



NOTTING HILL & EALING  
HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST

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# *Teacher of Mathematics (Maternity Cover)*

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FOR SEPTEMBER 2026

CLOSING DATE FRIDAY 20TH MARCH 2026

# 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.

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

- **ACADEMIC EXCELLENCE**

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.



# Academic & Pastoral Excellence



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*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

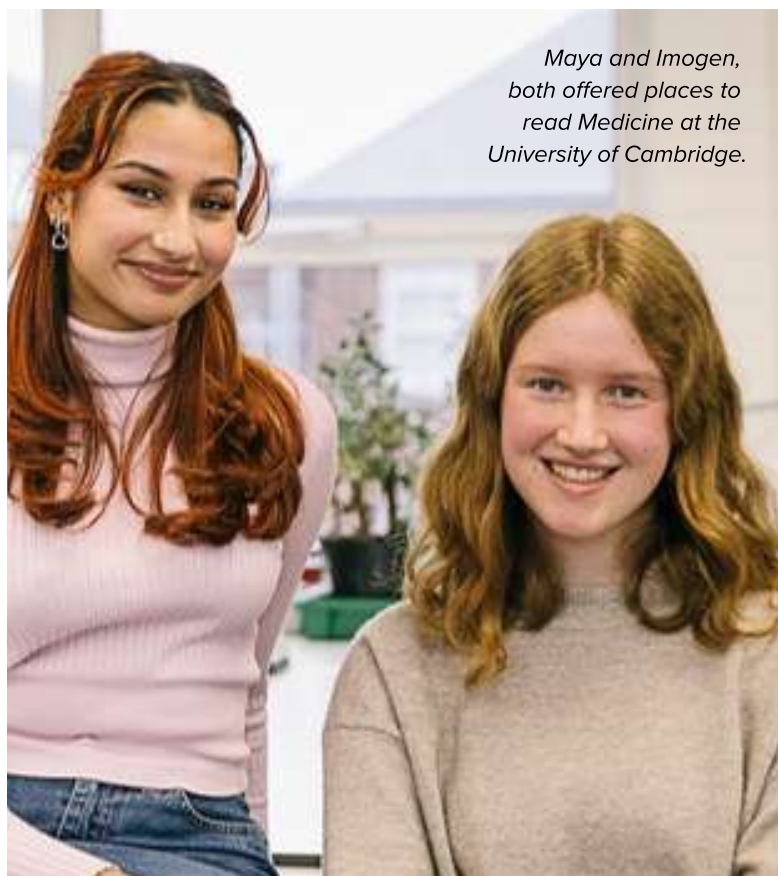
All teachers are also tutors for a form, supported by an experienced Head of Year. For those with particular strengths or ambitions, there are opportunities to receive training in Mental Health First Aid, or to become a Pastoral Coach (supplementing form tutor provision) or to become part of the specialist 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 7 complete a ‘Learning Amazons’ project on an area of interest and students in Years 8 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.*

# 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 Sumner** Head of Biology & Combined Science Coordinator

*“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.

## **Faieq Khan** Assistant Head Digital & Operations

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

Beyond his role as Assistant Head, Faieq 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. Faieq is currently working on his PhD at King’s College London.



# The Mathematics Department

*“The Maths department is fun and vibrant, and the girls are a pleasure to teach: enthusiastic, engaged and eager to explore the subject for its own sake.”*



DONAL O'HARA, HEAD OF MATHEMATICS

## A thriving Mathematics Department

The department comprises ten teachers (two part-time) teaching across all key stages. Mathematics is the most popular subject at school, with almost two thirds of the sixth form taking the subject at A Level. Results at IGCSE and A Level are outstanding. Lessons are challenging and thought-provoking, with a strong emphasis on problem solving and discovery. Within a supportive environment, we encourage all students to achieve their full potential and aim to instill a genuine love of subject.

Our teachers are at different stages of their careers, with different specialisms. The environment is extremely supportive. Our open door policy allows us to observe our colleagues, keep up to date with pedagogical changes, and share resources.

## Engaging with the student body in meaningful ways

### Years 7 and 8

We deliver a balanced curriculum of numeracy, algebra, shape and space, and data handling whilst developing mathematical confidence. Students develop numeracy skills to support them across all their subjects

### GCSE

Students are entered for Higher Level Edexcel IGCSE, and the department consistently achieves excellent results, with around 50% of girls achieving Level 9s. In Year 11, one class also prepares for the FSMQ Additional Mathematics qualification.

### A Level

We offer A Levels in both Mathematics and Further Mathematics, following the Edexcel course in both. Excellent results and the popularity of the subject at IGCSE have led to increasing numbers at A Level over recent years. We have a large take up for Further Mathematics and currently there are two groups in Year 12.

