



NOTTING HILL & EALING
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

*Teacher of PE -
Head of Netball (Maternity Cover)*



FOR SEPTEMBER 2026
FULL TIME, MATERTNITY COVER
CLOSING DATE MONDAY 16TH MARCH

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 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 the ‘Artemisa 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.



Bright & enthusiastic students



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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

“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!”

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!”

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 PE Department

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“Teaching sport at NHEHS is about working in a supportive and ambitious department, offering clear performance pathways for those striving for excellence, and helping every student to find enjoyment, confidence and a lifelong love of sport.”



ANDY BENNETT, HEAD OF DEPARTMENT

The PE Department

The PE Department consists of six teachers, five of whom are full-time as well as two full-time coaches in netball and swimming. The GDST has recently made significant investment in the School sports facilities which include a full size Sports Hall, Dance Studio and Fitness Suite, Swimming Pool and multi-use Astro Turf. There is also an additional fitness suite, solely for the use of sixth form pupils and staff. The school also makes use of additional sports facilities nearby. The department aims to give all girls the chance to play competitively in school teams and has an inclusive approach to training. We have a responsibility to the whole school curriculum to ensure that the physical and aesthetic education and skills of our students are of an excellent standard. However, we aim to achieve more than this; we aim to instil in our students a lifelong love of sport to sustain a healthy body and mind, whether at a competitive or recreational level.

Extra-curricular provision

The quality of extra-curricular sport at NHEHS is excellent and builds on the strong provision in the Junior Department. Girls at all levels enter in local, regional and national sporting competitions in healthy numbers and there is regular school participation in trust wide competitions. Success in external competitions is regular and we are proud to have a number of teams each year who gain County, Regional and National achievements. There are a large number of extra-curricular clubs and team practices that take place on a weekly basis in all the key sports. Sports clubs start at 7.45am for morning sessions, and have an extremely high number of pupils attending.

Currently we offer extra-curricular time to all age groups in the major sports we cover which are netball, hockey, football, cricket, swimming, waterpolo, dance, cross-country, athletics and tennis. We also enter County and National competitions in all of these sports. There is also the opportunity for pupils to do other activities such as fencing, kickboxing, yoga, taekwondo, trampolining and badminton on a weekly basis.

Sports scholarships at 11+ and 16+ are awarded annually and the number and quality of the applicants is very healthy.

PE Curriculum

Key Stage 3

Girls have two double lessons (each single lesson is 35 minutes long) each week in Years 7, 8 and 9. The KS3 curriculum is seen very much as giving all girls the opportunity to enjoy and participate in sport including netball, hockey, football, swimming, waterpolo, gymnastics, fitness, dance, athletics, cricket and tennis.

Key Stage 4

Girls currently have a double lesson per week in Year 10, and Year 11.

During Year 10 and Year 11 pupils have the opportunity to pursue a variety of options including netball, dance, hockey, football, table tennis, trampolining, strength and conditioning, ultimate frisbee, badminton, waterpolo, pilates, basketball, athletics, cricket and tennis on a half termly basis.

Sixth form

In the 6th Form we offer a sports afternoon every Wednesday, during which girls have the opportunity to pursue a variety of options, either to compete competitively for the school, or recreationally for fun. These sports include netball, hockey, lifesaving, football, badminton, zumba, pilates, waterpolo and swimming.

Job description (Teacher)

Purpose of the role

To ensure that high standards of teaching and learning are delivered, resources are used efficiently and effectively and the curriculum is managed and developed in accordance with school policy across the department.

Teaching & Learning

- Promote excellence in teaching and learning to ensure all pupils develop their potential and are equipped for life beyond school.
- Exemplify in own practice the skills of teaching and learning typified by lead professionals, and ensure that good practice is shared throughout the faculty.
- Ensure that in the PE department, 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 PE and education in general to ensure that best practice is adopted within the faculty.
- Ensure the department's delivery and development of the curriculum is effective in meeting the needs of all pupils.
- Contribute to the broader life of the school by supporting and leading curricular and extra-curricular events such as sporting fixtures and department events.

