



CANDIDATE INFORMATION PACK

Head of Junior School

WELCOME

I am delighted that you are considering this opportunity at North London Collegiate School.

We are one of the top schools academically in the UK and one of the very oldest girls' schools, founded in 1850 by the redoubtable Frances Mary Buss. But we wear our success lightly and I hope that if you visit us you will be struck by the warm, inclusive and friendly community.

We are looking for the next Head of our Junior School to shape a new chapter for the Junior School, aligned to our whole school ethos and vision. You will be a member of the school's leadership team and enjoy collegiate support as well as significant autonomy in the day-to-day running of the Junior School. This role would suit a serving Junior or Prep Head keen to lead one of the foremost Junior Schools in the UK, or an experienced Deputy Head.

The Junior School is oversubscribed, and benefits from an experienced and hardworking team of colleagues and a supportive parent community. Pupils are inquisitive, bright and full of energy and ideas. It is a delight to spend time with them.

Our whole school strategic plan is built on four pillars, which you can view in this pack. You would be joining the school at an exciting time as our leadership team is new in post and keen to lead change, as well as respecting the golden threads of an NLCS education. We are very proud to lead the school and we hope you will consider joining our team and this wonderful community.



VICKY BINGHAM
HEADMISTRESS



THE SCHOOL



North London Collegiate School has an international reputation for academic excellence, combined with exceptional pastoral care and extra-curricular achievement. NLCS is an academically selective girls' school. There are 790 students in the Senior School, 233 of them in the Sixth Form, and approximately 310 in the Junior School. The School takes pride in the religious and social diversity of its intake.

The School's aims are to provide an ambitious education for all its pupils and to enable each girl to make the most of her own gifts. The highest priority is to maintain a team of professional teachers to whom each pupil is important, and who can teach their subject(s) with enthusiasm and drive. All pupils are expected to learn to recognise academic excellence and realise that it is attainable.

Alongside these aims for the classroom, staff strive to make school a place where the whole personality can grow. Good relations between staff and pupils, and between girls themselves, are fostered. At NLCS, education is much more than passing examinations and the girls are encouraged to try themselves out in a variety of ways. Staff strive to maintain a community which is tolerant and teaches service to others.

Set in over 30 acres of parkland, the School has extensive facilities. These include a new Wellbeing Centre which underlines the School's commitment to ensuring that

NLCS continues to provide as rounded and supportive a pastoral offering as is possible.

In 2023 93% of GCSEs were a Grade 9 or 8, with an impressive 75% at Grade 9. At A-Level our students achieved 76% A*/A equivalent and an impressive 38% A*. In addition to A-Levels, we offer the International Baccalaureate in the Sixth Form and we have an outstanding record of success. Our students gained an average point score of 41.5 in 2023, placing us again among the best IB schools in the world. Places are heavily oversubscribed, and entry is extremely competitive.

Our leavers receive offers from an impressive range of university destinations including Oxford, Cambridge, Harvard, Yale and Princeton, as well as other leading universities such as Warwick, Edinburgh, UCL and Imperial. We are extremely proud of our alumnae (Old North Londoners), who have achieved international prominence in a wide variety of career pathways from music, drama and the arts through to science, sports, politics and law.

We have an extensive schedule of extra-curricular activities including a weekly speakers' programme for all students in Years 11, 12 and 13. NLCS students regularly reach the finals of national and international competitions, such as F1 in Schools, chess, Young Enterprise, coding and debating.

There is also a remarkable commitment to outreach and charity work, reflecting the rich and harmonious diversity of the School.

To find out more about the school, click [HERE](#).

THE JUNIOR SCHOOL

The self-contained Junior School was opened on the campus in 1988 and a purpose built First School was added in 1994. The Junior School has its own Assembly Hall, Library, Science Laboratory, ICT Suite and Art and Design Room. The Junior School girls share the extensive Senior School sports facilities.

