



ST PAUL'S  
GIRLS' SCHOOL



HEAD OF MIDDLE  
SCHOOL  
CANDIDATE PACK



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## WELCOME FROM THE HIGH MISTRESS

St Paul's Girls' School (SPGS) is an extraordinary school. Not only does it regularly achieve the best GCSE and A-Level results in the country, but it has a truly distinctive ethos, focused on nurturing creativity, curiosity, and a love of academic discovery. Ours is a school full of opportunity where students are encouraged to take responsibility, to get involved and to broaden their horizons. They are actively engaged in service to the community and local partnerships abound. Friendships made at St Paul's last a lifetime.

The education we offer is classical yet forward-looking, encouraging students to take risks, think ambitiously and play a leading role in the world beyond school. It is no coincidence, therefore, that amongst our alumnae we count leading scientists, journalists, artists, and politicians. One of our earliest students was Rosalind Franklin, whose brilliant pioneering work was pivotal to the understanding of DNA.

The co-curricular programme at St Paul's is wide ranging and ambitious. Music plays a central role. The composer of *The Planets*, Gustav Holst, was Director of Music at the school for over thirty years, and his legacy continues. Likewise, the quality of drama and art is very high indeed and we believe this is crucial to a rich education. Sport features strongly too, with an emphasis on wellbeing and teamwork. Most important of all, however, is our belief that all students should receive the kindest and most individual of pastoral care, and this feature is fundamental to our school.

SPGS remains the most dynamic, forward-looking school I have ever had the pleasure to work for and I hope that you will consider joining us.

*Sarah Tether*



## AN INTRODUCTION TO SPGS

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*St Paul's Girls' School is an historic and highly successful day school in west London, welcoming students aged 11 to 18. It was founded in 1904 by the Worshipful Company of Mercers as one of the first purpose-built schools for girls and was designed by the architect Gerald Horsley. It is one of the country's leading independent secondary day schools for girls and is a lively academic community with excellent facilities for all subjects.*

There are approximately 800 students on roll, coming from a wide range of feeder schools across both the state and independent sector and there is a thriving sixth form of about 230 students.

Entry to the school at 11+ is by competitive exams held in January and at 16+ in November, and there is heavy demand for each place. Public exam results are consistently outstanding and about 40% of all students every year move on to Oxford and Cambridge.

Increasing numbers also go on to higher education at Ivy League colleges in the United States. Aspirations and achievements in many areas go well beyond what one would normally expect from a school, making St Paul's a very exciting and stimulating place in which to work.

The emphasis on liberal learning established by the first High Mistress, Frances Gray, finds expression today in an academically adventurous curriculum, which encourages intellectual freedom, discovery, and the joy

of scholarship. Pastoral care is excellent, and all students are placed in small tutor groups to ensure the highest standards of personal attention and development. There is a vibrant co-curricular life and a busy programme of partnership and service activities, which demonstrate the importance of collaboration, diversity, and inclusion, and which empower students to make a difference in the world beyond school.

We have an excellent reputation for the creative and performing arts, with students contributing to an exciting programme of musical and dramatic performances and art exhibitions. Our co-curricular programme is full and varied, offering innumerable opportunities for students to develop their individual interests and skills, from debating to fencing, chess to Fem Soc. We have an active and popular society focused on sustainability, which works closely with the school to raise awareness of environmental issues and to reduce our carbon footprint, a project to which we are deeply committed.

The school is well accustomed to sporting success, with hundreds of fixtures played throughout the year and opportunities for all ages and talents. Our pitches, tennis and netball courts, sports hall and pavilion are close by, offering some of the best sporting facilities a central London school could wish for.

# AN INTRODUCTION TO SPGS

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Diversity and Inclusion sit at the heart of the school. We believe passionately that it is our moral imperative to contribute to social mobility through education and to work to reduce the attainment gap, which, the EPI reported, has stopped closing for the first time in a decade. Our bursary programme currently provides financial support to 11% of students, and we are at the beginning of an exciting journey to increase that figure significantly. Our bursary students enrich our school community beyond measure, bringing with them differing world views and lived experiences that contribute to a wonderfully diverse student body. This ambitious target will position SPGS as the leader in bursary provision in the UK amongst independent all-girls schools.

