KS1 Teacher
Candidate Pack
Background
Teaching posts rarely become available at St Faith’s, but due to an opening in Year 1 we are able to offer a post in this very vibrant and talented year group. This will give opportunity for talented teacher to work at St Faith’s which provides a happy and caring environment producing children who care deeply about one another and their school community.

Safeguarding and Pastoral care for each and every child is paramount in the thoughts and actions of all staff with the ultimate aim of ensuring that everyone is valued and their many contributions appreciated. There is a culture of reward and praise in the school and as a result academic, sporting and musical standards are important. The quality of behaviour and work ethic is also high in the classrooms resulting in children aspiring to great things. Competition is important in all aspects of the curriculum and we compete locally, regionally and nationally in many disciplines including spelling, essay writing, drama, Lego and maths to mention but a few. At St Faith’s happy children openly display a love for learning and an enthusiasm for the school day.

The School
From the street, all that is visible of St Faith’s Prep is a handsome Victorian villa, but venture through the gates and you will discover a vibrant and exciting school, bursting with energy and the joy of learning.

St Faith’s is an independent prep school and nursery for boys and girls aged two to eleven. Located in the village of Ash, we serve a broad catchment area covering much of East Kent, including Canterbury, Dover, Sandwich, Ramsgate, Herne Bay and all points in between. With five acres of playgrounds, sports pitches, an all-weather court, swimming pool and distant views of the beautiful Kent countryside, the school and nursery offer extensive opportunities for outdoor play and learning.

Our happy, inquisitive children enjoy discovering the wonders of the world around them. Class sizes are kept small, allowing the school to provide individually tailored learning to ensure that each pupil achieves his or her potential. As a result, despite being non-selective, we have an outstanding record of success in the Kent Test, with a high percentage of our Year 6 leavers typically securing places at the local grammar schools. A good number of our talented Year 6 pupils also gain major scholarships to local Independent Senior Schools.

At St Faith’s, pupils benefit from a broad and exciting curriculum in a safe and nurturing environment. On completing their time at the school, pupils leave happy, confident and well prepared for the next stage of their education. Competitive sport is highly prized, and pupils regularly take part in football, netball, hockey, cricket, rounders and cross country competitions.

Last inspected by ISI in 2016, the school was found to be ‘Excellent’.

For more information on St Faith’s Prep, please visit: www.stfaithsprep.com

Wishford Schools
Wishford Schools is a small, friendly group of six prep schools. The group aims to provide an excellent education to all pupils, giving every child the opportunity to shine. Standards and expectations are high, and staff and pupils are challenged and supported to give their best.

As a family-run group, the group has a very long-term outlook. This enables investment in the staff, facilities and resources needed in order for the schools to thrive. The group firmly believes that if its pupils are happy and successful, then the business will also succeed. The schools are run in a business-like manner, but the happiness, safety and education of pupils always comes first.

Schools work closely with the group’s senior leaders to define the school’s strategy and then enjoy the autonomy to run their schools, while benefiting from the support that membership of the group brings. In addition to strategic input and the sharing of best practice, the group provides expertise in property, legal, HR, finance, compliance and marketing matters leaving heads with time to focus on the children within their care. In addition, Heads work closely with an Advisory Board of experienced school leaders, and with each other, meaning that someone is always available to offer advice and support.

For more information on the Wishford Schools group, please visit: www.wishford.co.uk

The Opportunity
Since joining the Wishford Schools group, St Faith’s has gone through a rapid period of growth and development leading to a high demand for places. Staff turnover is minimal and the roll has expanded
significantly leading to some year groups increasing to a three form entry. We follow an holistic approach to education with specialist teachers in Sport, Music, IT and French. We invite applications from high quality candidates to contribute further to standards of excellence, who love children and aspire to work in a happy and fulfilling environment for the role of a KS1 teacher.

Full job descriptions and person specifications can be found below.

**REMUNERATION**
Salary and benefits package will be provided including access to the Teachers’ Pension scheme.

**APPLICATION PROCESS & IMPORTANT DATES**
Applicants should complete the school’s application form and submit this by email to bursar@stfaithsprep.com. The application form may be accompanied by a covering letter of no more than one page.

Closing date for applications is 5pm on Thursday 5 July 2018.

**CONTACT DETAILS**
If you have any queries or would like further information, please do not hesitate to contact Julie Haywood, School Business Manager, on 01304 813409 or bursar@stfaithsprep.com
Job Description

CLASS TEACHER AND SUBJECT SPECIALIST TEACHER

Exercise of general professional duties

A Class or Subject Specialist Teacher shall fulfil his/her professional duties as a teacher as circumstances may require under the reasonable direction of the Headmaster of the school. In their acceptance of their position as class teachers staff have acknowledged that they shall conduct themselves with due regard to professional behaviour, be supportive of the ethos and aims of the school and promote the school within and outside the immediate locality. It is also accepted that full time teaching staff are also required to abstain outside school hours from any occupation which, in the opinion of the Headmaster, interferes with the due performance of his/her duties as a teacher or which conflicts with the interests of the school.

