



NOTTING HILL & EALING  
HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST

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# *Interim Welfare Support 9.30am - 2.30pm (with flexibility)*

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FOR MAY 2024, FIXED TERM WITH OPTIONAL EXTENSION



£25,000 - £27,000 FTE, £12,387 - £13,378 Pro Rata depending on  
experience

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MONDAY - FRIDAY, PART TIME, 22.5 HOURS PER  
WEEK, TWO MONTHS FIXED TERM CONTRACT  
CLOSING DATE 7TH MAY 2024

# Inspiring academic excellence since 1873



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. We are an all-through school, starting at age 4, with over 900 students in all. The Senior School starts at age 11.

NHEHS is academically selective. Students are bright and ambitious. There is no trade off between success and happiness: the school is highly regarded for the way it achieves outstanding outcomes within a particularly warm and supportive environment.

Public examination results are consistently outstanding and girls go on to study a wide range of subjects at prestigious universities, from Oxford and Cambridge to overseas destinations such as Caltech and Trinity College Dublin.

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'. We have won multiple awards, including, TES 2021 Senior School of the Year.

## Five pillars of the school's vision for the coming years

### • ACADEMIC CLOUT

We Inspire in all students academic ambition, not only in the classroom, but through clubs and societies, partnership work and trips and expeditions.

### • VOICE

We instil public speaking skills throughout the girls' time so that they all have the confidence to find their voice.

### • LEADERSHIP & INITIATIVE

We provide leadership opportunities throughout the school, so that all students know how they can lead and introduce new ideas.

### • A COMPASSIONATE COMMUNITY

We sustain our strong sense of kindness and community, foster altruism, and give students the skills to navigate a complex moral world with assurance.

### • SKILLS FOR LIFE

We work with our careers team, alumnae and parents to give students the skills needed to thrive in their studies, work and in the world at large.



Matthew taught Classics and was a Head of Department and Deputy Head at leading single-sex schools before joining at NHEHS in 2017 as its 14th Headteacher. While leading the School's strategic direction he still has close contact with students, including teaching public speaking to every student in Year 7. He co-chairs the GSA/HMC Universities Committee and is the Chair of the 11+ London consortium group of schools. He has a keen interest in music making, cross-country running, hill walking and cryptic crosswords.



# Job description: Interim Welfare Support

The school is looking for a thoughtful and caring individual to work alongside the school nurse to support students during the school day. Training will be provided. Hours are flexible

## Purpose of the role

To provide Welfare Support to the Senior and/or Junior School pupils (flexible depending on the candidate), working alongside the pastoral team and School Nurse.

## Welfare

- Assisting with pupils who are unwell or otherwise distressed, and taking to hospital or for other emergency treatment if required; administering first aid if qualified to do so.
- Provide a supportive and sympathetic point of contact for students or parents in distress, summoning assistance as required.
- Provide general and medical administrative support to the School Nurse.

## Skills Required

- Ability to remain calm when under pressure
- Tact and diplomacy in sensitive situations
- Understanding of confidentiality
- Attention to detail
- Self-motivated and able to work with minimal supervision
- Clear spoken English
- Ability to work with a team
- Well-presented appearance and professional manner
- Good ICT competency
- Good organisational skills
- Good communication including on the phone
- Numeracy and literacy skills to GCSE or equivalent

## Training can be offered for the following skill-sets:

- Pediatric First Aid
- Mental Health First Aid
- Knowledge of Asthma and Diabetes

## Personal attributes

- Enthusiastic, positive and hard working
- Commitment to the safeguarding of children and young people
- Flexible and approachable attitude
- Ability to solve problems, make sound judgements and take decisions
- Ability to work under pressure, on own initiative, accurately and with attention to detail
- Commitment to maintaining the caring and supportive ethos of the school

## Training & Development

Maintain an up-to-date knowledge and understanding of all aspects of role

- Reviewing own methods and programmes of work.
- Evaluating own performance and being committed to improving own practice through appropriate training and professional development.
- With the line manager, engage actively in any process of appraisal or performance review for self and for those supervised.