We established the Paulina Foundation, a separate entity through which fundraising for bursaries, partnerships and buildings will take place; we will be launching a campaign with significant targets to ensure that we are able to meet our goals and make an SPGS education accessible to any student who meets the academic standard.

Our partnerships programme has grown considerably in recent years. We work extensively with primary schools, secondary schools and the local community to widen educational opportunities by sharing our facilities and expertise and to provide mechanisms by which we can learn from each other. Our staff and students are engaged in numerous projects, from our Primary Hub where students mentor primary students, to our Friday service programme, which sees our Y12 students off timetable for an afternoon a week to pursue service activities.

Additionally, our collaboration with St Paul's School continues to grow, with an increasing number of opportunities for all staff to get involved.

We are committed to providing a cutting edge, relevant and future proof education for our students. To that end, the school has invested significantly in a programme of building works and refurbishment, including a new Centre for Design & Innovation (CDI), which will house our computer science and creative technology department, alongside sculpture, art and design.

The development of new technologies will impact every career and every aspect of our lives; the creative industries are the fastest growing sector of the UK economy, accounting for 1 in 6 jobs in the UK. It is essential, therefore, that we ensure our students are fully equipped with the skills, knowledge and expertise they need to navigate a digital world with confidence and that we prepare them for the careers of tomorrow. The building will house art & sculpture studios, with a live broadcast studio, maker spaces and tech labs, and encourage interdisciplinary activities across the breadth of the curriculum, as well as creating opportunities and capacity for partnerships work.

This is an exciting period for the school as we build on the extraordinary foundations of the past to ensure the education we provide is forward-looking and responsive to future needs.



# THE HEAD OF MIDDLE SCHOOL

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The Head of Middle School is responsible for the overall leadership of the Middle School, and oversees the pastoral welfare, academic progress, spiritual, moral, social, and cultural development of students in LV, V and VI (Y9, 10 and 11).

The Head of Middle School will promote a positive climate for students, and to support the Heads of Year and form tutors develop a positive and inclusive environment for our students.

The Head of Middle School will be a Deputy Designated Safeguarding Lead, contributing to the overall work of the safeguarding team across the school, and with particular focus on the needs of students in LV, V and VI.

The post-holder will report to the Deputy Head, Director of Pastoral Care and will be the first port of call for inquiries from the Heads of Year for anything other than the most serious cases.

## Person specification

### Experience

- A track record of highly successful teaching
- An ability to lead and inspire a high-calibre team, and to develop talented colleagues.
- The academic and intellectual credentials to command the respect of the community.
- A commitment to pastoral care and safeguarding.

### Skills and Knowledge

- Excellent verbal and written communication skills, and the ability to address large audiences persuasively and with authority
- The ability to work effectively with all constituencies, staff, students, parents, and external agencies.
- A good understanding of school middle and senior leadership
- An ability to lead, inspire and think creatively, as well as to operate effectively within a team.

### Personal Attributes

- A warm and engaging figure
- Stamina, resilience, empathy, and a sense of humour
- Good listening skills
- Organisational and strategic skills
- An authentic commitment to the spirit and aims of St Paul's Girls' School

