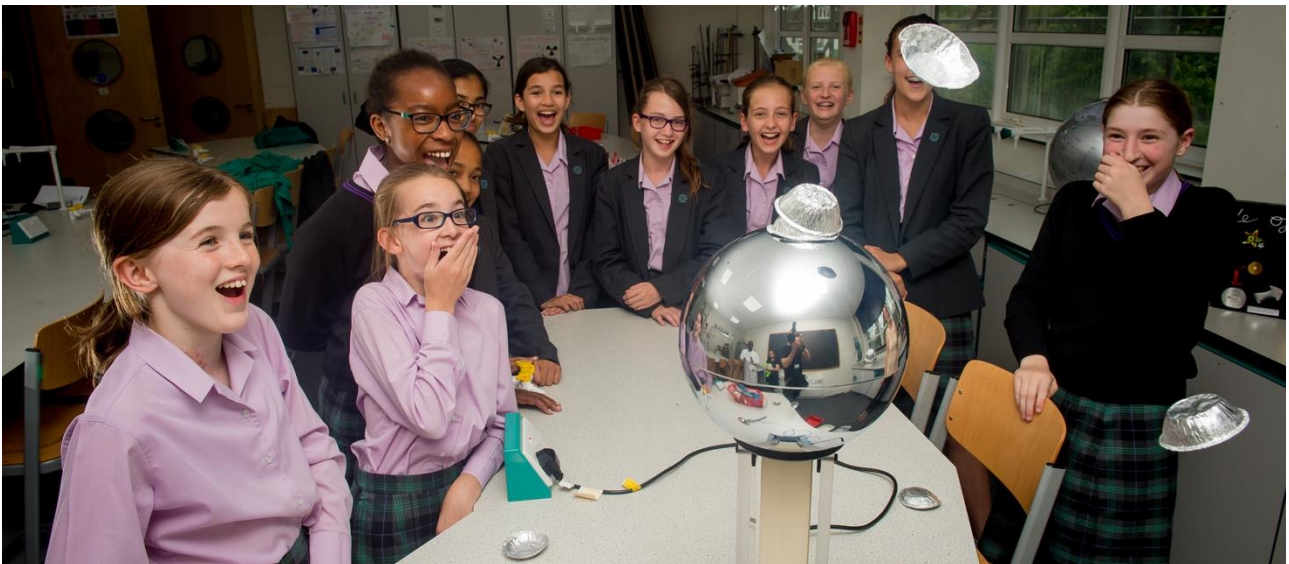




# STREATHAM & CLAPHAM HIGH SCHOOL

The appointment of  
**Teacher of Biology and Physics**  
*Required for September 2019*



# Streatham & Clapham High School

---

Streatham & Clapham High School is an independent, academically selective school for girls aged 3–18. There are over 760 pupils on the roll across the Prep and Senior Schools. Girls aged 3-11 attend the Nursery and Prep School, located in spacious buildings with outstanding facilities in Streatham Hill. The Senior School inhabits a four-acre site focused on an imposing 1930s building in a delightfully tranquil and leafy oasis of south London, where the soundscape is dominated by birdsong.

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 well: in 2018 at GCSE, over 17% of results were Grade 9. At A Level, the percentage of grades at A\*-B over the past five years has averaged 75%.

Many girls live locally and an increasing number walk or cycle to school, encouraged by the school's commitment to sustainable travel. The Senior School is 10 minutes' walk from Streatham Hill National Rail station and twenty minutes from Balham National Rail and Underground. Other pupils come from further afield, including Battersea, Clapham, Wandsworth, Dulwich, Tooting and Brixton. The school is also within easy reach of the theatres, museums and galleries of central London.

Streatham & Clapham High School is a distinguished historical foundation. It was founded, as Brixton High School, in 1887 by the Girls' Public Day School Trust as one of its earliest member schools. Between 1895 and 1993 much of the school was located at Wavertree Road, SW2, the current site of the Prep School. In 1994 the Senior School moved to the Abbotswood Road site into the buildings of the former Battersea Grammar School, and since then there has been a major capital investment programme by the Girls' Day School Trust to extend and improve the school's facilities.