The Junior School comprises 2 parts: the First School (Reception, Y1 and Y2) and the Lower School (Y3, Y4, Y5 and Y6). 40 girls are admitted into 2 parallel Reception Classes at 4+. At 7+ there is an additional intake of 8-10 girls into Year 3. Years 3 to 6 are generally made up of two forms each of 24 pupils. The entry is selective, the pupils are academically able and the pace of work is fast.

It is expected that girls will move from the First School to the Lower School and from the Junior School to the Senior School, though this is not automatic. There are two classes in each layer so the ability to contribute and work as part of an effective team is vital.



ETHOS, AIMS AND VISION

The ethos of a North London Collegiate School education is timeless and enduring: the desire to inspire pupils with a love of academic subjects in a school that has a strong culture of scholarship, with high expectations of and genuine care for every individual.

NLCS provides a warm and vibrant atmosphere, so that the pupils can flourish and achieve their best through subject teaching that inspires and stretches, supportive pastoral care, and a rich programme outside the classroom. Pupils are encouraged to try themselves out in a variety of ways, and in doing so develop a belief in themselves and the ambition to achieve their aspirations.

We aim to build pupils' confidence, so they feel happy, supported and valued as individuals.

North London Collegiate School is committed to strategies that will secure the well-being of each pupil, where they can discover what they can do, rather than what they can't. We never 'label' pupils or put ceilings on what they can achieve. We encourage them to be resilient when faced with setbacks, and to see failure as a challenge to learn from rather than a judgement. All NLCS pupils are expected to be self-disciplined, courteous and sensitive towards others, and to welcome diversity. We want to create a community that looks outwards, so that the young people who leave it will be inspired to make a difference for the better in the world that they will help to shape.

North London Collegiate School believes that happy pupils are successful pupils. To this end, all North London Collegiate School teachers, from Reception to Year 13 have a specific pastoral responsibility for making sure that every pupil flourishes socially and academically. Equal value is placed on academic and non-academic achievement; all success is celebrated, and the pupils thrive as each one discovers their individual talents.

Our School Aims:

- To provide an ambitious academic education to enable every individual student to make the most of her intellect and abilities
- To nurture a team of professional teachers who inspire their students with a love of their subjects and a spirit of scholarship
- To enable all students to recognise excellence and realise that it is attainable
- To ensure that every member of the school feels valued, supported and encouraged
- To foster a community built on positive relationships between staff and students and between students themselves
- To encourage students to embrace new challenges confidently, and respond to setbacks in a resilient and determined manner
- To develop an outward looking, internationally minded community that promotes respect and compassion, service to others, and active, positive participation in society and the wider world

Our Vision:

Our whole school strategic plan is built on four pillars:

- *Intellectual Tradition*. An ambitious academic education.
- *Intrepid Innovation*. Inspired by heritage. Empowered by modernity.
- *Investment in the Individual*. Fostering a well-being and character for life.
- *Impact and Influence*. Deeply connected to the wider world.

SITE AND FACILITIES

Canons, the School's estate, takes its name from the Augustinian canons to whom it belonged in the Middle Ages. The estate was later owned by Sir Thomas Lake, James I's Chancellor of the Exchequer, and in 1697 his great-granddaughter Mary brought it as a dowry when she married her cousin James Brydges.

Brydges became MP for Hereford and Paymaster General, and after Mary's death married his cousin, Cassandra Willoughby, in 1713. He built Canons as a palatial home, famous throughout England, employing prestigious architects, craftsmen and artists.

In 1714 Brydges inherited the earldom Caernarvon, and in 1717 became 1st Duke of Chandos. George Frederick Handel was his composer-in-residence, and played the organ at St Lawrence Little Stanmore, which has been restored to its 18th century splendour and contains the Brydges mausoleum. Handel wrote The Chandos Anthems at Canons, and his opera Acis and Galatea was first performed in the gardens. The composer Johann Christoph Pepusch led the Duke's orchestra.