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

## Specific responsibilities

### Pastoral

- To take the lead in overseeing some of the more complex and / or sensitive cases relating to students in the Middle School, including disciplinary matters.
- To oversee and to work with the Heads of Year in the Middle School to develop pastoral strategies for students, liaising with, as required, tutors, the wellbeing team, teachers, and the Director of Pastoral Care.
- To work with the Heads of Year to ensure the scheme of work for the pastoral curriculum in the Middle School is relevant, effective, and efficient, with continuity between the year groups and between the Lower School, Middle School, and Senior School.
- To plan and co-ordinate the PSHE programme for the Middle School.
- To ensure that pastoral and academic data and information about students in the Middle School, qualitative and quantitative, is effectively gathered, maintained, monitored, and acted upon / communicated where necessary.
- To lead on the recording and celebration of achievements, good and considerate behaviour, and positive contributions to the community in LV, V and VI so as to reinforce positive modelling and celebrate students when they are at their best.
- To maintain good order and discipline, and to ensure that poor behaviour, indiscipline, and lateness are dealt with effectively.
- To contribute to and / or to lead meetings with pastoral staff.
- With the Head of the Lower School, the Director of the Senior School, and the Director of Pastoral Care, to contribute to discussions and initiatives around the development of pastoral care at the school.
- To liaise with, as appropriate, parents and carers, in developing appropriate and relevant pastoral care for individual students.

# THE HEAD OF MIDDLE SCHOOL

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## Academic

- To monitor the academic attainment of pupils as they progress into and through LV, V and VI, ensuring that data on students' baseline ability, progress and outcomes is used to effectively support attainment, either on an individual or whole cohort level.
- To work with the Learning Support Coordinator, teachers and, as appropriate, external professionals to improve the educational outcomes of the students.
- To help students settle in the Middle School and make a positive start to their GCSE studies.
- To work with the Director of Studies to gain an oversight of teaching and learning in these three year groups, and to advise on homework, examinations, and arrangements for reporting to parents.
- To liaise with the Director of Studies in the collation and use of statistical and other data that is relevant to supporting students in the Middle School.
- To assist the Head of VI in guiding students on making appropriate choices for A levels.

## Safeguarding

- To maintain Level 3 DSL training and contribute to the work of the DSL team.
- To be a first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters of child protection for the Middle School
- To advise and act on all suspicions, concerns and/or evidence of the need for children to receive additional support, or of children who have suffered or are likely to suffer abuse and/or neglect
- With the Designated Safeguarding Lead to co-ordinate the child protection procedures in the Middle School.
- To monitor the keeping, confidentiality and storage of records in relation to child protection in the Middle School.
- To liaise with the Local Authority Designated Officer (LADO) and other children's services where appropriate.
- To keep parents informed of action to be taken under these procedures in relation to their child in accordance with the safeguarding (child protection) policy.

- To liaise with other professionals to ensure that the school contributes to inter-agency working in line with Working Together to Safeguard Children (September 2018).
- Where appropriate, to take part in child protection conferences or reviews.

## Co-Curricular

- To attend and support a range of co-curricular events in which Middle School students are involved, e.g. concerts, sports fixtures, debating competitions, etc.
- To encourage student participation in co-curricular activities and School Council
- To initiate a programme of joint activities with the boys' school to enhance co-educational links and enhance pastoral learning experiences for pupils.
- To work with the Director of Co-Curriculum to ensure a good balance of co-curricular activities are available for pupils in the Middle School
- To work with Heads of Year and the Director of Co-Curriculum to track participation to ensure that all students in LV, V and VI are participating in co-curricular activities.
- To work with the Heads of Year on planning / running any full-year initiatives or events

## General

- To provide leadership, support, guidance, and motivation to a team of form tutors. This may include registration, assemblies, data tracking, report writing and target setting.
- To meet with and communicate regularly with the Head of Transition and Lower School and the Director of Pastoral Care
- To oversee a comprehensive programme of student voice so that the students' experience of the Middle School is well understood, and issues can be proactively addressed where necessary.
- To help with the organisation of Middle School events including assemblies, Open Evenings, Parents' Evenings
- To facilitate cross-curricular and cross-year links, and external collaboration with SPS, developing opportunities for students to enrich their academic and pastoral life skills outside the main curriculum.

