



Garden House School



Application Pack for the post of Director of Teaching and Learning

Garden House School is a leading London day school offering Kindergarten, Pre-Prep and Prep schooling for girls and boys from three to eleven years of age.

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At Garden House School we are committed to Safer Recruitment and therefore this appointment will depend on the successful completion of a Disclosure and Barring Service check.

Welcome to Garden House School

Thank you for your interest in the post of full time Director of Teaching and Learning at Garden House School. We are looking for an enthusiastic and dedicated candidate to join our strong team of senior leaders. This is a new post and we want to find a candidate who is passionate about prep school education, fascinated by how children learn, able to lead the development of the curriculum and to teach to a high standard. The role is largely a non-teaching role but we would like an excellent classroom practitioner who is skilled at delivering outstanding learning experiences for the children and able to lead staff to achieve the very best. The role encompasses leading the teaching and learning in all parts of the school including EYFS.

The members of the SLT are Head of Boys, Head of Girls and Head of EYFS and two Deputy Heads who work across both schools. The Director of Teaching and Learning will report directly to the Heads but would be expected to work closely with all members of the SLT. All subjects are led by a Head of Department and in the case of Maths there is a leader for each Key Stage. The Director of Teaching and Learning will work closely with the Heads of Department to ensure high standards continue to be met in the classroom and to help the school to develop the curriculum.

We are seeking a candidate who is able to oversee all the assessment that takes place in the school and to take responsibility for analysing the data, observing trends and monitoring results. All teachers are regularly observed and this new role will include lesson observations, monitoring of planning documents and monitoring of pupil books. It does not include the process of transferring to senior school or 8+ schools, as this is carried out by another member of the leadership team.

The successful candidate will teach a very reduced timetable and be available to cover lessons in all parts of the school when required.

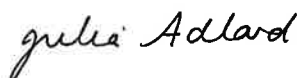
This is a great opportunity for an ambitious, experienced teacher with a real passion for the classroom, who is well read, knowledgeable about current research in education and committed to helping us to achieve the very best for all our pupils. Garden House school has a generous pay scale and the salary will be set to attract the highest calibre of applicants to reflect the importance of this post in the school.



Ms Annie Lee
Headmistress, Girls' School



Mr Christian Warland
Headmaster Boys' School



Mrs Julia Adlard
Head of Early Years

Garden House School

Garden House School is a leading London day school offering Kindergarten, Pre-Prep and Prep schooling for girls and boys from three to eleven years of age. We teach our boys separately from our girls, except in Kindergarten. We believe strongly girls and boys learn most effectively apart but have much to offer one another in the broader School environment. This is a structure rarely seen elsewhere in the British education system.

The Boys' School and the Girls' School are housed together in Turks Row, a purpose-designed and almost perfect space in central London. Chelsea is an exceptional area in which to run a school. The Royal Borough's unique association with Art and Literature filters through the Curriculum; we are inspired by Chelsea's history, architecture, style and energy. The School enjoys its green spaces and proximity to the River Thames.

Garden House is fortunate to have a garden, delightfully situated in the historic grounds of the Royal Hospital. Sport is played in the South Grounds of the Royal Hospital, in Burton Court and across the river in Battersea Park. School plays are staged at The Royal Court Theatre, a leading national theatre in Sloane Square. All this is on our doorstep.

*"AT GARDEN HOUSE WE BELIEVE THERE ARE FEW PLACES MORE MAGICAL THAN A CLASSROOM,
WHERE CHILDREN'S MINDS ARE OPENED TO NEW WORLDS, FRESH POSSIBILITIES AND EVEN MORE
TANTALISING RIDDLES"*

History of the school

Garden House School was founded in 1950 by Margery de Brissac Bernard (1896-1994). Miss de Brissac educated the children and grand-children of diplomats and Prime Ministers including Winston Churchill and Alec Douglas-Home. Although she had no formal training as a teacher, she had great experience of life. Miss de Brissac worked at the Admiralty during World War One and trained as a nurse with the Red Cross. Following the end of the Second World War, she taught ballet in London. As a result of her success as a ballet teacher, Miss de Brissac was persuaded to consider establishing her own School. As a ballerina, her style, personal discipline and moral stance appealed to teachers and parents alike. In many ways, little has changed at the heart of Garden House from the essential values established in those early years. Goodness, kindness, forgiveness and a happy, purposeful energy remain at the core of the School and the Garden House child. Miss de Brissac was a living memorial to dance, music, singing, learning and loving and these remain the pivotal values around which Garden House School thrives and develops.

In 1973 at the age of 77, Miss de Brissac handed over the ownership of Garden House School to Mrs Jillian Oddy, a parent and teaching assistant at the School and now the Principal.

Garden House has grown gradually since 1973. Then it was primarily a pre-prep school for boys and girls with just a smattering of older girls. The School developed, accepting girls to 11 years of age. In 1989, the Boys' School was established and since 2009, boys may continue their education at Garden House up to the age of 11. Garden House boys and girls are educated separately, except in Kindergarten. They are together for meals and for After School Clubs. In the 1990s, Garden House New York opened. Close links exist between the London and New York Schools.

In 2004, the School moved into a single, purpose-designed building to the south side of the Duke of York's development. For the first time, the girls and boys were in the same location, while continuing to be taught separately.