As such, the school has first-class facilities for learning, providing an environment that enables girls to develop their interests and strengths both inside and outside the classroom. The school keeps up-to-date with new teaching methods and innovative techniques, such as interactive on-line learning, and use them to engage and extend its pupils. The facilities include two ICT suites, a Music suite including a dedicated music technology suite, a Recital Hall, two Design & Technology workshops, a full-size indoor Sports Hall, Dance and Art studios, and Sports pitches and tennis courts. In 2017, the school occupied a stunning state-of-the art sixth-form centre on a new floor on the main building (which constituted the first phase of the £13 million building project), and the final phase of the building work, an architecturally innovative and spacious new dining hall and a striking new reception at the front of the school, together with a Fountain Atrium, was completed in March 2018.

The school offers a wide range of subjects. Pupils in the Upper Third, Lower Fourth and Upper Fourth (Years 7 to 9) study the core disciplines of English, Mathematics, and Science. Other subjects offered include Art, Computing, Design & Technology, Drama, French, Geography, History, Italian, Latin, Music, Physical Education, Religious Education, and Spanish. All of these subjects, as well as Ancient Greek, are available at GCSE or IGCSE in the Fifth Form (Years 10 and 11). Pupils in Upper Third and Lower Fourth also follow the 'Learning 2 Learn' programme that encourages pupils to explore and develop their own awareness of how they approach learning opportunities and how to become more effective and autonomous in their learning).

The school offers a range of subjects for study at A Level, including Art & Design, Biology, Chemistry, Classical Civilisation, Latin, Critical Thinking, Design & Technology, Drama & Theatre Studies, Economics, English Literature, Geography, Government & Politics, History, French, Italian, Spanish, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology and Religious Studies. The majority of sixth-form students also pursue the Extended Project Qualification to extend their interests and knowledge. Virtually all sixth-form students proceed to the most competitive Russell Group universities (including Oxbridge).

## **The School's Vision and Purpose**

The school offers an inspiring, enlightened and intellectually challenging education for its pupils in a lively, vibrant and warmly supportive environment. The family ethos of Streatham & Clapham High School enables us to know, value and nurture each pupil as an individual. We celebrate diversity and draw strength from the school's rich social and cultural mix.

This reflects the school's belief that all members of the school community should be inspired to outperform expectations on a daily basis. The pursuit of excellence is thus the school's defining feature. It nurtures pupils to attain success across the widest spectrum of activity, extending far beyond the conventional 'academic' horizon. In so doing, they learn the beauty of reason, the allure of the aesthetic, and the vitality of the physical. The school's pupils, whether they are very able or late developers, learn to navigate the landscape of the human spirit 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. Equally, they are attached to ideals which will colour their actions and decisions throughout their adult lives.

In a nutshell:

*Our motto:* ad sapientiam sine metu ('towards wisdom unafraid').