# ROLE DESCRIPTION: TEACHER AT ST PAUL'S

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*Teaching at St Paul's is a uniquely stimulating and rewarding experience because we are committed to creating an exciting and dynamic environment for learning. All teachers are encouraged to participate fully both in the life of their academic department and the wider life of the school, as well as to pursue their own professional development.*

## Teaching and learning

Teach a reduced timetable allocation (currently 18 periods of 35 minutes);

Plan and prepare lessons in accordance with departmental schemes of work;

Teach students and groups/sets across the range of key stages as are assigned by the Head of Department (HoD) and Director of Studies;

Set and mark work in line with departmental policy;

Promote the progress and academic development of students, differentiating for ability where appropriate;

Use a variety of teaching styles where appropriate;

Record and assess progress regularly;

Produce well-tailored subject reports;

Give comprehensive feedback at parents' evenings and consultations;

Prepare students thoroughly for public examinations according to the specifications;

Contribute to the work of the department, including setting and marking examinations, writing schemes of work, attending department meetings and undertaking administrative and other tasks as delegated by the HoD;

Play an active role in the co-curricular life of the department, including contributing to support sessions, extension programmes, competitions, trips and open days.

## Pastoral and safeguarding responsibilities

### All teachers will:

Complete all statutory training as required by the Deputy Head, Inclusion and Safeguarding;

Review the school's safeguarding policies and ensure familiarity with in-house procedures;

Attend INSET on pastoral care as appropriate for better fulfilment of teaching duties;

Uphold the school's staff code of conduct;

Maintain good order and discipline among students and actively implement the school's policies on rewards and sanctions;

Share and discuss best practice with colleagues.

### Form tutors will:

Act as an unobtrusive observer to ensure as far as possible the wellbeing of tutees;

Get to know tutees and provide tailored reports on their progress;

Share and discuss best practice with colleagues as a tutor team.

### Contribution to the wider life of the school

Support students as appropriate at major school events and in other activities (e.g., concerts, plays, matches);

Accompany day trips as required by department or year group;

Contribute actively to the co-curricular and partnerships programmes;

Consider issues of sustainability, diversity and inclusion both in teaching and other contributions to school life.

### Other responsibilities

Attend morning assembly;

Attend all staff meetings, department meetings and briefings;

Attend appropriate INSET and training as required by the High Mistress;

Participate in the school's Professional Development Reviews (PDR) process for teachers;

Undertake supervisory duties as required.







## FURTHER INFORMATION AND HOW TO APPLY

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### **Terms and Conditions of the post**

Salary is according to qualifications and relevant experience. St Paul's Girls' School has its own generous salary scale. Successful candidates for posts here are required to complete a medical declaration and undergo the normal DBS checks.

### **Application and interview procedures**

Further information about the role and how to apply can be found on our website <https://spgs.org/vacancies/>. Please submit your applications before midday on the closing date of Monday 29 January. Applications will not be considered without a completed application form. We recommend that candidates apply as soon as possible since applications will be reviewed as they are received, and interviews arranged on a rolling basis.

### **Disclosure and Barring Service (DBS) and overseas police checks**

St Paul's is a "registered body" under the Police Act 1997 because employment here involves access to children under the age of 18. This post will require an enhanced DBS check from the Disclosure and Barring Service (formerly Criminal Records Bureau) before we can confirm an offer of employment. Unless you are a member of the DBS Update Service you will need to apply for a new disclosure, even if you already hold one. Former members of staff who are not on the Update Service who re-join us also require fresh disclosures unless less than three months have passed between their leaving and their re-employment date. If you have lived or worked abroad for a period of 3 months or more during the past 10 years you will also need to provide appropriate paperwork, such as a police certificate of good conduct, from the countries you have lived in.

### **Safeguarding guidelines**

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and ensure compliance with our 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 at St Paul's, they must report any concerns to our safeguarding designated teacher or to the High Mistress.

St Paul's Girls' School is committed to creating a diverse environment and is proud to be an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, colour, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, or age.

**Closing date: Monday 29 January, midday**

**Interview date: week beginning Monday 5 February**



# ST PAUL'S

GIRLS' SCHOOL

## Contact us to find out more

Human Resources

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0207 605 1129

St Paul's Girls' School

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