## General Requirements

All staff are expected to:

- Work towards and support the school vision and the current school objectives
- Maintain high professional standards of attendance, punctuality, appearance, and conduct.
- Demonstrate positive and courteous relations with students, colleagues, parents and any external personnel.
- Adhere to school and GDST policies,
- 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.
- Engage actively in the performance review process, and training and development opportunities available.
- Carry out such other associated duties as are reasonably assigned by the Head.
- Undertake other reasonable duties related to the job purpose required from time to time.

# Our Senior Leaders



**Rebecca Irwin**  
**Senior Deputy Head Pastoral**

A highly respected former Head of Sixth Form with deep safeguarding expertise, and well-known for her open-door policy, Rebecca oversees NHEHS's superb pastoral provision, including the coaching programme and initiatives to promote wellbeing.



**Madeleine Copin**  
**Deputy Head Academic**

With degrees in Mathematics (Cambridge) and Art History (London), Madeleine has taught in both day and boarding schools. She works with Heads of Subject to develop scholarly experiences, from academic to projects engaging students in original research.



**Hayley Silvester**  
**Assistant Head Professional Development**

Also the Head of English, Hayley leads staff training and development, ranging from supporting early career teachers to coaching for experienced leaders. She also oversees teaching quality assurance, and runs Teaching & Learning initiatives within the Senior School.



**Richard Pearce**  
**Head of Sixth Form**

Formerly a research biologist, Richard also draws on experience as Head of Year in leading the academic and pastoral life of the Sixth Form. He oversees careers education, including how skills for life are embedded throughout the school.



**Faieq Khan**  
**Assistant Head Digital, Operations and Sustainability**

Faieq has assisted Heads of Computer Science throughout the GDST, leading on initiatives to develop non-specialist teachers. His responsibilities as Assistant Head span digital strategy, sustainability, timetabling and data analysis.



**Pasan Fernando**  
**Assistant Head Co-Curricular and Partnerships**

An Economics specialist who has taught in co-ed and single sex environments, Pasan has experience of running partnerships programs all over the world, and is passionate about the value of this work in broadening students' horizons.

# Academic & Pastoral Excellence



“

*At NHEHS, pastoral care is prioritised as much as academic drive.”*

THE GOOD SCHOOLS GUIDE



## The best of both worlds

We welcome applications from colleagues who share our ethos that a happy and supportive environment sits alongside academic success.

## Proactive pastoral care

Initiatives at key developmental milestones help to develop in students an outward-looking perspective, as well as the ability to navigate life at school and in the future. A clear pathway of support, ensuring that every student is aware of all the people they can talk to, supports our students through their teenage years.

The school operates an extensive House system, which supports inter-year links, and encourages girls to take part in competitions across school life, from the infamous “House Shout” to “House University Challenge”.

## Pastoral Involvement

All teachers are also tutors for a form, supported by an experienced Head of Year. For those with particular strengths or ambitions, there are opportunities to receive training in Mental Health First Aid, or to become a Pastoral Coach (supplementing form tutor provision) or to become part of the specialist team delivering Sex and Relationships Education.

## Our Teaching & Learning philosophy: beyond specifications

We seek to spark a deep-seated love of learning, and a knowledge-rich understanding that reaches far beyond curriculum specifications. In class, students are engaged with a variety of questioning styles. Here and through written feedback, they are always encouraged to deepen and develop their answers. We use authentic, meaningful resources, wherever possible including original texts or journal articles. We are also passionate about the power of effective verbal and written feedback.

## Scholarship & Research

The culture of scholarship is everywhere. Students in Year 8 complete a ‘Learning Amazons’ project on an area of interest and students in Years 10 and 12 have the opportunity of working with counterparts in other schools on research projects, supported by academics in various other Universities.



