

# Staff Recruitment

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## Beechwood Park School

Teacher of English



Beechwood Park  
SCHOOL

NURTURE . ENGAGE . INSPIRE

# Beechwood Park School



*Beechwood Park School* is an independent day and flexi-boarding school for boys and girls aged 3 to 13.

“Going places. With its dynamic new head and, in the words of one happy parent, ‘feel good factor’, *Beechwood* should definitely be on the list of parents who want the certainty of a quality end destination for their child without compromising the joy of the journey.” *Good Schools Guide, 2017*

<b>90</b> TEACHING AND TEACHING SUPPORT STAFF	<b>19</b> Scholarships	<b>140+</b> Co-Curricular Activities offered throughout the year	
<b>21</b> specialist instrumental and singing teachers	<b>540+</b> Pupils <b>170+</b> Sports teams		<b>300+</b> pupils take instrumental lessons
<b>70+</b> pupils take LAMDA exams	<b>2</b> Indoor Swimming Pools		Set in <b>37</b> Acres
	<b>7</b> choirs	<b>22</b> bands and ensembles	
	<b>60</b> Boarders		



Approached down a seemingly endless winding driveway redolent of entering a fairy tale... *The Good Schools Guide, 2017*

# An Historic Location



*Beechwood Park School*, founded in 1964, is a very recent part of the history of the *Beechwood Park Estate*—a story that begins, as far as we can tell, with the foundation of a Nunnery, later called the ‘Nunnery of St Giles-in-the-wood’ in Saxon times.

The land and Nunnery were handed to Ralph de Tony (whose name appears in the Domesday Book) by William the Conqueror when he divided up his new kingdom. Ralph had distinguished himself on the field of battle a number of times to William’s benefit and *Beechwood Park* was just one part of his reward.

So begins a rich and varied history that involves Henry VIII, Edward VI, Sir John Tregonwell, Sir Richard Page, and King Charles I and II (Sir Edward Sebright was a standard bearer for Charles I in the English Civil War). There were 15 Sebright Baronets in all, some of them Members of Parliament and others equerries to the Royal Household. Lady Olive Sebright was a personal friend of Queen Mary, consort of King George V. Queen Mary visited *Beechwood Park* a number of times and photographs in the School’s archive show her at luncheon in the Great Hall in 1948.

The magnificent east front was added to the Jacobean house in 1702. The parkland that we see in front of the main house, by that time a Queen Anne mansion, was designed by Lancelot Capability-Brown in 1753. Copies of Capability-Brown’s original survey and plan for the new parkland are held in the School’s archives.

Recent archaeological surveys and digs, sponsored by the School, have revealed remains of medieval walls and courtyards as well as artefacts such as brooches and drinking vessels dating from medieval times. The School’s young archaeologists have been fully involved in making these exciting discoveries.

*Beechwood Park School* opened on October 8th 1964. The School was formed from the combination of *Shirley House School* in Watford and *Heath Brow School* in Hemel Hempstead. Originally an all boys boarding school, *Beechwood Park* first admitted girls in September 1993. Over the years, the Junior and Middle Departments have been added and in 2005 *Beechwood* extended its provision to include children of nursery age by acquiring the Nursery at Little Cheverells.

And so the School continued to evolve, the latest additions being the provision of an Indoor Swimming Pool Complex, the onsite *Woodlands Nursery*, which opened its doors in September 2015 and a brand new recording studio (2017)!

Although fixed here for Sir John Gage Saunders in the 1860s, the clock dates from 1764 and came from the Worcestershire estates of the Sebright family. [www.historicengland.org.uk](http://www.historicengland.org.uk)



# Beechwood Park in the 21st Century



The *Beechwood Park* of today successfully blends the old with the new; innovation with tradition. Boys and girls create ceramics in the pottery room located in the old wine cellar and fabulous music compositions in the dedicated Apple Music Technology Suite and Recording Studio situated in a former coach house.

*Raspberry Pi*, *Micro Bits* and 3D printers inspire Computer Science studies, whilst outside, pupils make full use of the grounds and hunt for bugs in the *Forest School*. From Greek or Russian Club to Cheerleading or Chess, there is something to captivate every curious mind from our youngest *Woodlanders* to our talented 13+ candidates who confidently head off to a range of excellent independent day and boarding secondary schools.

The Capability Brown sculpted grounds provide orienteering trails, an indoor swimming pool complex, outdoor classrooms and eleven football pitches where a multitude of matches play out under the watchful gaze of our neighbouring sheep.

At the end of a busy and stimulating day, School buses depart and boarders' tea commences, then homework, music practice, the ever-popular Colditz - a *Beechwood* tradition! And then bed.

