



NOWER HILL HIGH SCHOOL



INFORMATION FOR APPLICANTS 2023/24

CONTENTS

	<u>Page</u>
Introduction	3 - 6
School Vision	7
School DNA	8
A Brief History of the School	9
Examination Results 2023	10
Ofsted Inspection 2012	11
Student Support - Organisation	11
Equal Opportunities Policy	12
School Facilities	12
Using ICT to Enhance Teaching and Learning	13
Support for New Colleagues	14
Opportunities for Development	15
Staffing Structures	16
School Day	16
2023/2024 Curriculum	17
Teaching and Learning Policy	18
Curriculum Statement	19 - 20
Safeguarding Policy	21 – 48

INTRODUCTION

Dear Colleague,

Thank you very much for showing an interest in starting or furthering your career at Nower Hill High School. We very much hope that what you read in this booklet inspires you to want to apply for the position, and that the features of our school listed below serve to whet your appetite. We would love to meet you and explore the prospect of you joining us.

We are based in North West London between North Harrow underground station and Pinner underground station (both on the Metropolitan line). Please use the journey planner link below to see how to get to our school. Our postcode is HA5 5RP.

<https://tfl.gov.uk/plan-a-journey/>

There are many benefits to working at Nower Hill High School. We offer:

- A dynamic place to work
- A supportive environment encouraging your creativity, personal development and leadership skills.
- A diverse, ambitious and inspirational student body
- A highly skilled, professional and inspirational staff
- Supportive, friendly and sociable staff
- Friendly and sociable staff.
- An aspirational community of local families
- A comfortable and well-resourced working environment
- Substantial support staff structure allowing teachers to teach
- Excellent in-school career advancement opportunities
- Comprehensive Professional Development and training opportunities
- Free fitness suite membership
- Staff well-being service (Employee Assistance Programme for both you and your immediate family) and a dedicated member of the Senior Team for staff well-being
- Medical suite staffed by a qualified nursing sister and welfare assistant
- Free annual flu vaccinations
- Excellent student support systems which promote excellent behaviour
- A programme of staff social events
- A supportive Senior Leadership Team
- Competitive Outer London pay scales
- Excellent holidays
- Longer October half term break with an additional 2 days holiday
- 3 extra days without students at the end of summer term to support staff to complete the academic year
- Long service award (£400 tax free payment)
- Bike to work scheme
- Generous leave of absence policy
- Generous pension scheme
- Priority admission for children of staff (after 2 years' service, unless a skills shortage area)
- A supportive Governing Board
- A thriving extra-curricular activities and trips programme
- On site catering facilities
- Excellent public transport links (National Rail, London Underground and TfL bus routes)
- Local shops within walking distance

- An Ofsted rating of 'Outstanding' in all categories (May 2012)
- Well above average progress scores at both GCSE and A Level
- The opportunity to teach across all Key Stages (3 to 5)
- Over 1600 applications each year for a school place in Year 7
- A financially secure, well-resourced school
- Summer Induction days for all teaching staff before starting work
- Access to an on-site gym
- High potential for career progression

Nower Hill is a very happy yet hardworking school. We are here to ensure that every student achieves and experiences as much as possible during their journey with us; we want our students to enjoy their education so that they value learning and can look back in later years with warmth and fondness on their time at Nower Hill. We strive to ensure our students are as well prepared as possible for the next stage in their life; articulate, ambitious young people with the strength of character and the confidence to compete in a highly competitive world.

We are a school with a growth mindset and we welcome colleagues who share our view that *every* child has the potential to get the very top grades; we reject the concept of fixed intelligence. We demand and achieve high standards in all areas of school life within a disciplined, secure, caring and stimulating environment. We value and praise the successes of our students and staff. The school is held in high esteem by the local community and, as a consequence, is very popular and heavily oversubscribed. Alongside academic excellence, we place a strong emphasis on impeccable manners, articulacy, excellent behaviour, smartness of appearance, hard work and most importantly, kindness.

Our 240 teaching and support staff are a pleasure to work with. They are highly skilled, professional and inspirational. Candidates visiting the school invariably comment on how welcoming and friendly they find the school during their day with us and new members of staff are well supported by their colleagues, making transition to their new environment that much easier. Team spirit is high, whether that be faculty teams, Year teams, Education Support Staff teams, the Senior Leadership Team or the whole staff team.

