

HIGHGATE

THE JUNIOR SCHOOL

Deputy Principal (Academic)

September 2018



An able and inspiring leader is required for the Junior School at Highgate.

There are approximately 390 children in Key Stage 2. From September 2018 5 Year 3 and Year 5 classes and 4 in Years 4 and 6. In September 2019 there will be 440 pupils in the school in 5 classes across four year groups.

Highgate is a fully coeducational, academically selective school with able and enthusiastic children. Expectations are high across the curriculum and beyond.

We moved into our new state-of-the-art accommodation in September 2016 which provides us with an outstanding purpose-built teaching environment. It is essential that we have the very best team of teachers

in place in order to continue to make the most of this wonderful opportunity.

Applications are sought from well-qualified teachers with relevant experience of the primary or the preparatory school curricula. Candidates will need to be able to contribute to a challenging, accelerated curriculum and have experience of teaching intelligent, lively pupils or an interest in doing so, and the flair, imagination and people-skills to do so successfully.

The person appointed should be both able and willing to teach across the curriculum and to be flexible in their approach. All staff are expected to contribute to the extra-curricular life of the school.

Teachers at Highgate enjoy a welcoming, comfortable and exceptionally well-resourced environment and are provided with significant assistance from a range of support staff. Salaries are competitive.



Mr Mark James, Principal of the Junior School, is happy to answer any questions on jsoffice@highgateschool.org.uk.

APPLICATION PROCEDURE

Please complete the on-line application form, including the names, addresses, telephone numbers and email contacts of two referees.

Closing date: 8:00am on 31st January 2018 but applications will be considered as they are received.

Person Specification for teaching posts at Highgate

We seek to appoint teachers who will have the following proven qualities, or the potential to develop them. At interview candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute fully to the life of a busy co-educational independent day school
- Willingness to contribute to the extensive range of activities provided for pupils and to support them in their co-curricular pursuits
- Excellent knowledge of the core curriculum subjects in Key Stage 2, and the ability and willingness to contribute intelligently to a challenging and stimulating curriculum
- An understanding of the National Curriculum computing/coding curriculum and a genuine interest in and enthusiasm for using technology to enrich teaching and learning across all subject areas
- Capacity for industry and initiative
- The depth of knowledge and agility of mind to allow flexibility in lessons, adapting delivery as appropriate in the light of pupils' responses
- Empathy with pupils across the age and ability spectrum at Highgate and the ability to implement a range of teaching strategies to cater for each individual pupil
- Awareness and understanding of matters relating to the personal, social, health and emotional development of Highgate pupils
- General knowledge of Child Protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure
- Sympathy with and knowledge of fundamental British values
- Capacity to deal sensitively with problems raised by pupils, in line with Highgate's pastoral policies and sanctions systems, working in partnership with Highgate's designated staff responsible for pastoral care
- Ability to create effective rapport and a sound relationship with pupils, earning their respect and trust but maintaining proper professional boundaries by not deliberately courting popularity or friendship
- Willingness and ability to liaise effectively and professionally between pupils, staff and parents when required, making accurate records of these exchanges
- Patience and thoughtfulness to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives
- The ability to de-fuse difficult situations using different strategies such as careful listening, sensitive use of humour, praise and recognition where due, utilising the School's reward system
- Retention of a sense of perspective and, on occasion, the invaluable ability to laugh at oneself