject
- Up to date with professional developments in the subject and other aspects of education

Attainment

- Qualified teacher status
- Good honours degree
- PGCE or equivalent

Experience

- Experience as a subject teacher covering Key Stage 3-5
- Experience of teaching A-Level and GCSE in the subject for at least two cycles
- Experience of organising or participating in co-curricular activities

Attitude and Approach

- Ability to enthuse children and adults
- Possess a positive attitude and approach to change and development
- Flexible and firm with the ability to know when to be either
- Enjoy rising to the challenges inherent in a school environment
- Commitment to the safeguarding of children and young people
- Lifelong learner
- Commitment to maintaining the caring and supportive ethos of the school

HOW TO APPLY

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Ms Angela Bolton via email: a.bolton@schs.gdst.net.

Applications should be received no later than midday, 17 April 2024. All candidates should use the following link to apply and include a covering letter addressed to the Head, Ms Cathy Elliott.

https://my.corehr.com/pls/gdstrecruit/erq_jobspec_version_4.jobspec?p_id=034888



Interviews will take place the week commencing 22 April 2024, though 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). 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

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 offer to a successful candidate will be conditional upon:

- receipt of at least two references, satisfactory to the school (if not already received), prior to appointment
- verification of identity and qualifications
- a satisfactory DBS Disclosure at the enhanced level
- 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
- 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
- (for teaching posts) 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

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