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

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

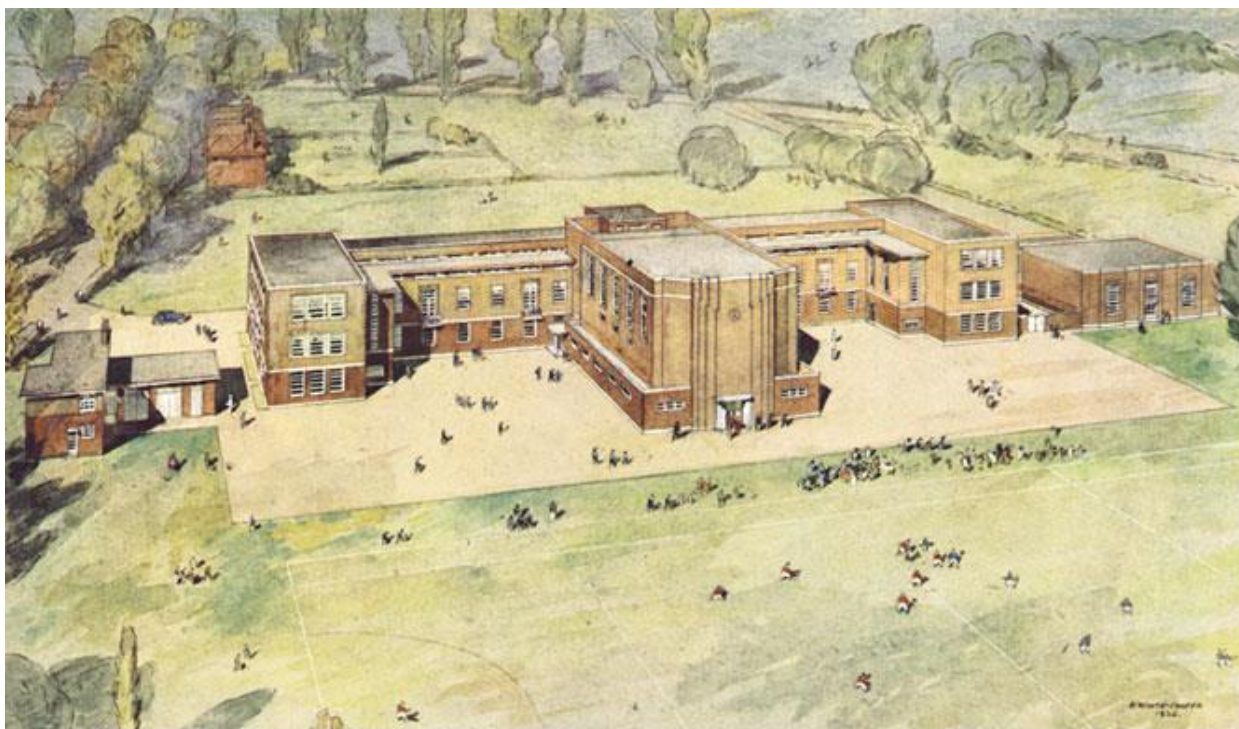
*Our salient and distinctive features:*

- 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.

## **The Girls' Day School Trust**

The GDST, which has pioneered the education of girls and young women since its foundation in 1872, is the leading network of independent girls' schools in the UK, with approximately 4,000 staff and nearly 17,000 pupils in its 24 schools and two academies throughout England and Wales. About 8% of all the girls in independent education in the UK are at GDST schools. GDST schools are non-denominational, and pupils have always been admitted irrespective of background or beliefs. All but two of the schools educate girls from the age of 3 or 4 to 18.





*An historic drawing of the school buildings in the 1930s (which then housed Battersea Boys' Grammar School)*

## Why work at Streatham & Clapham High School?

---

Streatham & Clapham High School is a vibrant, exciting and fulfilling place in which to work. The leadership team of the school promotes a vision of education that is liberal and humane in its approach, which aims to invigorate tradition with innovation, and which is receptive to new ideas and contributions. The teaching staff is highly professional and enthusiastic, and includes some world leaders in their academic disciplines. All members of staff value the breadth of education offered by the school and enrich their teaching and broader contributions to the school with their own personal interests and experiences.

The school is characterised by a warm, welcoming and supportive atmosphere. Members of the Common Room are supportive of each other, and this ethos of support is reflected by the ease of access that all members of staff have to the leadership team. Relationships with pupils are respectful, purposeful and warm. New colleagues are supported through a personalised induction programme.

All members of staff benefit from a highly regarded central training and personal development programme and access to a GDST-wide virtual learning environment that gives opportunity for discussion and exchange of information with colleagues in other Trust schools. Staff are also entitled to an interest-free season ticket loan, reduced BUPA subscription, and free lunches during term time.

## The position of Teacher of Biology and Physics

---

### **The Department**

The Science Department is staffed by the Head of Science/Head of Physics, Head of Biology, Head of Chemistry, and a number of specialist science teachers and science technicians. All staff play an active

role in the development of engaging resources and furthering the participation in and enjoyment of science from Year 7 to Year 13.

The Department has seven modern laboratories, with two specialising in each science discipline and a state-of-the-art laboratory specific to sixth-form teaching. Pupils in Years 7 and 8 follow the Collins programme of study for Key Stage 3, which is completed by the end of Year 8. Year 9 pupils begin the AQA Science curriculum and are placed in sets according to their ability. Most students study Physics, Chemistry and Biology with a small number studying the Trilogy course. Sixth-form students follow the A Level AQA specification for Chemistry and Physics; Biology students follow the OCR specification.

The Department is very well equipped with textbooks, modern equipment and ICT resources to support study at all levels of the curriculum. The Department is also supported by three subject-specific laboratory technicians.

Our students are given many co-curricular opportunities to encourage a greater engagement in science. This ensures our high retention of sciences at A Level, and all three sciences remain a popular choice among the Lower Sixth students. Recent excursions have included visits to The Observatory Science Centre in Herstmonceux, science conferences at the Institute of Education and a particle masterclass at Royal Holloway College. We welcome visiting speakers from Imperial College, The Royal Society of Cosmetics and The Royal Society of Chemistry.