Here is what some of our recently appointed staff have to say about working at Nower Hill:

Anthony, Deputy Headteacher, Achievement and Evaluation

“Nower Hill is a fantastic place to work. Despite the school’s size, there is a strong sense of community amongst staff and students and these supportive relationships helped me to settle into a new role and a new school surprisingly quickly. The school’s systems and clear communication ensure that there is a calm and consistent approach to all aspects of the school day and this really helps you to use your time effectively. It has been a privilege to join such a high performing, supportive and passionate Senior Leadership Team. As a result of their leadership, there is a real culture of developing staff, and this is clear from the wealth of high quality CPD available each week and the frequent opportunities for staff to take on additional responsibilities. Staff views are also genuinely valued; from the regular Staff Pulse questionnaires to the opportunities to feed back to your subject area or Year team, and this is reflective of the school’s commitment to self-evaluation and improvement that permeates all that it does.”

Lucy, Assistant Headteacher, Inclusion and SENDCO

When I found out, as a PGCE student, that my second school placement was Nower Hill High School, after diligently studying the school website, I was beyond excited to get started! In my first few days of being at Nower Hill, I quickly realised what a truly fantastic environment it was to work in. The staff and students alike took tremendous pride in their school and I was in awe of how collaboratively Nower Hill worked with families; there really was a true community feel. Needless to say, when a job opportunity arose I jumped at the chance and have never looked back. I have had numerous roles here at Nower Hill and being promoted to the Senior Leadership Team recently was a real privilege. I feel proud to work

in a truly inclusive school which is always striving for the best for its students. The personalised support and extensive CPD offered have assisted me to progress throughout my time at Nower Hill and I would, without hesitation recommend Nower Hill as a wonderful place to work.

Sarub, Teacher of [English](#)

Returning to Nower Hill High School as a fully qualified English teacher was an easy decision. I was previously here as a student between 2011 and 2017 and instantly wanted to come back upon graduating. I thoroughly enjoyed being in the school environment; during my student years I was a Senior Prefect, Head Prefect and Head of House. I am now an English teacher and returned in September 2023. However, I previously came back to the school in 2021 and gained experience for a year as a Graduate Intern, showing that I was desperate to return! The values of Nower Hill High School were always at a high standard and those expectations continue twelve years later. I am extremely proud to represent this school, previously as a student and now as a member of staff, aiming to have a positive impact on the current cohort of students.

Sapna, Teacher of [Science](#)

Growing up in the borough and being aware of Nower Hill's reputation, I jumped at the opportunity to apply to teach in this fantastic school when a vacancy arose. During the interview I felt my experiences were valued and together with the warm welcome I received, I was assured that Nower Hill would be a great place to work. I joined Nower Hill as an Early Career Teacher (ECT), and throughout my first year I received support from various staff members which instilled in me the confidence to create a positive learning environment that aligned with the school's and my own values. At Nower Hill, numerous opportunities for continuous development are available. The students at Nower Hill are at the heart of all that we do and are inquisitive, enthusiastic and motivated, which makes teaching them an absolute delight.

Ceri, Administrative Assistant

I heard about the vacancy within the support staff at Nower Hill through two good friends who work here. From the start I found it a well organised, professional, lively and very positive place to work. Staff are really hard working, committed and kind, and I felt welcome and supported from my first day. They are also passionate, and genuinely care about their role in helping to develop both the academics as well as the characters of every individual student. It's a daily pleasure to play a part in that. Standards are maintained at a very high level and everyone is proud to attend a school with ambition and vision for the future. My role is active and varied, it has been fascinating to see how a school works from the inside.

Lewis, KS4 & 5 French Lead ([Linguistic and Cultural Studies](#))

Nower Hill was the first school I applied to when I qualified as an ECT in 2022. The school is an incredibly welcoming and inclusive environment. I have found the support and mentoring highly valuable at this early stage of my teaching career. Moreover, working in a school with such a diverse tapestry of both staff and students is a true privilege. Being heavily involved with the LGBTQ+ working group has offered an additional insight into the diversity of the staff and student body. Furthermore we are committed to our work in developing the student pride club, embedding diversity and inclusivity across all curricula, and the delivery of continuous professional development on issues of diversity and inclusion. It is a pleasure and a privilege to be a part of the diverse community that is Nower Hill High School.