The department also prepares students for mathematical study at University, including Oxford and Cambridge, with a structured scheme of work that both broadens and stretches their mathematical knowledge.

## Mathematics Beyond the Classroom

The Mathematics Department, along with our Sixth Form subject reps, run a variety of clubs and extracurricular activities such as Junior and Senior Maths Club as well as Pi-Flyers, Breakfast Club and BMO Weekly to stretch our most able. We enter the UKMT Maths Challenges at all key stages and field teams for the TMC, STMC, Maths Feast and Hans Woyda.

Year 10 and Year 12 students attend enrichment lectures in London, and many students attend Mathematics Master Classes.

Pi Day is a much-anticipated day in the school calendar: subject representatives organise a variety of events for all students, including an annual Pi recital.



# Job description: Teacher of Mathematics (Maternity Cover)

## Purpose of the role

To contribute to providing an excellent education for all the school's pupils by teaching with expertise and enthusiasm, offering support to the learning of individual students and contributing to the school's pastoral system.

## Teaching & Learning

Having regard to the curriculum, plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, specifically by:

- Using a range of teaching strategies and resources which meet learners' needs and raise attainment;
- Building on the prior knowledge and attainment so that learners make sustained progress;
- Developing ways to encourage, challenge and inspire pupils to apply knowledge, understanding and skills;
- Introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- Managing the learning of individuals and classes effectively, using teaching techniques appropriate to suit the stage of the lesson and the needs of learners;
- Maintaining up-to-date working knowledge of teaching strategies, including how to personalise learning to help students to achieve their potential;
- Assessing, recording and monitoring student progress in line with department policy.
- Advising and co-operating 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.
- Planning, setting and assessing classwork, homework and other assignments, to sustain progress and extend and consolidate learning;
- Contributing as appropriate to the development of schemes of work and adhering to these when planning and teaching;
- Implementing assessment requirements and arrangements, including those relating to public examinations;
- Organising the classroom and learning resources and creating displays to encourage a positive learning environment;
- Participating with the line manager in using statistics to monitor the progress of pupils and raise attainment;
- Providing timely, accurate and constructive feedback on pupils' progress and areas for development;
- Working with the department, school and GDST;
- Managing behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Participating in arrangements for preparing pupils for public examinations.

## Pastoral work

Work with colleagues to create a positive culture of pupil welfare and behaviour, including taking an active role in pastoral matters, by:

- Supporting and contributing to the school's responsibility for safeguarding and promoting the welfare and well-being of pupils.
- Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- 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.
- Acting as Form Teacher.
- Liaising with appropriate Head of Year, attending pastoral meetings when necessary.
- Leading and participating in Assemblies.

## Management & administration

Undertake administrative and organisational tasks related to the duties of teaching and to ensure the smooth running of classes and the department by:

- Contributing to the professional development of other teachers and support staff, including the induction and assessment of new teachers.
- Coordinating or supervising the work of those who provide support for teachers in the department (i.e. technicians or teaching assistants), where required.
- Taking part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Ordering and allocating of equipment and materials where required.

## Training & Development

Maintain an up-to-date knowledge and understanding of all aspects of teaching and pedagogy by:

- Reviewing own methods of teaching 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.

# Skills & Attributes (Teaching)

## General Requirements

All teaching staff are expected to:

- Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- 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, as amended from time to time, and as set out in GDST Council Regulations, ORACLE and GDST circulars.
- Contribute towards organising, participating in or delivering on the school's programme of extra-curricular activities.
- In accordance with GDST policy, provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils.
- Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Head.
- Carry out lunchtime duties – supervising pupils at lunch, as reasonable.
- Attend all relevant parents' meetings, which may take place in the evening.
- Support pupils and colleagues by attending some school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school.
- Carry out such other associated duties as are reasonably assigned by the Head.

## Personal attributes

- Enthusiastic, positive and hard working
- A passion for education
- Commitment to the safeguarding of children and young people
- Ability to inspire, motivate and support pupils
- 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 the improvement and development of own teaching and performance
- The drive and stamina to provide excellent opportunities for all girls in the school
- Willingness to play a part in the overall developments of the school
- Commitment to maintaining the caring and supportive ethos of the school

## Skills Required

- Ability to use a range of teaching strategies in order to meet the needs of all students
- Sound behaviour management skills and discipline, both inside and outside the classroom
- Dedication to promoting subject or key stage within the school and marketing within and outside school
- Ability to communicate effectively, both verbally and in writing, with colleagues, school-based staff, governors, GDST and external bodies
- Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents)
- Excellent organisational and time management skills with the ability to prioritise and work to deadlines
- Ability to work on own initiative and react to competing demands
- Ability to maintain confidentiality
- Confident user of ICT to aid administration and learning

