



NOTTING HILL & EALING
HIGH SCHOOL
GDST

Appointment of
Part Time Computing Teacher in the
Junior School 0.5 FTE
For September 2021



About the School

Notting Hill & Ealing High School is one of London's leading independent girls' day schools. Founded in 1873 it is the oldest of the 25 schools which make up the Girls' Day School Trust (GDST) having begun life in Notting Hill and moved to Ealing in 1930. We are an all through school (ages 4-18). Around 300 girls in the Junior School and 600 in the Senior School, including 150 in the Sixth Form, make up a friendly and welcoming community. The Junior and Senior Schools occupy their own parts of the site and in day-to-day terms operate independently. We occupy a site in suburban, leafy, west Ealing with excellent transport links (easy walk or bus ride from Ealing Broadway or West Ealing stations; on the District and Central underground lines, mainline trains and Crossrail). The school is oversubscribed and a very popular choice at all ages with girls joining us from most parts of West London as well as areas further afield.

NHEHS is an academically selective school. Our girls are ambitious, bright, enthusiastic and eager to learn. In our latest ISI inspection we achieved the highest possible grades across the board and the inspectors noted that 'the quality of the pupils' achievements and learning is exceptional'. Public examination results are consistently outstanding and girls go on to study a wide range of subjects at prestigious universities including Oxford and Cambridge. The school is highly regarded for the way it achieves its outstanding outcomes within a particularly warm and supportive environment, and pastoral care and achieving the best for every girl is at the heart of everything we do.

The Junior School is a happy and successful community of pupils, parents and staff, working together to provide an environment in which girls' strengths are allowed to flourish. We achieve consistently excellent outcomes for girls, reflected in the school being named as the Independent Preparatory school of the Year in 2018 by The Sunday Times Parent Power Survey. Our girls achieve the highest academic standards at age 11 and almost all go on to the Senior School.

About the GDST

GDST schools share an ethos and heritage of girls-only education and are members of a unique network which adds value to each school, student and member of staff. Networking opportunities with other teachers across the Trust enable staff to share best practice and develop initiatives that benefit all our schools and students. In addition to supporting the work of individual schools in supplying excellent induction and development opportunities for staff, the GDST network provides access to an extensive training programme. This includes development opportunities (including a Middle Leaders Development Programme and Aspiring Leaders Programme) and to grants for individual courses of study.

Educational Ethos

From the earliest years, we focus on developing pupils' literacy and numeracy skills while making sure they have the freedom to discover a real love of learning. Lessons are interactive, stimulating and challenging, and outstanding teaching ensures that every child achieves at the very highest level. And, as an all-through school, we are able to offer girls the benefit of a rich and varied curriculum free of the need to prepare for 11+ tests.

Our integrated approach to the curriculum, which unites learning in several subjects around a common theme, helps girls develop a real depth of knowledge and builds confidence in key skills such as research, analysing results and interpreting and presenting information.

Curriculum

Reception (ages 4 & 5)

Our Early Years Foundation Stage curriculum encompasses seven Areas of Learning. This includes three 'prime' areas:

- Personal, Social and Emotional Development (PSED)
- Physical Development
- Communication and Language

as well as four 'specific' areas:

- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

During the Autumn term, there is an emphasis on PSED where girls learn to play together, to share, make friends and develop the skills they need for the rest of their lives. Girls also have the benefit of specialist teaching in PE and Music, and the opportunity to perform in the nativity production at the end of their first term. Each class teacher is supported by a teaching assistant.

KS1

Throughout Year 1 and 2 there is a strong emphasis on secure foundations, especially in literacy and numeracy. Right from the start, pupils become fully involved in their own learning, evaluating their work and taking increasing responsibility in achieving personal targets. However, the curriculum is a broad one with class teachers being responsible for teaching English, Maths, History, Geography, Art, Design and Technology, PHSCE and RE. Subject specialists teach Computing, Music, Science, Mandarin and Physical Education. Girls learn Mandarin from Year 1 onwards. From Year 2 they are able to learn French in extra-curricular clubs. Each class teacher is supported by a teaching assistant.

Classroom learning is complemented by a rich programme of external visits, visitor sessions and workshops. More opportunities for learning about the world are provided by activities such as raising money for charity, being part of a performance or listening to a visitor speak in assembly.

KS2

Class teachers are responsible for teaching English, Maths, History, Geography, Art, Design and Technology, PHSCE and RE. Subject specialists teach, Computing, Science, Music, Mandarin and Physical Education. Girls continue to develop their skills in Mandarin throughout Years 3 – 6. In addition, they have the opportunity to learn French (all Years) and German (from Year 5) in extra-curricular clubs. We continue to make full use of visits to museums, art galleries, theatres, performing arts venues and historical sites as part of the curriculum and in Year 5 and 6 there are residential trips. Activities in school such as our own election on the day of the General Election, History and Book Week or International Week provide plenty of other opportunities to explore issues and girls are encouraged to develop their opinions and ideas.

Pastoral care/wellbeing

We put the girls at the heart of all we do. Every girl is a member of a class, and the strong sense of belonging fostered by her class teacher makes her feel valued and supported. We want all our girls to be happy, kind and resilient, and to always be themselves. Class teachers know the girls very well and work closely with parents. We encourage our girls to try new things and make new friends, and proactively teach them strategies for speaking up and speaking out.