Leadership & management of others

- Lead and support management the department, developing, motivating and appraising department teachers to ensure that they have clear expectations of their roles, and that high performance standards are achieved and maintained.
- Empower members of the department to develop their teaching potential to ensure continuous improvement.
- Support the monitoring of the department's allocated budget and purchasing arrangements, to ensure the efficient and effective use of all resources.
- Ensure that all resources are of benefit to teaching and learning and maintaining high standards in the faculty.

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.

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.



Person Description:

Teacher of PE - Head of Netball (Maternity Cover)

The Post

The vacancy provides the opportunity for an inspirational, committed and ambitious teacher of Physical Education to join our team. The successful candidate will help to maintain the positive profile of this department and be fully committed to lead within the school's highly successful and supported co-curricular programme. It is an opportunity to assist in the running of the department and an ideal position for someone looking to become Director of Sport in the future.

It is essential that you have a strong coaching background in Netball. Experience of teaching academic PE would be beneficial and you should be confident at teaching in at least one of the schools other main sports of Athletics, Gymnastics/Dance, Tennis or Cricket.

Key Duties

- Attend weekly meetings with the Director of Sport and other staff meetings as required.
- Support the Director of Sport with regard to the management and co-ordination of staffing and management of Sport, and Netball in particular.
- Share in the responsibility of administration for the PE department.
- Assist with the curriculum provision and structure within the department.
- Ensure pupils, staff and parents are kept informed of sporting news, activities and achievements by individuals and School teams.
- Contribute to whole School publications as requested by the Director of Sport.
- Help mentoring sports scholars within the school and develop a performance programme for aspiring and high performance athletes in the school.
- Assist in the planning of all GDST sports rallies and competitions.
- Assist the Director of Sport with fixture planning and ensuring all Netball fixtures are listed correctly on SOCS.
- Assist with the logistical arrangements for fixtures including staffing and risk assessments and work closely with the PE staff to arrange catering, transport and facilities.
- Assist with the coordination of the School's sports facilities in relation to co-curricular activities.
- Assist the Director of Sport with curriculum planning and options for Year 7-13.
- Take responsibility for Netball fixtures within the school, and weekly games/training sessions. There will also be an expectation of occasional Saturday and Sunday tournaments.

- Write reports in line with the schools reporting requirements.
- Communicate effectively with pupils and parents on important issues such as team selection and playing/training commitments for Netball.
- Ensure lesson planning and delivery differentiate between pupils of differing ability, challenging the most able pupils, supporting those with special needs, encouraging independent thinking and setting appropriate targets to aid learning.
- If relevant, set and mark work in line with the departmental and school policies.
- Ensure that appropriate use is made of digital technology.

Person Specification

- Preferably having experience of coaching netball at all levels.
- To lead on coaching of A and B teams from Years 7-11.
- Preferably with experience of coaching high level School/Club level players.
- Confident in teaching pupils in and out of the classroom, ranging from complete beginners to those of a high standard, offering encouragement, support and guidance as necessary.
- Up-to-date knowledge of specifications and pedagogy in Physical Education, in line with the academic expectations of the school and the relevant exams boards.
- Able to embrace and use technology and integrate ICT into teaching.
- Work with the Director of Sport to support the professional development of all staff within the department through training and sharing of good practice.
- A willingness to contribute to the extensive co-curricular program to include fixtures, events and trips.
- Ability to communicate effectively with colleagues, pupils and parents.
- Act as a role model to others, demonstrating high standards of professionalism in all aspects of leadership to inspire and enthuse members of the team.
- Able to maintain good order and discipline among pupils, ensuring their health and safety, while on school premises and when engaged in authorised school activities elsewhere.
- Willingness to lead by example and a 'hands-on' attitude
- Team working skills and the ability to motivate and inspire others
- Willingness to contribute fully to the life of a busy day school and co curricular life.
- Ideally have experience of teaching/leading GCSE PE, preferably on the AQA Specification.

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.
- 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 morning and lunchtime clubs – supervising pupils, 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
- Qualified teacher status OR willingness to develop whilst on the job
- Previous experience of teaching or leading Academic PE.

The following are desirable but not essential:

- 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
- Able to contribute to driving of school minibuses to fixtures and lesson (D1 licence required).

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.

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.

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.



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.

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: Monday 16th March (12pm) early applications are welcomed.

Interviews will take place on Thursday 19th March but early interviews may be conducted.

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