Daniella Badoo, ex-student/Graduate Intern ([Inclusion](#))

My tenure at Nower Hill has been a continuous journey of personal and professional growth. Starting as a dedicated sixth form student from 2017 to 2019, I had the privilege of being taught by exceptional educators who nurtured my skills. Upon graduation, I returned to Nower Hill as a staff member, and in the past year, I've undergone three fully funded professional development courses in Mental Health First Aid, Emotional Literacy Support and teaching Phonics; thanks to the school's commitment to staff growth. Furthermore, I've built strong professional relationships and cherished friendships among my

colleagues, which have added depth to both my work and personal life. However, the most rewarding aspect has been my role within the outstanding Inclusion team, where I take pride in contributing to the academic and personal success of our bright young students. Nower Hill's dedication to excellence in education, both for students and staff, makes me proud to be part of this institution.

Amber-Simone, Teacher of [Design & Technology](#) (Textiles)

Nower Hill High School was one of the first schools I applied to during my teacher training year as I felt that the school's ethos really resonated with me. Before starting my role I was given a thorough introduction to the school which allowed me to start in September feeling settled and well equipped with all of the information I needed. From day one, the staff both in and outside of my department have been friendly and supportive, always having a moment to spare for any queries I had. This made me feel very welcomed as an ECT as I knew that the staff at NHHS wanted to help me to develop my teaching practice further, constantly helping me in becoming the best version of myself.

There are many opportunities for continuous development at NHHS, with the Wednesday CPD sessions each week providing specific, targeted and practical advice which can be used in many elements of my teaching practice. The pupils at NHHS love to learn and are full of character, enthusiasm and motivation which further makes it an amazing place to work.

I hope that you like what you read about Nower Hill and if you, like us, have a deep commitment to inclusive, comprehensive education and endless ambition for children, then I do hope we will be hearing from you.

Best wishes



Louise Voden
Headteacher

VISION

Nower Hill High School exists to enhance the future life chances and opportunities of **all** our students, whatever their starting point, by providing a centre of educational excellence at the heart of our community in which all our students can fulfil their potential. We aspire to be a world class school developing world class students.

AIM

Our **aim** is to realise our vision by a relentless focus on the development of highly literate, articulate, numerate, resilient and confident students who are equipped with the ambition, qualities and qualifications necessary to compete in the 21st century global economy.

VALUES

We will develop all our students better if we **value** and emphasise the importance of:

Impeccable manners	Articulary	Excellent behaviour
Honesty	Knowledge	Self-discipline
The appreciation of diversity	Literacy and numeracy	High self-esteem and self-respect
	Creativity	Integrity
Hard work	Smartness of appearance	Kindness
A can-do attitude to overcome adversity	Personal pride	Empathy
Resilience	A healthy lifestyle	Respect
An enjoyment of learning		Teamwork

OBJECTIVES

We will meet the challenges ahead and achieve our mission by having very high expectations and standards and working hard to deliver the following **objectives**:

A school wide emphasis on articulary	Targeted under-achieving groups	Excellent facilities
Engaging and challenging lessons	A well-disciplined and safe school	Future financial sustainability
High levels of numeracy and literacy	High quality Student Support	Strong partnerships with home, the community and other schools
High quality and very hard-working staff	Celebration of achievement and success	Thriving outside hours activities
A curriculum of breadth, depth and opportunity	Strong and collaborative leadership	An exemplary reputation
Access to cutting edge technology	Systematic monitoring , review and evaluation	The school of choice for our community
Support for the well-being of students and staff	A supportive and challenging Governing Body	
	High quality professional development	

Our DNA

We know where we are going – we are very clear about our future direction of travel

We work on this together

We have a 'Can Do' approach

We embrace change positively - we innovate to meet the needs of our staff and students

We have the highest expectations of every member of staff, every student and every parent

We are a big school but we make sure individuals are cared for and valued

We are inclusive; we want everyone to belong and we value diversity

We place a strong emphasis on impeccable manners, articulacy, excellent behaviour, smartness of appearance, hard work and kindness

We understand that our students must compete and we aim to equip them for that

We are characterised by pace, purpose, passion, support and challenge

We enjoy school, and are proud of being a part of Nower Hill High School

We consider staff development an essential ingredient for the success of the school

We celebrate our successes and achievements

We are a 21st Century school with our feet firmly rooted in the timeless qualities of outstanding schools

We have a commitment to improve on our previous best

We are determined to provide a centre of all round educational excellence for the community.