## Qualifications & Experience

- A good University-level qualification in the Subject, or a related University subject
- Some experience of working within a successful team

The following are desirable but not essential:

- Qualified teacher status OR willingness to develop whilst on the job
- Proven track record of academic success within the subject area OR willingness to develop this with training
- Experience of successfully running extra-curricular activities
- Experience of working in a successful department at Key Stages 3 to 5
- Knowledge of latest developments within teaching

# Training and Career Progression



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*After a decade of university teaching, most recently at King's College, working here has been a joy from the outset. It's a really special school.”*

ROBERTA KLIMT, DEPUTY HEAD OF SIXTH FORM

## Developing Teaching & Learning with in-house programmes

Notting Hill & Ealing High School is committed to excellence in all aspects of teaching and learning, and a commitment to developing all staff. Opportunities are in place at all levels, from a comprehensive New Staff Induction programme to whole school INSET days. Our Bitesized CPD programme provides lunchtime and after school sessions on academic, pastoral and digital areas, whilst staff are encouraged to embark on their own learning walks, affectionately known as Wonder Wanders.

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## Training Opportunities

Professional development is key, and the school works with various organisations in order to help colleagues to achieve their goals. These have included training courses provided by the GSA and HMC, as well as centralised programmes provided by the GDST. With a generous training budget, staff are provided with a CPD menu of options so that they can create a bespoke programme suited to them. Connections are made through partnerships with other schools within the GDST.

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## Further Bespoke Training

We like to listen to colleagues and offer opportunities to help teachers develop in ways that work for them.

We can arrange, for example, for colleagues to have a day off timetable to develop spreadsheet or data analysis skills with another member of staff with particular expertise in that areas.

There are also opportunities to shadow members of the Senior Leadership Team or participate in the 'Next Step Mentoring', giving colleagues whole-school experience in a particular area.

## Formal Qualifications

There is the opportunity to develop professionally through gaining formal qualifications. We have worked closely with the University of Buckingham to offer staff the chance to complete a PGCE or Apprenticeship qualification. There are also qualifications for more experienced members of staff available through the Chartered College of Teaching, or the HMC and GSA groups of schools.



# Unique Connections

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*Our partnerships prepare students for the future and make us part of a broader community, for mutual growth and benefit.”*

PASAN FERNANDO, ASSISTANT HEAD CO-CURRICULAR AND PARTNERSHIPS



## 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 colleagues 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 grants for individual courses of study.

## Outreach

### • BUDS

A project that empowers Year 5 students from our local state primary schools in Science, English, Maths, and Creative Thinking, fostering creative problem-solving and effective idea expression.

### • ACADEMIC CONFERENCES

The school hosts numerous conferences across different subject areas for local schools, some of these organised and led by our Sixth Form students. Recent conferences have covered studying Medicine at university, Astrophysics and Tragedy.

## Other schools and organisations

### • NOTRE DAME DE NAMUR

This school in Philadelphia in the United States collaborates with NHEHS on Sixth Form politics debates. In 2023, NHEHS students travelled to Notre Dame for an international ‘Sisters in STEM’ symposium.

### • IMPERIAL COLLEGE & LOCAL SCHOOLS

The GreenSTEM programme unites NHEHS students with half a dozen local state schools, to work with doctoral students at Imperial College on multidisciplinary problems.

### • LONDON SCHOOL OF ECONOMICS

The GDST accredits the “LEAD” diploma developed in partnership with the LSE: the Year 12 course enables students to build their leadership, enterprise and social-impact capabilities.

### • HMC AND GSA

As a member of both national organisations, NHEHS accesses training and networking opportunities for staff.

### • SCHOOLS IN EUROPE & TAIWAN

The Modern Languages department runs penpal programmes, Zoom-call conversational exchanges, and trips, with schools in countries of all five languages: Collège Jean-Baptiste Say in Paris, the Karlsruhe Gymnasium in Baden-Württemberg, Colegio Guadalaviar in Valencia, and Hung Jen Catholic Girls School in Taiwan.

# 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 payscales. 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 payscales.

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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.

### • 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 Friday 20<sup>th</sup> March 2026 at 12pm.**

**Interviews will take place on Wednesday 25th March 2026.**

**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**

recruitment@nhehs.gdst.net, 0208 233 8574

**Hannah Drummond, Deputy Head (Academic)**

h.drummond@nhehs.gdst.net