Brydges lost his fortune in the South Sea Bubble of 1720, and after Cassandra's death married Lydia Davall, a wealthy widow. He died in 1744, and Canons was demolished in 1747, when its effects were auctioned for architectural salvage. The estate was bought by William Hallett, a cabinet-maker, who in 1760 built a modest country house on the site.

Canons was subsequently owned by: 'Captain' Dennis O'Kelly, who made his fortune from the great racehorse, Eclipse; Sir Thomas Plumer, Master of the Rolls; Dr David Begg; and Sir Arthur du Cros, founder of the Dunlop Rubber Co, who employed Charles Mallows to design the gardens. It was purchased by the school in 1929 for £17,500.

The Junior School is situated on the same site as the Senior School, which enables both schools to benefit from the facilities available. These facilities include a professional theatre, sports centre, lacrosse pitches and extensive AstroTurf, used for netball and tennis. The estate has woods and an adventure playground as well as an extensive First School play area, including places for imaginary play and outdoor learning in an adjacent woodland area.

Within the Junior School, there are dedicated ICT facilities, a library, large and airy classrooms and a hall big enough to accommodate the whole Junior School.

Recently the main entrance area to the Junior School has been enhanced and this year a Learning Hub has been added at the heart of the Junior School. This consists of a stunning double volume library and two I.T. suites, one specially adapted for First School girls. This additional space has also enabled the development of further subject specialist spaces including a Music Room and an enlarged Science Room.



ACADEMIC MATTERS & PASTORAL CARE

Academic Matters:

The Junior School provides a rich academic, subject based curriculum. Traditional knowledge-based pedagogy is combined with innovative teaching methods to inspire our pupils. Pupils are encouraged to enjoy the adventure of learning – and the distinctive research and open-ended studies that characterise the academic life of the Junior School teach the children how to learn and how to see themselves as learners. The curriculum is based on the structure of the national curriculum but goes well beyond in terms of its scope and level of challenge.

Starting from Reception, all girls study a broad curriculum throughout their time in the Junior School. In Reception, there is an exciting EYFS programme in place, but subject content moves quickly into the Key Stage 1 curriculum. By the end of their time in Reception, the children have developed a love of reading and writing, which is fostered throughout the Junior School.

Mathematics is taught in the Junior School using a mastery approach in order to develop pupils' understanding and skills. In recent years the Junior School has been awarded a gold standard in both the Primary Geography and History Quality Marks as well as developing a STEAM programme and embedding RSE at the heart of our high-quality PSHE schemes of work. Over the last few years, we have worked hard to diversify our curriculum further in line with the School's EDI agenda.

Technology is interwoven into teaching across the curriculum and all girls have 1:1 iPads.

We are proud of our performing arts provision in the Junior School. Every year group takes part in a play during the year, from the Nativity play in Reception to the end of Junior School production in Year 6, which is performed in the impressive Performing Arts Centre.

Sport plays a pivotal role in the Junior School curriculum. Girls take part in a wide variety of sports, including netball, gymnastics, football, cricket and swimming. There is a hotly-contested Lower School swimming gala every year and the First and Lower School sports days are always a highlight of the summer term calendar.

The innovative modern foreign languages programme – taught from Reception – provides the girls with an introduction to Spanish, Russian, German, Mandarin and French.

Pupils who require further academic support are identified, monitored and offered tailored provision to ensure that they thrive academically, socially and emotionally.

Pastoral Care:

Strong pastoral care is fundamental to an NLCS education. The Junior School provides a fun, warm, supportive and safe environment in which everyone can feel comfortable. Every child is well-known and nurtured as an individual by teachers who are dedicated to the wellbeing of the children in their care. Through our pastoral care programme, we aim to build self-esteem and strong intellectual character. The support network for pupils includes teaching assistants who work closely with the girls in lessons providing additional pastoral care. There is also a team of professionals in the medical centre including a nurse and two counsellors who work with students from across the School.