A BRIEF HISTORY OF THE SCHOOL

The school, then known as Headstone Council School, started life on April 8th 1929 under the headship of Mr C.J Boyden and 6 teachers. At the cost of £15,000 the red brick building in Pinner Road had been newly built to educate 292 five to fourteen year olds (average class size of 50). The school soon expanded to meet the ever growing number of children resident in the rapidly expanding North Harrow and Pinner (Pinner grew from a population of 9,462 in 1921 to 24,500 in 1931), with class sizes reaching the sixties and never less than the fifties. The Second World War interrupted the education of many young people. Many of the male teachers were called up for military service and the playing field was dug up for trenches and air raid shelters. The children attended on only every 3rd day and lessons were constantly disrupted by air raid sirens (1227 alerts in total). The girls were expected to have knitting with them at all times to occupy them during their frequent visits to the air raid shelters! The threat was very real. Among many bombs landing in the vicinity, in 1944 a V2 rocket landed in the cemetery behind the school. School uniform was first introduced in 1946 and the Navy blue blazer remained until September 2022, when we embraced the 21st Century by abandoning both ties and blazers!

In the late 1950s a new school building was planned which opened in the early 1960s. Another block was added in 1972 and further buildings were taken into use in 1978. Nower Hill High School came into existence on 1st September 1974. 1993/94 saw the start of a £2.75 million development programme, which included a new 13 classroom block and the Gristwood Centre housing Music, Dance and Drama studios, a fitness suite and the sports hall. Every teaching room has an electronic whiteboard and sets of tablet computers are now available to every faculty for use in classrooms.

The school first admitted 6th Form students in September 2006 and in September 2009, we moved into our £4 million 6th Form extension, housing first class facilities for our large and growing 6th Form. Our facilities were further enhanced in September 2010, by the addition of a block of 5 Science laboratories (giving us a total of 16) and a 13 classroom English teaching block as we welcomed Year 7 into the school for the first time since it had become Nower Hill High School. More recently the school has benefitted from a redesigned front of school along George V Avenue, new toilets, rooves, lighting, windows and doors and state of the art sports changing facilities, a new canteen and the refurbishment of all of the original Science labs this summer. We are now a school of 2030 students and do not intend to grow any further!

Much has changed in the last 94 years but the sentiment expressed in the words written by the very first headteacher in his school log, dated May 24th 1929, remain true to this day. Mr Boyden wrote "I would like to place on record the excellent work of the staff and the exceedingly successful results of their efforts". We are a forward looking and innovative school rooted in the timeless qualities and traditions of excellent schools.

Throughout its 90 year history, the school has had only 8 Headteachers:

Mr C.J. Boyden	(1929-43)
Mr A.W. Manson	(1943-63)
Mr E.J.R. Dey	(1963-69)
Mr F.R.H. Gristwood	(1969-83)
Mr S.P. Hensby	(1983-99)
Mr H. Freed	(2000-2013)
Mr C.J. Livesey	(2013-2019)
Ms L Voden	(2019 to date)

EXAMINATION RESULTS 2023

Nower Hill is well known for its high academic standards; this is a priority for us and our track record is one of success and improvement.

This summer (2023) at GCSE, 84% of students achieved a 9-4 in English and Mathematics; 68% achieved a strong pass, 9 to 5, in those two subjects. 35% of all grades were 9 to 7 and 85% of all grades were 9 to 4.

At A Level, 30% of all grades were at A* or A, with 66% at A* to B. These results gave us an ALPS score of 2, putting us in the top 10% of schools nationally. Our DfE Progress score for A Level in 2019 was 0.22 which places us above the national average.

We are awaiting the P8 score for 2023 results.

OFSTED INSPECTION 2012

Our last inspection was in May 2012, so another inspection is of course inevitable in the near future. The following comments are extracted from our 2012 report:

- All groups of students make outstanding progress.
- The 6th Form is outstanding.
- Teaching across the school is never less than consistently good and much is outstanding, leading to outstanding achievement.
- Teachers' high quality planning meets students' different academic and personal development needs well.
- Teachers have very high expectations and use their excellent subject knowledge to support students in preparing for external examinations.
- Students' behaviour over time in lessons and around school is excellent.
- Students have very positive attitudes to their learning.
- Students demonstrate high levels of respect for one another and their teachers.
- Students overwhelmingly agree that the school is a safe place to be and that the school is vigilant in ensuring their safety in school as well as outside of the school.
- Parents and carers are rightly overwhelmingly confident that their children are safe at all times.
- The school provides an orderly, welcoming environment, entirely conducive to learning.
- The Headteacher and school leaders are uncompromising and relentless in their pursuit of excellence in all aspects of the school's work.
- The leadership of teaching and learning and of professional development generally are exceptional.
- The vision, drive and clear sense of purpose of the senior team permeate the school.
- The ambitious drive has resulted in a culture of continuous improvement in which boundaries are being continually raised, resulting in a school with a strong track record of continuous improvement.
- Strong accountability and professional support are well balanced with extensive opportunities for staff professional development.
- Governance is excellent.
- The highly effective curriculum ensures that students' needs and interests are met extremely well.
- Enrichment opportunities are extensive.
- Students are very proud of, and committed to, their multi-cultural school community.