## Pastoral Care

The provision of cutting-edge pastoral care is at the heart of *Beechwood Park*. There is a genuine commitment to and care for each member of the community and the happiness of each child is central to this.

The School provides children with a safe and happy learning environment in which they can enjoy building friendships for life and developing their innate creativity, curiosity and confidence within the framework of our fortnightly pastoral values.

## Boarding

Pupils in Year 5 and above can flexi-boarding, choosing how many nights a week they wish to board between Monday and Thursday night . There is no weekend boarding. The boys' and a girls' boarding houses, where each evening once homework and music practice is complete, the children can take part in many and varied activities and games on offer.

# Our Mission, Aims and Objectives



**Beechwood Park's mission is to be the first-choice preparatory school for parents considering an independent school, recognised for its outstanding quality of educational experience and care.**

To fulfil this mission, with the support of parents, the School

**Nurtures** and promotes the happiness, health, safety and emotional well-being of every child, developing in them confidence and independence

**Engages** the intellectual, physical and spiritual potential of every child across a broad range of academic, extra-curricular and pastoral activities and experiences

**Inspires** children, inculcating transferable, lifelong skills and values by which to achieve personally and contribute influentially to society

**Enables** inspirational and reflective teachers to provide every pupil with outstanding teaching, delivering the highest levels of educational pace, variety and challenge

*Beechwood Park School* inspires excellence in all its pupils. It achieves this through an outstanding, uniquely child-centred, co-educational and preparatory ethos. All of our pupils are supported and happy in their School lives. As they progress through the School, the children steadily build confidence and independence, learning quickly to bring their own creative talents to bear.

Ours is a holistic education, which educates the whole child across a wide range of academic, extra-curricular, pastoral and spiritual experiences. The School's unrivalled facilities and beautiful buildings and grounds provide further transformative opportunities for children to prepare for a future life of learning.

## **Recruitment Aims**

The School aims to appoint and retain well-qualified, experienced and talented staff who will inspire excellence and discover talents in every child. The Headmaster appoints all staff in consultation with other key staff.

## **Pupil Profile**

The School assesses all of its pupils upon entry. Most of our pupils are significantly above the national average in their academic ability and achieve success in academically selective 11+ and 13+ Senior School examinations and scholarship assessments. Some receive specific assistance from the *Learning Support Department*, including those who are gifted and talented. The School is proudly co-educational.

# The Role



**Job Title:** Teacher of English  
**Reporting to:** Head of English

*Beechwood Park Staff* are accountable for achieving the highest possible standards in work and conduct. They act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forging positive professional relationships and working with parents in the best interests of all pupils.

## Role Responsibilities



### Subject Responsibilities

- Assist the *Head of English* in departmental development, taking leading roles on department initiatives.
- Attend all English Department meetings, taking minutes of meetings on a rota basis.
- Assist in the development of the English department / year group's curriculum, use of the VLE, trips, themed days, and developing partnerships
- Assist with English departmental work scrutinies.
- Contribute to the raising of standards of pupil literacy and numeracy across the School
- Promote the work of the department to the broader community including regular contributions to [www.beechwoodpark.com](http://www.beechwoodpark.com), social media, the School magazine, newsletters, corridor displays, open days and local, national and international press, in partnership with the Communications Manager.

### Set high expectations which inspire, motivate and challenge pupils

- Nurture, engage, inspire and challenge pupils.
- Plan, teach and assess the effectiveness of lessons and home learning which have high expectations.
- Ensure all pupils are fully engaged and contributing in your lessons.
- Develop in your pupils a *Growth Mindset*.
- Inspire academic confidence, independence and creativity in every child.
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### Promote good progress and outcomes by pupils

- Track and assess all of your pupils
- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

### Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the **English** curriculum, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- Demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

# Role Responsibilities (continued)



## **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **Adapt teaching to respond to the strengths and needs of all pupils**

- Promote excellent differentiation in your lessons, using interventions to ensure all pupils make progress.
- Liaise closely with Learning Support staff about pupils with individual G&T, SEN and EAL needs.
- Implement Learning Support Department Policy and LSPPs in all lessons.
- Stretch the more able pupils further and faster through effective differentiation.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **Make accurate and productive use of assessment**

- Audit examination and standardised data to understand pupil needs and improve future academic performance.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **Manage behaviour effectively to ensure a good and safe learning environment**

- Promote excellent standards of pupil discipline, tidiness and punctuality at all times and in accordance with the *School Behaviour Policy*.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