We have regular form times, circle times and weekly PSHE lessons. In the Lower School all girls have a termly PAT (Personal Appointment Time) with their form teacher at which they discuss their progress and any social and emotional challenges they may encounter. Girls are encouraged to reflect on their progress and achievements in a Profile Book which they keep year on year.

Girls in Years 2 to 6 also make use of an app-based wellbeing check-in programme called YouHQ, which allows them to record how they are feeling on a daily basis.

Junior School girls are also supported by Senior School Form Assistants who act in a 'big sister' role by helping in Form Times, clubs and lessons. Other senior School students also act as 'coach pals' and support clubs and musical activities.

As girls move through the Junior School, they take on an increasing range of responsibilities. School Council representatives and Form Monitors are elected by their peers and in Year 6 all girls apply for posts such as Subject Ambassadors, First School Playground Assistants, Canonaid (charity) Ambassadors and Junior Leaders. Every Year 6 girl has a different job each term so they learn to take on responsibility and develop leadership skills.

BEYOND THE CURRICULUM & SCHOOL COMMUNITY

As well as the wide variety of learning experiences in school, girls from Reception to Year 6 have termly visits to a variety of interesting places that support the curriculum. Our proximity to London means that places such as the Houses of Parliament, the Wallace Collection and the big museums are readily accessible. Also, there are visits to the National Gallery with talks led by art historians, trips to Kew Gardens to investigate rainforest flora and workshops at Bentley Priory to learn how women played a pivotal role in the Battle of Britain.

Residential visits are offered to girls from Year 4 upwards. Year 4 take part in an overnight camping trip where the girls sleep in tents, cook meals over fires and enjoy team building adventures. In Year 5, the girls visit Shropshire to support their learning about the Industrial Revolution and physical geography. In Year 6, the girls spend a week in rural France where they learn to juggle, conquer treetop walks, shop in the local market and cook regional delicacies – while practising and developing their confidence in French. In addition to external visits, authors, musicians, workshops and theatre groups come into School. The Young Shakespeare Company are always a highlight, using their talent and expertise to introduce Years 5 and 6 to the language and drama of Shakespeare's plays.

Groups of girls participate in maths challenge competitions, choir festivals, chess matches, and debates and we are always happy to extend a warm welcome to groups from other schools who attend our writers' workshops given by authors and poets and other partnership activities with local schools.

All Lower School girls participate in an extensive extracurricular programme from 3.25pm to 4.00pm each day. Girls select from a range of over 40 different clubs each term. These clubs cover many activities and themes from sports teams and development squads to bouldering, print making and digital art.

All girls are encouraged to engage in musical activities. Over 90% of the Lower School girls learn at least one instrument and 16 different instrumental ensembles and a full Junior School orchestra rehearse each week. Every pupil is a member of a choir and the Canons Choir, selected by audition, frequently participates in national competitions and performs in major concert halls across the country.

Chess is taught by a chess master as part of the Junior School curriculum in Years 2 and 3 and many girls join chess teams or the development squad and compete successfully in national competitions.

We work in close partnership with our parents. They help in our libraries, with costumes and make-up for plays and they join us on trips. Parents also talk to the girls about careers and special interests, and they support Open Days and admissions events. There is an active Parents' Guild that organises social functions for girls and parents and fundraises for charity. It also runs a "good as new" uniform shop.

As a Junior School we work collaboratively with other schools in the area and with our schools abroad. This can involve joint workshops, maths challenges, arts activities and debating competitions. We also host INSET sessions with staff from other schools and collaborate on research projects.



JOB DESCRIPTION

THE ROLE

The Head of Junior School will provide a strong vision for an ambitious education for Junior girls which is in line with the school's ethos. The Head of Junior School will lead the Junior Team consisting of two deputy heads and two assistant heads and is accountable for the quality of teaching and learning in the Junior School. The Head of Junior School is involved in all Junior School staff appointments and has responsibility for the delegated Junior School budget. The person appointed will be expected to maintain strong links with Junior School parents.