A sense of camaraderie across year groups – and a little healthy competition – is generated by the school team system, run by elected Year 6 team captains. The all-through nature of NHEHS also means Junior School girls can access the Senior School's pastoral care, which includes a full-time nurse and counselling service.

Beyond the Classroom

Our clubs, which run before, during and after school, have something for everyone, from sports and choirs to science and art. Most are free of charge and led by our own teachers, following their own interests and passions. Others, such as fencing, chess, drama and dance, are run by external agencies and require a small fee. Music is a great strength of the school and girls can learn a musical instrument at NHEHS from Year 3. There are then ample opportunities for girls to join small ensemble groups, as well as the orchestra.

Our After-School Club, run by our own staff, offers extended day provision until 6pm every day to all pupils – a chance for girls to do their homework, make new friends and play. Our breakfast club also allows parents the opportunity to drop their daughters safely at school from 7.30am and a light breakfast is served.

Our London location allows us to make the most of all that the capital has to offer, from museums and galleries to religious centres, which reinforces pupil learning. Our residential trips –Camping in Year 5, PGL in Year 6 – perform a valuable role in enhancing the girls' learning and fostering a sense of both community and independence.

Collaboration with the Senior School

Sharing a site with the Senior School enables benefits of both resources and engagement. The Junior School regularly use the Senior School site, including for drama productions, sport and concerts. To support girls' transition to the Senior School and subject-specialist teaching, a number of senior school teachers provide lessons in the Junior School. Older girls are also involved in junior initiatives, including helping individuals and running clubs.



Sunday Times Independent Prep School of the Year 2018

"Notting Hill and Ealing High School Junior School proves you can have both outstanding academic success and a relaxed, happy school where girls are encouraged to be individuals and to express themselves." Alastair McCall, Editor, The Sunday Times Schools Guide, Parent Power.

"We are delighted that you are considering NHEHS and hope that you will want to apply for this post once you have found out more about us. Our website, www.nhehs.qdst.net will tell you more about the school and give you a taste of the atmosphere here."

Matthew Shoults, Headmaster

Junior School Computing Teacher Job Description

Job purpose

- To plan and deliver a weekly computing lesson to girls in Y1 – 6
- To liaise with Digital Lead
- To promote the aims and objectives of the school and maintain its philosophy of education.

Responsible to: The Head of the Junior School

Responsibilities: The following shall be deemed to be included in the professional duties which a school teacher may be required to perform under the reasonable direction of the Head or the Head of Junior School

1. Teaching

Teachers will be required to teach girls across the primary phase.

- 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 girls.
- To plan and prepare lessons in order to deliver the National Curriculum 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 where appropriate within the classroom, including parent helpers.

2. 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 annual reports of each child's progress and attainment.
- To ensure work is regularly marked in accordance with Junior School policy.

3. Pastoral

- To share with colleagues, including the Head of the Junior School, general responsibility for the supervision and welfare of children throughout the Junior School.
- To promote high expectations of behaviour and implement the Junior School behaviour policy.
- To attend assemblies on a daily basis and lead assemblies from time to time.
- To be prepared to participate in extra-curricular activities.

4. Staff Training and Development

- To participate in staff meetings and to help to plan, to contribute to and take part in in-service training, including up to 5 annual professional development days.
- To participate in arrangements made by the Trust for the review of her/his performance.
- To be prepared to continually update practice and participate in professional development opportunities.

5. 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.

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.
- Build effective relationships with parents and support the Head of the Junior School in promoting the ethos of the school
- 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 by the GDST Council Regulations.
- Undertake other reasonable duties related to the job purpose required from time to time.

Selection Criteria

- An excellent classroom practitioner
- Qualified Teacher Status or willingness to obtain Qualified Teacher Status.
- Experience of planning and delivering the National Curriculum.
- Experience of delivering the ICT curriculum
- Experience of teaching children Key Stage One and/or Key Stage Two
- Evidence of working closely with colleagues.
- Likelihood of flourishing in this particular school.

Terms and Conditions of the Post

The GDST offers attractive salaries and pay progression, when compared with the education sector generally, and has its own pay and grading structure, and system of career progression. The salary reflects London weighting.

Benefits include:

- Membership of Teachers' Pension Scheme
- Access to the GDST central training and development programme
- Up to 50% discount on fees for children at GDST schools
- Training grants for obtaining further qualifications
- Interest free annual season ticket loans for travel are available to staff
- Interest free loans to enable staff to buy a computer for personal use at home
- Cycle Scheme: The School is part of the scheme which enables staff to purchase bicycles and equipment at a tax advantageous rate and pay for the equipment over 12 months
- Free lunches during term time

Application and Interview Process

Applications should be submitted by **midday, Friday 14th May 2021** at the latest; however, applications may be considered in advance of the deadline. Candidates should complete the application form provided with details of qualifications and experience and the names, addresses, telephone numbers and email addresses of two professional referees, one of whom should be your current or most recent employer.

Completed applications should be sent via

https://my.corehr.com/pls/gdstrecruit/erq_jobspec_version_4.jobspec?p_id=008685

Ms Silvana Silva
Head of Junior School
Notting Hill & Ealing High School
26 St Stephens Road, London W13 8HH
recruitment@nhehs.gdst.net

Shortlisted candidates will be invited for interview on **Friday 21st May 2021**.

All adults employed at the school are cleared for working with children and young people through the Disclosure & Barring Service. Please see attached full information regarding the Girls' Day School Trust guidelines on the Safeguarding of Children.

Further information about the school can be found on our website at: www.nhehs.gdst.net