## **The Post**

The post commences on 1 September 2019. The successful candidate will be an outstanding Biology and Physics specialist and will teach Biology and Physics at Key Stage 3, GCSE with the ability to teach A-level in either Biology or Physics. The post-holder is responsible to the Head of Biology and Head of Science

## **Responsibilities**

- Teaching Biology and Physics up to GCSE level
- Teaching either Biology or Physics up to A-level
- Inspiring excellent attainment in this subject in public examinations through promoting high standards of teaching and learning
- Advising pupils and parents on progress, giving clear guidance for improvement, assessing, recording and reporting as required in accordance to the School's procedures, and participating in parents' evenings
- Assisting the Head of Department to prepare students for university applications in this subject area
- Promoting both subjects to prospective pupils, both within the school and external applicants
- Reporting regularly to the Head of Department about issues in the teaching of this subject
- Attending appropriate staff meetings
- Contributing to the day-to-day operations of the school, including form tutoring
- Contributing to the school's enrichment programme, 'Kinza'.

The following items are included in the standard professional duties which a school master or mistress may be required to perform under the reasonable direction of the Head Master:

### **1. Teaching**

Having regard to the curriculum for the school:

- a. planning and preparing courses and lessons;
- b. teaching, according to their educational needs, the pupils assigned to her/him, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
- c. assessing, recording and reporting on the development, progress and attainment of pupils;
- d. organising and participating in extra-curricular activities, including trips.

### **2. Other activities**

- a. Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to her/him;
- b. providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- c. making records of and reports on the personal and social needs of pupils;
- d. communicating and consulting with the parents of pupils as directed by the Head Master;
- e. attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions;
- f. communicating and co-operating with persons or bodies outside the school;
- g. participating in meetings arranged for any of the purposes described above;
- h. contributing, wherever appropriate, to the wider life of the school.

### **3. Assessment and reports**

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

### **4. Appraisal**

Participating in arrangements made by the GDST for the appraisal of her/his performance and that of other teachers.

## **5. Further training and development**

- a. Reviewing from time to time her/his methods of teaching and programmes of work;
- b. participating in arrangements for her/his further training and professional development as a teacher;
- c. keeping abreast of developments in examination specifications and attending examination-board training sessions as appropriate;

## **6. Educational methods**

Advising and co-operating with the Head Master and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

## **7. 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.

## **8. 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.

## **9. Cover**

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

## **10. Public examinations**

Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examinations in accordance with both internal and external regulations.

## Person Specification

- A well-qualified graduate with qualified teacher status or the equivalent gained through experience
- Excellent subject knowledge
- Enthusiasm; the ability to inspire, excite and motivate pupils in this subject
- Strong classroom teaching skills and a strong commitment to sustained improvement
- High expectations of students
- Excellent communication skills
- A nurturing approach to teaching and learning
- Powers of self-evaluation and a critical approach to own practice and others
- Self-management skills: the ability to plan time effectively and organise oneself well.
- A clear understanding of recent developments in teaching and learning
- Personal integrity, honesty, energy, and stamina
- An ability to motivate pupils and colleagues
- A willingness to give generously of time to support school events and activities
- Dedication and loyalty to the School
- Sense of humour

## Salary and Benefits

The salary will reflect the experience and qualifications of the successful candidate, who will also be entitled to an interest-free season ticket loan, reduced BUPA subscription, and free lunches during term time.

## How to apply

---

Candidates should submit the following documents

- Completed application form
- A letter of application (you may refer to this in Section 5 of the application form if you wish)

to the Head Master to arrive no later than **noon** on **Wednesday 15 May**

Address: Streatham & Clapham High School, 42 Abbotswood Road, London, SW16 1AW

Email: The HR & Recruitment Manager: [hr@schs.gdst.net](mailto:hr@schs.gdst.net)

Any candidate wishing to seek additional information about the post or to discuss any related matter should contact the HR & Recruitment Manager, Mrs Kayleigh Sullivan (020-8677 8400).

## Interviews

Interviews will take place on **Monday 20 May**, 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, diplomas, etc.). 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.

### **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), prior to appointment;
- verification of identity and qualifications;
- 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;
- (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.