# Role Responsibilities (continued)



## Fulfil wider professional responsibilities

- Act as a *Form Tutor*, sharing in the pastoral responsibility for all pupils in accordance with the School's Form Tutor Role.
- Participate in regular CPD, including IAPS District 1N meetings, whole School and Department meetings, training days and working groups.
- Carry out at least three *Learning Walks* per year, completing BPS learning walk feedback forms.
- Complete a biennial Professional Development Review.
- Set, arrange, mark and moderate internal examinations.
- Ensure outstanding levels of customer service in all communications, verbal or written, including reporting on pupil progress.
- Contribute to all staff duties, School activities, absence cover and Parents' Consultations before and after the School day as required.
- Meet with parents individually to discuss pupil progress, reporting where necessary to the Head of English.
- Record pastoral incidents and patterns and parental communications on DayBook, keeping the Deputy Head (Pastoral) informed of significant concerns.
- Attend assemblies and other *School* functions, playing an active part in the wider aspects of *School* life.
- Undertake other such specific duties appropriate to your post which the Headmaster may reasonably assign from time to time.
- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

## Personal and Professional Conduct

- Enjoy being a part of a thriving, successful and progressive preparatory School.
- Demonstrate consistently high standards of personal and professional conduct, adhering to school policies.
- Specifically, promote and safeguard the welfare of all members of the School community by endorsing, understanding and exercising your roles and responsibilities in accordance with the BPS Health and Fire Safety, Safeguarding and Child Protection policies and procedures as published on the staff intranet.

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school:

- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Safeguard pupils' well-being, in accordance with statutory provisions.
- Show tolerance of and respect for the rights of others.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of *Beechwood Park* and maintain high standards in attendance and punctuality.
- Understand and always act within the statutory frameworks which set out their professional duties and responsibilities.

# Candidate Specification



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## ESSENTIAL REQUIREMENTS FOR THE ROLE

- English subject specialism
- Secure knowledge of the English curriculum
- Ability to work in a way which promotes the safety and well-being of children
- English related honours degree
- Qualified Teacher Status
- Imagination, commitment and ambition to inspire pupils to enjoy every aspect of School life
- High standard of personal presentation
- Enthusiasm for data analysis and ability to use data to improve teaching and assessment
- Flexible and proactive attitude to work
- IT and audio/visually literate



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## DESIRABLE REQUIREMENTS

- Ambition and desire to take on further responsibilities.
- Ability to offer another subject.



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### Salary and benefits

Beechwood Park pays all members of the teaching staff according to the *Beechwood Park School Salary Scale* at the point appropriate to their qualifications and experience. This scale is above the *National Teachers' Pay Scale* and includes a *London Fringe Allowance*.

### Pension

The position holder is eligible to be a member of the Teachers' Pension Scheme or the Independent Schools' Defined Contribution Pension Scheme.

### Holiday

The statutory minimum holiday entitlement under the Working Time Regulations 1998 is to be taken during School holidays. In addition, the position holder is not normally required to work during normal School holidays other than three days prior to the return and for whole School events. Public holidays occurring when the School is in session will be working days.

*The School reserves the right to review and change this job description as the needs of the School change.*

# Join Our Team



“Staff .... across the board seem to ooze passion for their subject.”

*Good Schools Guide 2017*

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## **ABOVE AVERAGE SALARIES WITH BEECHWOOD PARK SCHOOL SALARY SCALES**

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<b>ACCESS TO A PENSION SCHEME</b>	<b>SUPPORT FOR EMPLOYEE CAREER DEVELOPMENT &amp; CPD</b>
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## **SCHOOL FEES REMISSION ARRANGEMENTS**

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# The Application



Please download, complete and return the School's *Application Form* with a covering letter of application, to

**Mr E W Balfour**  
**Headmaster**  
**Beechwood Park School**  
**Beechwood Park**  
**Markyate**  
**Hertfordshire AL3 8AW**

Please feel free to contact the Headmaster for an informal discussion on

[headmaster@beechwoodpark.com](mailto:headmaster@beechwoodpark.com)

**Closing date for applications: Tuesday, 27th February, 2018**

**Interviews will be during the week commencing Monday, 5th March, 2018**

## **Safeguarding and Child Protection**

*Beechwood Park School* is committed to safeguarding and promoting the health, safety and well-being of all children.

We require all applicants for employment both to complete a *BPS Staff Application Form* and to produce original documentation of certificates and degree qualifications.

The School will undertake an enhanced DBS clearance check of the successful candidate.

The School expects all staff members to understand and actively promote their obligations and responsibilities in safeguarding and promoting the health, safety and well-being of all children.

# Location and Access



*Beechwood Park* is set in beautiful rural parkland outside the village of Markyate. Although rural, the School is only 5 minutes from Junction 9 of the M1 and 15 to 20 minutes from Harpenden, St Albans and Berkhamsted – all with super-fast train links to central London.