The Head of Junior School is responsible for admissions procedures at 4+ and 7+ and the Junior School timetable working closely with the Head of Admissions, Marketing and Communications.

As the Junior and Senior Schools share the same site, the Junior School benefits from the support of the Estates and Housekeeping team who look after the maintenance of the Junior School facilities.

The Head of Junior School is responsible to the Headmistress for the academic, pastoral and financial leadership of the Junior School. The Head of Junior School is a member of the Senior Team (the whole school leadership team) and works closely with Senior Team colleagues on whole school strategy and development.

Strategic Perspective

- Work collaboratively as a member of Senior Team to deliver North London Collegiate School's overall priorities

- Lead the strategic planning for the Junior School both academically and pastorally

- Develop a vision of high quality, broad and balanced education in line with the NLCS ethos

- Develop strategies to ensure/ improve educational outcomes for all pupils

- Lead all aspects of teaching, learning and pastoral care throughout the Junior School

- Act as Designated Safeguarding Lead for the Junior School

- Promote an environment where pupils are inspired and excited to learn

- Sustain and develop a broad knowledge of national and international developments in curriculum and pedagogy.

- Lead the pastoral care and well-being structures and ensure monitoring of their effectiveness

- Be accountable for the management of the Junior School budget

- Oversee the planning and management of Junior School teaching and support staffing requirements

- Ensure that School policies are implemented, compliant and reviewed in a timely manner

- Lead and promote Equality, Diversity and Inclusion in all aspects of School life

Leadership of People

- Lead the Junior School Leadership Team

- Lead and develop the skills of a highly professional staff so that they can deliver the highest quality teaching, learning and pastoral care for the pupils

- Set objectives to Deputy Heads and Assistant Heads and guide and support them in achieving these
- Collaborate closely with Senior School staff to achieve agreed objectives

- Lead the monitoring of all quality assurance with associated appraisal and professional development processes

- Model and demonstrate high quality teaching skills and leadership behaviours

- Provide encouragement, support, and assistance to colleagues at all levels

- Lead new parent and pupil induction programmes

- Lead on the admissions and assessment of new pupils with the Head of Admissions

- Lead and oversee the transition of pupils from Junior to Senior School with the Deputy Head (Pastoral)

- Oversee the extracurricular provision in the Junior School

Communication and Marketing

- Ensure a high level of effective, quality communications with parents, staff and pupils

- Attract and foster relationships with prospective parents

- Ensure a high level of retention of pupils

- Maintain close links with the parent body

- Listen to and learn from the views of others

- Keep in close touch with feeder schools

- Foster links with the local community

- Work closely with the Heads of Junior School in the International Schools

- Represent the Junior School externally

Planning and Organisation

- Plan and prioritise effectively

- Manage time effectively and efficiently

- Meet deadlines punctually

- Respond positively, calmly and flexibly to situations which arise

- Monitor and evaluate outcomes of decisions so as to inform the next stage of planning



THE PERSON

The successful candidate will demonstrate strong communication skills, warmth and empathy. They will have a high level of organisational and interpersonal skills, be committed to maintaining the nurturing and supportive ethos of the school, and be an enthusiastic, caring and positive role model within the School community.

GENERAL SKILLS REQUIRED

Excellent interpersonal skills, and the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate, and to show ambition for the School and its direction

Clarity of thought and an ability to express ideas and challenge in a thoughtful and analytical manner

Ability to work effectively as a member of the team, to show initiative and imagination and to have vision and the ability to inspire others

First class organisational and administrative skills with the ability to remain calm under pressure and to work to tight deadlines, managing competing priorities

Strong analytical and problem-solving skills, combined with a proactive and positive approach towards change management

Ability to maintain a high work rate and to juggle a range of tasks and issues at the same time with good humour and a positive rationale

High level of classroom teaching skills and commitment to developing and maintaining high standards

Excellent written and spoken English

An eye for detail and appreciation of the legislative and compliance framework for independent schools

PERSON SPECIFICATION

It is highly desirable that applicants have the following attributes

EDUCATION & QUALIFICATIONS

Strong academic qualifications in a relevant subject with training in a Primary School.