STUDENT SUPPORT - ORGANISATION

The school is divided into Year Groups of 324 students in Years 7 to 11. Each Year Group has twelve Tutor Groups of 27 students each. Two Heads of Year work together in every Year Group, each leading and managing half of the Year Group and 6 Form Tutors. Our 6th Form has approximately 400 students in 18 Tutor Groups. Student Support is led and managed by the Deputy Headteacher, Student Support, assisted by 4 Assistant Headteachers.

The Student Support Team works closely with parents/carers, Curriculum Leaders / Heads of Department, the Headteacher and various external agencies. We aim to promote all round student achievement and help students feel that they are individuals who matter in a large school.

Our House system is well embedded in the school with regular House assemblies, House competitions and House leadership provided by student Heads of House. The six houses are: Bannister, Franklin, Gandhi, King, Nightingale and Shabazz.

EQUAL OPPORTUNITIES POLICY

At Nower Hill we have the following guiding principles:

- Equality of opportunity pervades all aspects of school life: it should be fundamental to and reflected in all decisions and actions taken within the school community.
- Equality of opportunity is about recognising all individual abilities and differences and respecting individuals' rights. It is not about treating everyone the same.
- All members of the community have a responsibility for promoting respect and support.
- It is the entitlement of all students to have equal access to the full curriculum provided.
- The curriculum offered should encourage sensitivity to the needs and feelings of others and raise students' awareness of the diversity and inequalities of the society in which they live.
- While staff should encourage students to think for themselves by critically analysing and evaluating evidence and information, students should help themselves and others make informed judgements and challenge prejudice.

Any behaviour which undervalues a person for reasons such as culture, ethnic origin, appearance, religion, gender, sexuality, age or ability is unacceptable in our school community.

SCHOOL FACILITIES

We believe that it is essential to provide an up to date, high quality learning and working environment at Nower Hill. To that end we make it a priority to commit considerable investment to our facilities and environment.

Each faculty is suited, including teachers having their own classroom for their teaching. Every teacher is provided with a personal device and all classrooms have a PC, digital whiteboards and visualiser. There is a team room in every faculty area with desktop PCs for staff use.

Specialist areas are modern and high quality. There are class sets of Chromebooks for every faculty which are available for all teachers to use and there are over 600 computers on our network. We have a superb Drama, Dance, Music and PE complex and a first class suite of Art rooms. There are specialised ICT rooms for Art, Music, Media Studies and Technology housing modern computers with the latest professional standard software. The school enjoys an all-weather sports field, 6 hard courts and new state of the art sports changing facilities, as well as a newly refurbished and extended canteen and newly refurbished Science labs.

We have a modern, well equipped Library and Learning Resources Centre complete with 30 PCs and a large school hall with excellent lighting and sound facilities.

The more recent additions to our site are a superb 6th Form Centre, a first class English teaching block (13 classrooms), an additional block of 5 modern Science labs (making a total of 16 Science labs) and an excellent Fitness Suite which is free for students and staff to use. The school site and buildings are well looked after with £4m being spent on new rooves, windows, heating, air conditioning and toilet blocks over the last few years.



Nower Hill High School, brand new sports changing facilities

USING ICT TO ENHANCE TEACHING AND LEARNING

At NHHS we consider ourselves to be an e-confident school. Information and Communication Technology plays an important role in the way we teach, learn, administer and manage as a key tool to make all of the above more effective and efficient. All our classrooms are equipped with either data projectors or large screens and visualisers. Each teacher has a classroom PC and a Chromebook. The entire network consists of over 600 computers and is both wired and wireless, using the very latest wireless infrastructure technology. ICT is widely and effectively used in teaching and learning, with class sets of Chromebooks in every curriculum area. As a Google school, our Staff G-Suite and Student G-Suite are not only used in lessons as an effective tool to enhance teaching and learning but also to facilitate collaboration between all colleagues. The Chromebooks not only give access to the internet but a wide range of educational apps including subject specific platforms in Science and Technology.



All staff have access to SIMS.net and its use is an essential part of the way we work at NHHS. Lesson registration is taken in SIMS.net and we use the facility to track aspects of student behaviour lesson by lesson. All teachers will find their class lists inside Assessment Manager complete with a comprehensive range of prior attainment and baseline data and associated targets to inform their work with the students. All termly tracking and end of year reporting is done electronically in SIMS.net. Our e-mail system is well developed and indispensable to the way we work. Staff have access to SIMS, email and the school network from home. We use the InTouch facility in SIMS to communicate routinely with parents via email and text.