The School runs an extensive bus service for pupils, before and after School, to Harpenden, St Albans and many surrounding villages. These areas offer some beautiful villages and places to live, within easy reach of London.

## LOCATION

*Beechwood Park School* is located minutes from Harpenden, St Albans, Redbourn, Berkhamsted, Luton, Dunstable and Hemel Hempstead.

Our coach service offers routes to a wide range of locations.

**BEECHWOOD PARK SCHOOL**  
MARKYATE, HERTFORDSHIRE AL3 8AW



Direct train service:

St Albans to London St Pancras - 18 minutes

Harpenden to London St Pancras - 25 minutes

Luton Airport Parkway to London - 24 minutes



M1 (junction 9) - 5 minutes

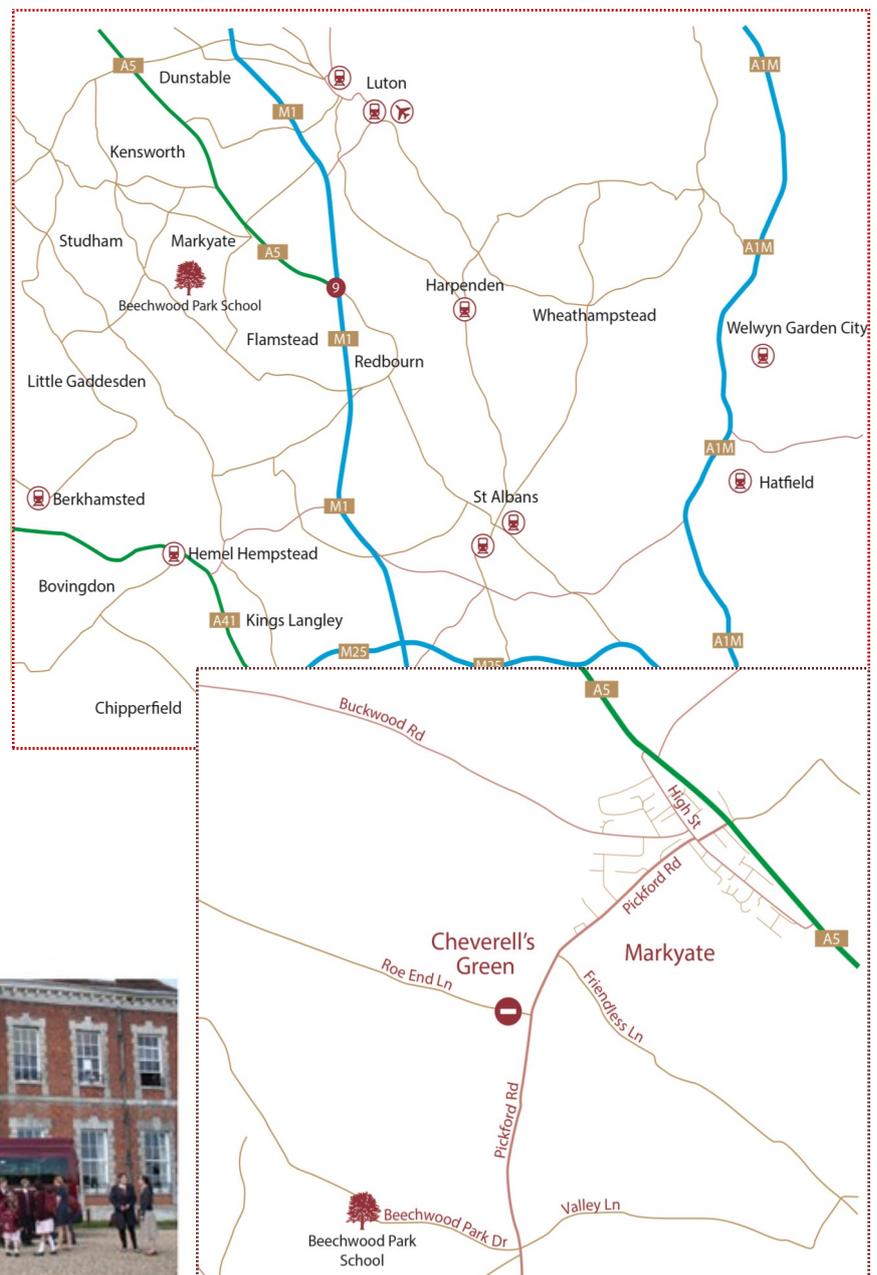
Harpenden - 15 minutes

St Albans - 20 minutes

Berkhamsted - 20 minutes



London Luton - 15 minutes



www.balnesdesign.co.uk A6661





**Beechwood Park**  
SCHOOL

Beechwood Park, Pickford Road, Markyate, St Albans, Hertfordshire AL3 8AW

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