Further study beyond degree level

A teaching qualification

The ability to teach to the highest level in school

LEADERSHIP

An experienced leader who commands respect of students, staff, parents and Governors

Experience of building and leading teams and evidence of challenging and supporting colleagues to improve performance

The ability to communicate enthusiasm and vision to staff and pupils and keen to explore new ideas

The ability to blend decisiveness, patience and empathy

A measured and confident decision maker who is calm and positive whilst under pressure

Strives for the highest standards, being flexible in work ethic

SLT experience in an educational setting

EXPERIENCE & KNOWLEDGE

A record of excellent personal success and a passion for junior education

Evidence of successful leadership of schools covering key stage 1 and key stage 2

A person with an interest in, and aptitude for, the collection and communication of statistical data

Experience of partnership work

PERSONAL ATTRIBUTES

Outstanding interpersonal skills and emotional intelligence with the ability to lead and work as part of a team

Compassionate and patient in dealings with pupils, staff and parents

Discrete and professionally sensitive, demonstrating consistency in manner and attitude

Resilient and optimistic with the ability to go the extra mile in a busy day

Ability to identify problems and bring positive solutions

A good communicator who is dynamic, innovative and able to capture an audience

Kind, flexible, adaptable and broad minded
Aware of strengths and areas of development with an understanding of the impact own behaviours can have on others

Able to manage time and strike a good balance between work and home life

Articulate in all forms of communication with excellent IT skills

ETHOS AND WHOLE SCHOOL VALUES

Committed to operating as part of a school community

Committed to diversity, inclusion and anti-racism in the school community

Committed to safeguarding and promoting the welfare of children



PROFESSIONAL DEVELOPMENT

PROFESSIONAL OPPORTUNITIES & DEVELOPMENT

There is a strong culture of professional development at the School, rooted in the expectation that all staff proactively seek to develop their practice throughout their time with us.

A fortnightly Teaching and Learning Forum offers staff the opportunity to present and discuss pedagogy, while the active Journal Club encourages colleagues to keep abreast of the latest research discourse.

In addition to this, there are regular guided lesson observations with senior members of staff, to encourage colleagues to think critically about their own teaching and experiment with new approaches.

Internal promotion and professional development posts are advertised to all staff. In addition, the School also offers a number of generous external opportunities for staff, to expose them to wider educational experiences.

The School works closely with The Prince's Teaching Institute, investing in "unlimited" membership of the PTI, which offers our staff the opportunity to attend their full programme of events.

It is important for our teachers to refine their knowledge to further enhance the academic rigour of their lessons. To this end several of our academic staff lead PTI sessions in their own specialist areas.

As part of the wider Senior School, staff benefit from being able to attend the Senior Societies lecture series given by eminent speakers.

Staff are also encouraged to share their passions through our Nicholson Lectures series. Colleagues present their own research on areas of academic or personal interest. These lectures occupy a prestigious place in our academic calendar, occurring fortnightly and are well attended by staff and students alike.

Following the opening of four partnership schools, NLCS Jeju (South Korea), NLCS Dubai, NLCS Singapore, and NLCS Vietnam, staff in the UK have opportunities to be involved in monitoring visits to these overseas schools, and to be involved in the recruitment and training of their staff.

Teaching departments in all the schools are linked via Communities of Practice, which provide a forum for collaboration on projects between teachers and students, sharing of good practice and exchange of ideas.

All of these opportunities enable colleagues to become better and more rounded academics and teachers, and our staff relish the chance to get involved in such activities.