Exercise of particular duties

A teacher employed as a Class or Subject Specialist teacher in the school shall perform such duties as may reasonably be entrusted to him/her from time to time by the Headmaster.

Teachers are to be mindful of the issues that attend being a good teacher whilst carrying out their duties. (Some of these issues are detailed at the end).

Professional duties

The following duties shall be considered to be included in the professional duties which a Class or Specialist teacher may be required to perform:

Hours of Work:

St Faith’s is a day school and the basic day for a teacher runs from 8.15 a.m. to 4.15 p.m. Monday to Friday. Full time teachers are required to work for such periods during these hours as is reasonably required by the Headmaster. However, it is understood that the nature of a Teacher’s duties is such that a Teacher will be required to work such additional hours as are reasonably necessary to carry out his/her responsibilities without further right to remuneration.

Contracted weeks are 37 weeks per year, which include INSET training days, held before or after the pupils’ term time, Saturday Open Days and Holiday Care Cover.

For purposes of security and safety, Teachers must speak with the Head, Deputy Head or School Business Manager before leaving the school premises during the school day.

Teaching:

In each case having regard to the school’s curriculum:

• planning and preparing courses and lessons;
• teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
• tracking, assessing, recording and reporting on the development, progress and attainment of pupils;

Other activities:

• communicating and consulting with the parents of pupils;
• communicating and co-operating with persons or bodies outside the school;
• participating in meetings arranged for any of the purposes described above; and
to contribute to the wider effectiveness of the school, for example through curriculum management and extra-curricular activities.

Assessments and reports:

providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;

Appraisal:

participating in arrangements for the appraisal of his/her performance and that of other teachers;

Review, induction, further training and development:

- reviewing from time to time his/her methods of teaching and programmes of work;
- participating in arrangements for his/her further training and professional development as a teacher;
- in the case of a teacher serving an induction period, participating in arrangements for his supervision and training;

Educational methods:

advising and co-operating with the Headmaster and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Discipline, health and safety:

- working with the Business Manager to ensure that the premises are safe and that the procedures in place ensure that the pupils enjoy a safe environment in which to work and play
- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- visual risk assessment check each day, and report any defects to the Business Manager

Staff meetings:

participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

Cover:

Supervising and so far as practicable teaching any pupils whose teacher is not available to teach them:

Subject to the exceptions noted below, no teacher shall be required to provide such cover:

- after the teacher who is absent or otherwise not available has been so for three or more consecutive working days; or
- where the fact that the teacher would be absent or otherwise not available for a period exceeding three consecutive working days was known to the school.

the exceptions are:

- he/she is a teacher employed wholly or mainly for the purpose of providing such cover; or
- the SMT have exhausted all reasonable means of providing a supply teacher to provide cover without success; or
- he/she is a full-time teacher at the school but has been assigned by the Headmaster in the time-table to teach or carry out other specified duties (except cover) for less than 75 per cent of those hours in the week during which pupils are taught at the school;
Examinations:

Participating in arrangements for preparing pupils for examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils’ presentation for and supervision during such examinations;

Management:

- contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new teachers and teachers serving induction periods;
- assisting the Headmaster or an assessor in carrying out threshold assessments of other teachers for whom he/she has management responsibility;
- co-ordinating or managing the work of other teachers;
- and
- taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

Administration:

- participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials; and
- attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

Some characteristic/aspects that a good teacher should be mindful about when considering their professional effectiveness:

- ability to plan, evaluate and assess appropriate learning experiences
- capability to select resources and use them fittingly
- to give attention to encouraging good relationships between
  - Pupils
  - Parents
  - Colleagues
  - Directors
- the provision of opportunities for children to work
  - co-operatively
  - collaboratively
  - individually
  - as part of mixed ability or similar ability groups
- the organisation of a learning environment conducive to whole school, group and individual work
- having high expectations of children
- identifying children with learning difficulties, those who need IEPs and those who are gifted and providing each group of pupils with appropriate differentiated learning experiences
Person Specification

The successful candidate will have the following skills, experience and qualities:

**Skills**

- Be an outstanding classroom practitioner
- Excellent communication skills and ability to build relationships with pupils, parents and colleagues
- Excellent planning, administration and time management skills
- The ability to work to deadlines
- Confident with IT

**Experience**

- Educated to degree level with qualified teacher status and a track record of success
- Experience of understanding current learning strategies
- Experience of coordinating/organising across the curriculum
- Evidence of a commitment to continuing professional development

**Personal Qualities**

- Leading by example in honesty and integrity
- A ‘can do’ attitude and willingness to work hard to get things done
- Ability to inspire children with an enthusiasm of learning
- Ambition, energy, enthusiasm and commitment
- Drive and determination
- Interest in enhancement of the extra-curricular life of the school: music, sport, LAMDA, etc
- Ability to play a significant role in the local community, raising the school’s profile
- A confident and outgoing personality that will be able to maintain the support of colleagues, parents and pupils
- Have a good sense of humour and be flexible and adaptable