*Maya and Imogen, both offered places to read Medicine at the University of Cambridge in 2021.*



# Bright & enthusiastic students



“

*Students here are encouraged to take the lead: from formal responsibility positions, to setting up acapella choirs, it all makes a difference.”*

LEWHAT, HEAD GIRL OF NOTTING HILL & EALING HIGH SCHOOL

## Martha, Year 12

*“At NHEHS, the teachers are not only incredibly supportive of your learning, but also endorse your interests outside of academia. At the moment I am really enjoying European Ambassador Club, which strives to celebrate European diversity and culture”.*

Martha studies History, Spanish and French for A Level. As a passionate linguist, she hopes to extend this interest at University, and is working closely with the Language department to achieve this dream. As both a linguist and a historian, Martha has been channelling her subject expertise into her involvement in the European Ambassador Programme, which aims to increase student awareness around European values and democracy at NHEHS.

## Lilly, Year 9

*“NHEHS has something for everyone: teachers make it as inclusive as possible, and I love the food!”*

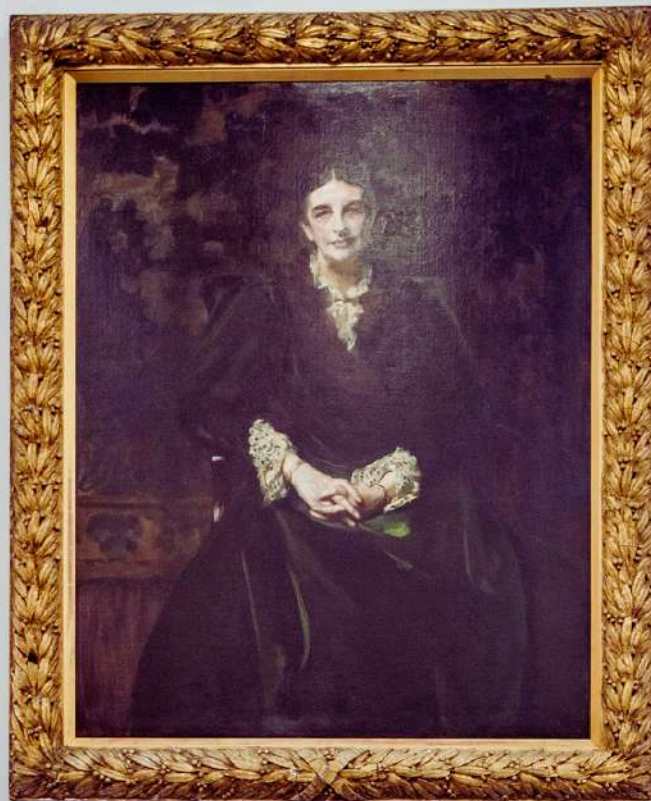
Lilly is one of our sporting stars, and plays for Middlesex Cricket Club. Her favourite subjects are Maths, Drama, and Design Technology: she is just as impressive in the classroom and the workshop as on a Cricket pitch! This year, Year 9 are trying to be more curious, so she is enjoying going down rabbit holes and learning beyond the curriculum.

## Wala, Year 7

*“At NHEHS, I am able to be as creative in lesson time as I am outside of school. My two favourite subjects are English and Art, and I especially enjoy Creative writing and poetry, as they allow me to be the most imaginative”.*

Wala is in Year 7. Alongside her academic subjects, she also loves sports, and participates in Dance Club to extend her passion outside of the classroom. Not only is she a creative writer, but Wala is also a musician and plays in the school Orchestra as a Violinist.

This year, Year 7 have participated in a competition in celebration of National Poetry Day, where they focused on the many forms that poetry can take as a medium for self-expression.