The other two important online platforms are Satchel One and MINTClass. Satchel One is used to share detailed instructions for all homework, conduct points and attendance. This can be accessed by students and parents from any web enabled device. Each week around 1,000 homeworks are issued on Satchel One. MINTclass is used to support teachers to develop seating plans based on easily accessible student information, including SEND strategies and shared notes between colleagues.

SUPPORT FOR NEW COLLEAGUES

At Nower Hill we are committed to helping new colleagues feel welcome in the school, we give as much bespoke support from their faculty/department and Year team as is needed to help new colleagues settle in. Over and above this, we have two separate induction programmes for new teachers.

1. Induction Day for Teaching Staff new to Nower hill High School

An Induction Day for all new teaching staff in July, prior to the start of the new academic year, which includes:

- guidance on our culture for learning 'The Nower Hill Way';
- our Teachers' Handbook;
- guidance on our Student Support systems;
- guidance on our Inclusion provision;
- time to meet other new teachers and colleagues within the faculty;
- individual timetables for the new academic year; and
- handover time with previous Form Tutor where relevant.

In addition, there is an informal meeting at the end of the first full week of the autumn term with the Senior Team and further training on procedures for SIMS, G-suite, MintClass, and Satchel within the first month of the new academic year.

All new colleagues will be invited to observe an experienced teacher within the same faculty as the new teacher within the first 3 weeks. In addition, a learning observation will be completed by the end of September by the new colleague's line manager followed by developmental post-observation dialogue.

2. Induction Programme for ECTs (Early Career Teachers)

All ECTs who obtain QTS after May 1999 have to complete an induction period, which generally lasts two school years, before they are fully qualified.

Zoe Watson, Assistant Headteacher and Induction Tutor, leads the programme prepared for this period. She works with Sarah Butterworth, Associate Assistant Headteacher to plan and deliver the programme. The school based programme includes:

- a supportive introductory programme in July for ECTs, including planning and preparation time, for which payment will be made;
- timetabled regular meetings with a subject mentor focusing on the Early Career Framework;
- timetabled sessions for completion of self-study materials, developed by the Education Development Trust to support ECT induction;
- opportunities to meet ECTs from other schools during the half termly school based ECF training programme sessions, which are run jointly with another local school;
- half-termly twilight group sessions, organised by the Induction Tutor, during which all Nower Hill ECTs are given the opportunity to meet and work together;
- regular drop-in learning observations and time for detailed, developmental post-observation conversations;
- discussions with both subject mentor and induction tutor;
- regular observations of other teaching staff both within and outside the faculty; and
- a supportive and welcoming environment which values the opportunities afforded to experienced staff who work with ECTs.

OPPORTUNITIES PROVIDED BY NOWER HILL HIGH SCHOOL IN 2022/2023 FOR TEACHERS TO DEVELOP THEIR PROFESSIONAL SKILLS

In addition to the training opportunities provided during whole school INSET days and regular faculty and student support meetings, the following are currently available to support the development of all staff, some of which are provided by Harrow Collegiate Alliance (HCA) and thus open to colleagues from other schools in the Alliance.

- Headteacher's Conference
- Aspiring to Headship Programme
- Aspiring to Deputy Headteacher Programme
- New to Senior Leadership Programme
- Aspiring to Senior Leadership Programme
- Aspiring Pastoral Middle Leadership Programme
- Developing Great Teaching Programme
- First Steps to Curriculum Middle Leadership
- Ready for Curriculum Middle Leadership
- Teaching Assistant Professional Development
- EAL Programme
- SEND in the Classroom Programme
- Women into Leadership Programme
- Timetabling Programme
- Presentation Skills
- Mindfulness
- Child and Adolescent Mental Health
- Extend and Enhance your Leadership and Management Skills
- Safeguarding Update Sessions
- Bespoke Coaching and Mentoring
- Developing Yourself and Managing Others; Educational Support Staff Programme
- Senior Support Staff Leadership Programme
- Ensuring Achievement in Linear Examination Programme
- SALT (Speech and Language Therapist Support)
- Elklan (communication training)
- Training for Early Career Framework (ECF) teachers and Mentors
- ICT (SIMS, G-suite, Mintclass, interactive whiteboard training etc.) Training
- Observing other teachers' lessons
- Medical training including First Aid courses
- Subject specific training
- Suicide Prevention Training
- Curriculum & Pedagogy: Exploring what works/ An Evidence Based Approach
- Developing and Ambitious Curriculum for students with SEND
- Diversity & Inclusion Programme
- Ready to Teach
- Cognitive Precision Development Programme
- Curriculum Leadership Programme