EQUALITY, DIVERSITY & INCLUSIVITY



North London Collegiate School condemns unequivocally discrimination and inequality in all its forms.

Our School was founded on the principles of respect and compassion, service to others, and active, positive participation in society and the wider world. We cannot change the past, but we must learn from it. It is not sufficient to say that we are not racist – we must be actively anti-racist in our actions, policies and educational delivery.

As a school, we are proud of our heritage of supporting, embracing and celebrating all the members of our community, as exemplified in our School Aims.

We recognise and celebrate the benefits of having a diverse school community, in which individuals value themselves, one another, and the different contributions that everyone can make to the school, our wider community and the world.

Our students are taught to value and respect themselves and others as they work hard to prepare to take leading roles in our future society.

In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination based on the protected characteristics under the Equality Act 2010.

We oppose all bullying and unlawful discrimination on the basis that a person

has a special educational need or learning difficulty, or because English is an additional language. We are committed to being an equal opportunities education provider, and to equality of opportunity for all members of our school community.

North London Collegiate School aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the public sector equality duty set out in section 149 of the Equality Act 2010.

We will tackle inappropriate attitudes and practices through our staff leading by example, through the Personal, Social and Health Education (PSHE) programme, through our supportive school culture and through our school's policies. Our teaching will reflect the diverse nature of our modern world and we will seek through our extracurricular activities, partnerships and School societies to challenge inequality and inequity, promulgate fairness and equality for all and to celebrate the differences that make us all unique and valuable members of society.

We believe that our School community is an agent for change in the world, and we continue to seek to ensure that more generations of young people leave North London Collegiate School empowered and enabled to take the next steps forward in their education and lives for their own benefit and for the good of society as a whole.

TERMS & CONDITIONS

HOW TO APPLY

Closing Date: 9.00am on Friday 17th May 2024.

NLCS have engaged the services of Minerva to support with this appointment. Please visit: <https://www.minervasearch.com/current-opportunities/head-of-junior-school-north-london-collegiate-school/> for more information and how to apply.

SALARY

A competitive and negotiated remuneration package is available with a salary commensurate with the seniority of the post and the experience of the successful candidate. Fee remission for the Head of Junior School's daughters is available subject to passing the relevant entrance requirements and suitable places being available in the Junior or Senior Schools. Private Healthcare Insurance will be offered.

START DATE

Required from January or April 2025.

LOCATION

NLCS is a short walk from Canons Park or Stanmore stations.

Staff arriving at Edgware Station on the Northern Line can use our free Station Shuttle-bus service.

For further information please visit our Travelling to School page [HERE](#).

PENSION

All teaching staff members are currently eligible to join the Teacher Pension Scheme.

MEALS

A free lunch is available for all staff during term time. Chartwells Independent, our dedicated caterer, accommodates all dietary requirements.

EYE CARE SCHEME

NLCS contributes towards eye care costs.

CYCLE TO WORK SCHEME

The School is a member of the Cycle to Work Scheme, which allows staff to make Tax and National Insurance savings when purchasing a bicycle.

CANONS SPORTS CENTRE

Canons Sports Centre is located in the beautifully landscaped grounds of NLCS. Staff have free access to the Sports Facilities at designated times. This includes the Fitness Studios, Swimming Pool and Multi-Purpose Sports Hall.

PERFORMING ARTS CENTRE

Our Performing Arts Centre which has a 350-seat theatre holds up to 40 productions and concerts each year.

Tickets are available to staff with the majority of performances being free or at a discounted price.

FEE REMISSION

A teacher's daughter that meets the entrance criteria is eligible for fee remission (up to two daughters).

SAFEGUARDING

NLCS is committed to safeguarding and promoting the welfare of young people and expects all members of all staff to share this commitment.

Applicants must declare any criminal convictions as the post is exempt under the Rehabilitation of Offenders Act 1974.

Appointments will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service and references from previous employers.

We are an Equal Opportunities employer.