*Maya and Sophie, best friends since Reception and Waterpolo Captains (their team won the national championships), have gone on to study Engineering at Caltech and Computer Science at Cambridge.*



# A diverse community of colleagues



“

*NHEHS is a magical place. We learn with, and from each other: I love discussions with colleagues and the many opportunities to connect socially.”*

ANIKA DONKOR, GERMAN LANGUAGE ASSISTANT & A LEVEL TEACHER

## **Rachel Gordon** Teacher of History and Teaching & Learning Development Lead

*“Staff are trusted in trying new approaches, and supported in leading initiatives. NHEHS is a true community with numerous pathways for career development. I’m proud to have worked here for 10 years – and looking forward to the next 10!”*

Following a career in investment banking, Rachel leads public speaking for students and is well-known for delivering formidable all-staff training sessions, and ‘revision parties’ for A Level History. Her da Vinci cross-curricular lecture initiative won the TES Creativity Award.

## **Liberty Brown** Teacher of Biology and Head of Science

*“NHEHS is a place where support staff and teaching staff are united in the shared mission of doing the best for our students. There are many events for us to come together socially, from cake mornings to the brilliant annual Christmas quiz run by members of SLT!”*

Liberty runs a number of partnership programmes beyond science, and in particular BUDS, Saturday enrichment activities for Year 5 children in local maintained schools, and GreenSTEM. She writes good luck postcards to all her students before public exams.

## **Faiq Khan** Assistant Head Digital, Operations & Sustainability

*“It’s more than a workplace; it’s a community to which I’m proud to belong.”*

Beyond his role as Assistant Head, Faiq has introduced Virtual Reality Development clubs to the school. He has also led research projects exploring how Social Media impacts social and cognitive development in teenagers. Faiq is currently working on his PhD at King’s College London.





# Benefits of working with us



“

*I ensure that colleagues are well looked-after! We enthusiastically develop new menus, inspired by many cultures, and love suggestions.”*

BELLA HENRY, CATERING AND FACILITIES MANAGER



**Generous salaries**

**The GDST development programme**



**A flexible pension scheme**



up to  
**50% off**  
fees for children  
at GDST schools



**Excellent lunches during termtime**

**A fun, warm & inclusive culture**



**Wonderful, bright & grounded students**



**Childcare vouchers**



**The cycle to work scheme**

**Interest-free loans for laptops**





# Next steps for your application

## Frequently asked questions

### • PAY

The GDST has its own paycales. Consideration is given to experience and talents in fields outside of teaching. Increases are also possible for different responsibility posts as well as subject specialist knowledge, through the consultant scheme.

### • PARKING

There is ample parking immediately next to the school on the various roads around the site, as well as free parking a short walk away. Secure cycle racks are also available on site and many colleagues come in by bike.

### • PENSIONS

Like many independent schools, the GDST has replaced the Teacher's Pension Scheme with a Flexible Pension Plan with a number of benefits. This is accounted for in paycales.

### • ACCOMODATION

Accomodation is available in a shared staff house for colleagues in their first year of teaching.

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## Information about the school can be found in the following places:

### • THE SCHOOL WEBSITE

#### **NHEHS.GDST.NET**

This contains recent news as well as information about the different departments and the school's extracurricular offering.

### • "NOTTING PAGES"

#### **NOTTINGPAGES.COM**

This documents curriculum information and examples of initiatives within the academic life of the school.

### • THE GOOD SCHOOLS GUIDE

#### ***Search for Notting Hill & Ealing High School***

This review gives an external perspective on the School.

## APPLICATION PROCEDURE

To apply please go to the NHEHS website and complete the online application.

**Closing date is 7th May 2024 at 12pm.**

**Interviews will take place on 14th May 2024.**

**We reserve the right to close this vacancy early if we receive sufficient applications for the position and recommend that applications are submitted early.**

It is the post-holder's responsibility to promote and safeguard the welfare of children and young persons for whom they are responsible, or with whom they come into contact. You will adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of 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 they must report any concerns to the school's Designated Safeguarding Lead (Deputy Head) or to the Headmistress. Candidates should be aware that they will be asked to undergo a DBS check.

The School may also conduct online searches (including publicly available social media searches) as part of our recruitment processes.

The GDST is committed to diversity, inclusion and real change: a family where every individual is valued, respected and included.

**We'd love to hear from you. Do get in touch with any questions.**

**Saniya Gill-Kundi, Human Resources Manager**  
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