STAFFING STRUCTURE – SENIOR LEADERSHIP, MIDDLE LEADERSHIP AND TEACHING

Headteacher

3 Deputy Headteachers

7 Assistant Headteachers

1 Associate Assistant Headteacher

10 Heads of Year (Y7-Y11)

2 Heads of Year (Y12-Y13)

10 Heads of Faculty

SCHOOL DAY

08.45 – 09.10 Registration/Assembly

09.10 – 10.00 Period 1

10.00 – 10.50 Period 2

10.50 – 11.10 Break

11.10 – 12.00 Period 3



12.00 – 12.50 Period 4

12.50 – 13.35 Lunch

13.35 – 14.25 Period 5

14.25 – 15.15 Period 6

2023/2024 CURRICULUM

KEY STAGE 3 (Years 7 and 8)			
<ul style="list-style-type: none"> • Maths • English • Science • PE • History • Geography • French* • Spanish* 		<ul style="list-style-type: none"> • DT (Food Technology, Resistant Materials and Textiles) • Computer Studies • Latin, Classics and Oracy • Music • Art • Drama • Citizenship • Philosophy, Religion and Ethics 	
*All students study French or Spanish in Year 7			
KEY STAGE 4 (Years 9, 10 and 11)			
<ul style="list-style-type: none"> • English (4 periods in Y9 and 10, 5 periods in Y11) • Maths (4 periods) • Science (6 periods – up to 3 science GCSEs) 		<ul style="list-style-type: none"> • PE (2 periods) • PRE (1 period in Y9 and 10) • Citizenship/PSHE (1 period in Y9 and 10) • PSE (1 period in Y11) 	
Plus 4 options (3 periods each) from:			
<p>Arts Faculty:</p> <p>Drama Dance (Extra-curricular) Fine Art Graphic Design Media Studies Music Music Technology</p> <p>Humanities Faculty:</p> <p>Geography History Philosophy, Religion & Ethics</p>		<p>Languages Faculty:</p> <p>French Spanish Latin Classical Civilisation (Extra-curricular) Ancient History Ancient Greek (Extra-curricular)</p> <p>Social & Economic Studies Faculty:</p> <p>Business Studies Citizenship BTEC Child Learning</p> <p>Sports Studies Faculty:</p> <p>GCSE PE OCR PE</p>	
		<p>Technology Faculty:</p> <p>Food & Nutrition Resistant Materials Technology Textiles Technology BTEC Hospitality & Catering Engineering</p> <p>Computing Faculty</p> <p>IT/iMedia Computing</p> <p>By invitation:</p> <p>Curriculum Support Curriculum Enrichment Astronomy</p>	
6 TH FORM			
<p>A LEVELS AT NOWER HILL:</p> <p>Art (Fine) Art & Design (Graphic Communication) Biology Business Studies Chemistry Citizenship Classical Civilisation Computing Dance Drama & Theatre Studies Economics English Language & Literature English Literature French Further Mathematics Geography Government & Politics History iMedia Latin Law Mathematics</p>		<p>Media Studies Music Music Technology PE Philosophy, Religion and Ethics Photography Physics Psychology Sociology Spanish Sports Studies Extended Project Qualification</p>	
		<p>A LEVELS TAKEN AS 'AWAY' SUBJECTS WITHIN HARROW COLLEGIATE:</p> <p>German (Hatch End High School) Graphic Product Design (Rooks Heath College)</p>	

EXCELLENT TEACHING AT NOWER HILL

There are many ways in which excellent teaching can be delivered and at Nower Hill we celebrate creativity and diversity in the classroom. All excellent teaching demonstrates some common features which include the following:

- Teachers have a **deep knowledge** of their subject and the curriculum; their **passion** and **enthusiasm** inspire engagement and curiosity.
- Teacher **explanations** and **modelling** are well timed, **clear** and **precise**.
- Teachers have consistent and **high expectations** of every student in both learning and behaviour at all times.
- Teachers promote high standards of literacy, numeracy and **articulacy**.
- Lessons are carefully planned with the **clear purpose** of developing students' mastery of the subject. Lessons are taught in a **flexible** way which responds to the challenges students face, linking clearly to prior and future learning.
- Teachers know their classes well. **Positive relationships** are built with each student; students feel confident taking risks in their learning.
- **Questioning** is used with **skill** and **precision**; students articulate their knowledge, opinions and ideas, so developing the understanding of all in the class.
- A range of assessment methods is used appropriately providing **developmental** information to both the student and teacher.
- Feedback, both verbal and written, directs students to improve. Specific and **genuine praise** is used to highlight the knowledge and skills students develop and demonstrate.
- Resources, including use of emerging technology, make a marked contribution to the quality of learning, as does the **precisely targeted support** provided by teachers and other adults.

