



ST PAUL'S
GIRLS' SCHOOL



PART-TIME TEACHER OF GEOGRAPHY
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 SPGS 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 SPGS 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 30 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 school I have ever had the pleasure to work for and I hope that you will consider joining us.

Sarah Fletcher



AN INTRODUCTION TO SPGS

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 SPGS 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

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 GEOGRAPHY DEPARTMENT

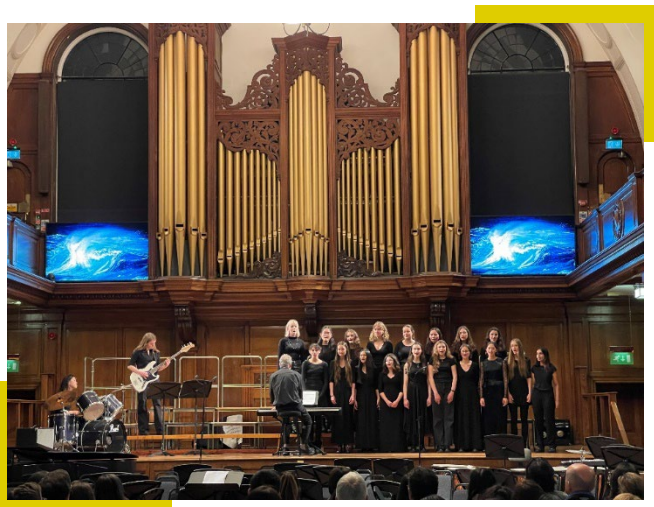
The department has five dedicated members of staff, including the head of department. Geography is taught in the recently built Garden Building with dedicated classrooms, resources, and its own courtyard garden.

There is a strong, collaborative approach to planning and delivering both a rigorous and relevant Key Stage 3 course. This diverse curriculum inspires curiosity about our world, whilst securing the students' understanding of key concepts in both physical and human geography. The department is proud of the varied teaching and learning styles employed to teach these topics. Geography is a popular option for GCSE in years 10-11 (two thirds of the cohort have opted for geography in 2024-25), and students are entered for GCSE Eduqas specification A. Topics taught across the two years include: rural-urban links, landscapes and physical processes, coastal hazards and management, weather, climate and ecosystems, and development and resource issues. In addition, at the start of year 11, students undertake a residential fieldtrip to Dorset, where different approaches to fieldwork methodology, presentation and analysis are explored.

At A level, we follow the OCR Geography specification. Students have two geography teachers. One covers the physical modules of earth's life support systems and glaciation in the first year and the other teacher covers the human interactions section, which includes changing spaces, making

places, global migration, and human rights in the first year. The second year of the course focuses on the geographical debates which includes topics on hazardous earth, the future of food and/or disease dilemmas. Investigative geography is a core component of this course and students complete an independent project that counts for 20% of their final grade. To support this unit, a day is spent carrying out fieldwork in East London and there is a residential fieldtrip to the Lake District. University preparation classes support students applying to read geography and each year a number of girls are successful in their applications to Oxbridge and many other prestigious universities.

We encourage our geographers to question and engage with environments beyond the classroom, offering all year groups a fieldwork opportunity. Fieldtrips at Key Stage Three have recently included an analysis of the town of Dorking, a comparison of sites along the river Tillingbourne and an evaluation of the community of East Village (E20) and its sustainability. In addition, the department frequently offers girls the chance to visit exciting overseas destinations such as the glacial and volcanic landscape of the southern coast of Iceland. Enrichment opportunities are available through lunchtime talks; visitors have included a former Paulina who was working for the Thames Tideway Tunnel and lecturers from LSE. Students are also encouraged to attend lectures at the nearby Royal Geographical Society.



ROLE DESCRIPTION

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 0.6 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 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





ROLE DESCRIPTION

Form tutors will:

- Act as an unobtrusive observer to ensure as far as possible the wellbeing of tutees
- Support their tutees through attending co-curricular events
- Get to know tutees and provide tailored reports on their progress
- Communicate clearly and regularly with parents to support students both academically and pastorally
- 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

- Accompany residential 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



PERSON SPECIFICATION

We are seeking a permanent part time Teacher of Geography (3 days) to join the school in September 2024. This vacancy provides an opportunity for an enthusiastic and committed newly qualified or experienced teacher to join an experienced and dedicated department. The successful candidate should expect to deliver an intellectually rigorous programme of study across the full range of years in the school. The post offers considerable scope for individual initiative and involvement in a wide variety of co-curricular activities within the school and the successful candidate will be expected to share in the organization of running these.

The school places great importance on pastoral care and each student has a personal tutor with whom she meets on a daily basis. You will be expected to become a tutor and to keep an interested, but unobtrusive, eye on the progress and well-being of your tutees and work closely with other tutors, the Heads of Year and the Director of Pastoral Care to create a supportive and encouraging environment in which our students are able to flourish.

Early application is advised as we may choose to review the applications and invite candidates to interview at an earlier stage. As part of the selection process, they will be expected to teach a lesson of 35 minutes, for which a full prior briefing will be given.

We are looking for applicants

- who are passionate advocates for their subject and who have a vision for the place of geography within a 21st century curriculum

- who combine an intellectually rigorous and scholarly approach to the subject with an obvious enthusiasm for it
- who have the ability to convey their enthusiasm to highly able pupils of all ages
- who are well-qualified graduates of geography; a teaching qualification is desirable, though not essential.

The successful candidate will likely possess the following skills and personal qualities:

Essential

- High levels of dedication, creativity, and initiative
- Proficient technical skills
- Excellent communication skills and ability to work effectively in a team
- Good organisational skills, ability to work under pressure and to meet deadlines
- An interest in broadening and diversifying the provision at St Paul's
- Energy, commitment, imagination, and a sense of humour

Desirable

- Experience of teaching high achieving students
- Experience and knowledge of KS4 and A level human and physical geography



FURTHER INFORMATION AND HOW TO APPLY

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. Applications will be considered as they arrive and the school reserves the right to appoint before the deadline.

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: Wednesday 8 May 2024, midday

Interview date: week commencing Monday 13 May 2024



ST PAUL'S

GIRLS' SCHOOL

Contact us to find out more

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