Teachers at Nower Hill take risks in their teaching in order to challenge student thinking and maintain engagement. They understand the value of honest and evaluative reflection and use it to improve practice both individually and collectively with other teachers, so that students make **excellent progress**.

CURRICULUM STATEMENT

Purpose

Our deep, broad and balanced curriculum with extensive extracurricular opportunities has been designed to develop **knowledgeable, confident** and **articulate** young people who have the **character** to impress and compete. The curriculum places a high emphasis on **literacy, numeracy** and **creativity** across all areas of study and values **hard work, kindness** and a **commitment** to lifelong learning.

Principles

- Excellent teaching delivered by teachers with a deep knowledge of their subject.
- High expectations at all times and a belief that all students can meet those expectations.
- A strong focus on academic achievement and qualifications.
- Appropriate and bespoke support for students on the SEND and EMA registers.
- An emphasis on the development of Oracy and Articulacy across all areas of the curriculum.
- An opportunity for all to study classical subjects accessing the cultural capital this provides.
- Develop students' key skills of teamwork, leadership, listening, presenting, creativity and problem-solving across the curriculum.
- A large and vibrant extracurricular offer which provides a huge range of opportunities developing the character and personal well-being of students.
- Using the latest technologies as teaching tools to enhance the learning experience for the student both at school and when they are learning at home.
- A flexible curriculum which allows students to follow their talent and interests as well as providing extra support and challenge.

Curriculum Design

- A broad and experiential KS3 curriculum (Science, Maths, English, Art, Classics Latin and Oracy, Citizenship, Computer Studies, Drama, French, Food, Geography, History, Music, Resistant Materials, Physical Education, Philosophy and Religious Education, Spanish, and Textiles) which stimulates students curiosity and allows them to discover their passion and talent.
- A wide range of GCSE and Vocational options delivered over a 3 year KS4, to enable students to develop the deep understanding needed to be successful in GCSE examinations and beyond. As well as allowing the time for truly academically enriching activities, students have the opportunity to choose the subjects for which they have a passion, not limited by predefined subject combinations. Starting in Year 9 enables students a term to review their choices and make changes where appropriate.
- Coordination between subjects so that students have rich opportunities to draw on knowledge and skills from across the curriculum within each subject.
- At KS3 and 4 a wide range of timetabled support lessons (study enrichment, study plus and the stretch curriculum) are used flexibly to support students with particular needs to access the curriculum and challenge the students to achieve their full potential.
- Close relationships built with providers of alternative provision means we can continue to meet the needs of students who require a significantly differentiated curriculum or support to that which we can offer on site. Where the school feels it is in the best interests of the student, the school will implement this provision at KS3 or 4.
- A 6th Form that offers the widest possible range of A-level courses including all the facilitating subjects, so that students can specialise in the areas which interest them.
- A two year curriculum plan at KS5 to allow time for students to develop a deep knowledge of their chosen subjects.
- Baseline data and a personal knowledge of the student used to produce lessons that will stimulate and engage them enabling students across the academic spectrum to be challenged and stretched.

- Assessment strategically planned into schemes of work enabling teachers to give high quality feedback to students and parents and using the student/parent/school partnership to support the development of the student.
- Curriculum time is used in all key stages to deliver Citizenship, PSHE and Philosophy and Religious education to develop students with modern British values which are further developed through every area of the curriculum and in all aspects of school life.
- A huge extracurricular offer including Duke of Edinburgh, Young Enterprise, Peripatetic music lessons, Jack Petchey speak out challenge, UKMT challenge, GCSEs in Ancient Greek, Astronomy and Dance, Orchestra, music groups, sporting clubs and teams, large whole school drama productions and visits within and outside of the school day.
- Students encouraged to be truly independent learners. They have access to the library, IT rooms, Sport and Arts facilities at the beginning and end of the normal school day as well as learning resources in our highly developed virtual learning environment.

The curriculum is regularly evaluated in order to ensure that it meets the needs of our learners' development