The School remains family-run and privately-owned. It is considered among the most prestigious pre-prep and prep schools in central London.

While respectful of our history, Garden House is very much grounded in the present yet always looking towards the future for our children. Garden House prides itself on the long-term commitment of its core staff, and the fact alumni return as parents themselves or as teachers. The School has an aesthetic which celebrates the appreciation of beauty in all its forms, with kindness as key.

We strive to ensure that individual minds are broadened and perspectives widened. We encourage learning, independence of thought and the cultivation of self-belief, skills, wisdom and curiosity. We are preparing each child to live life to the full, encouraging them to live responsibly and thoughtfully and to embrace, with energy and enthusiasm, the great opportunities that lie ahead. It is our sincere desire that each will use their compassion, knowledge, passions and energies to make the world a better place – and believe they can do so.

Aims and Ethos

Garden House aims to provide a stimulating and supportive environment in which our children gain an enthusiasm for learning, enabling them to achieve excellent progress. We provide a broad and balanced curriculum, placing emphasis on developing the whole child.

Our children are encouraged to become independent thinkers who are kind, have a positive self-image and respect those around them. The children are not burdened by rules but are taught to live according to our Kindness Code, a set of seven pointers for living and working successfully and happily with their friends and teachers.

We aim to create a framework in which children develop confidence and courage. Garden House children are encouraged to be interested in the people around them, their surroundings and to take the opportunities life presents.

They are respectful and understanding of custom and tradition, treating people from all walks of life with kindness and respect, valuing all.

They develop the skills to communicate readily and effectively, remembering listening is at least as important as speaking. A Garden House child appreciates the value of a team and enjoys working as part of one, recognising how team collaboration can enhance an individual performance.

Garden House children will develop an understanding and appreciation of the ideals which underpin British values and are willing to stand up for those values with confidence and courage.

They value their environment and look at the world around them with curiosity and wonder.

Our School Motto encapsulates this outward-looking approach:

“Non sibi sed omnibus – Not for one, for all”

Job Description

Job Title Director of Teaching and Learning

Reporting to

- The Heads

General Responsibilities

- Oversee and support Heads of Subject in order to further the development and teaching of their subjects.
- Co-ordinate between the subjects to ensure common purpose and cross curricular links.
- Take on some timetabled teaching and cover where appropriate.
- Assist the Heads in formulating and using policies in order to achieve the aims and objectives of the school.
- Be a link between the Heads and teaching staff in order to ensure a spirit of cooperation and mutual purpose with regard to the development and delivery of the curriculum.
- Be part of the Senior Management Team in order to plan school development and improvement, particularly with regard to the curriculum.
- Assist in maintaining good public relations with the wider school community.
- Be a supportive link between all parts of the school in academic matters.

Curriculum

- Oversee the curriculum and lead its development.
- Maintain oversight of internal exams, liaising with the Heads in order to ensure proper preparation for future school exams (8+, 11+ and pre-tests).
- Keep up to date and distribute and disseminate academic information including government initiatives.
- Attend/speak at meetings as required, including curriculum meetings.
- Ensure any statutory curricula requirements are implemented.
- Overseeing the implementation and updating of schemes of work, planning, policies and other departmental documentation in conjunction Heads of Subject.
- Organise and oversee regular good practice meetings, book and planning moderations in conjunction with Heads of Subject.
- Maintain oversight of homework provision in order to ensure consistency across the school.

Policy making and school development

- Initiate and contribute to ideas relating to any aspects of the formulation of academic school policy.
- Advising Heads and contributing to decisions and ideas relating to school development and improvement, particularly in academic matters.
- Attend regular Senior Management Team meetings.
- Assist Heads in implementing and monitoring new initiatives in the school.

Teaching Staff

- Support and be available to staff in order to answer queries and advise on academic matters, in particular leading Heads of Subject.
- Assist in the training and continuing professional development of the teaching staff including:
 - Organising INSET days;
 - Organising good practice meetings;
 - Suggest courses to teaching staff as appropriate.
- Assist Heads in the recruitment and induction of new teaching staff including:
 - Oversight of the induction process for new teachers, especially in terms of curricula, timetabling and planning;
 - Assisting Heads in interviewing new staff as appropriate.
- Conduct regular lesson observations and assist Heads with their lesson observations.

Wider School life

- Be a visible link between all three schools.
- Morning door duty.
- Organise cover.
- Assist in the production and monitoring of timetables.

Assessment

- Oversee and implement school assessments as required.
- Be up to date with national requirements for assessments.
- Analyse assessment information and use this information to further improve teaching and learning within the school.

Confidentiality

It is expected that all school employees will understand that our work is confidential and that personal details about children and families should not be discussed outside the school.

Professional Standards

- Communicate regularly and freely with the Heads and other colleagues
- Teach to a high standard
- Be ready to listen to and to try new ideas and working practices
- Be professional at all times
- To maintain high personal standards of appearance, behaviour and punctuality

Person Specification

Qualifications and experience required

- Graduate with qualified teacher status
- Evidence of continued professional development
- Familiarity with up to date educational practice
- Evidence of being an excellent classroom practitioner

Other skills required

- Excellent communication skills both written and spoken
- Excellent interpersonal skills
- Ability to plan, monitor and review own practice
- Strong organisational skills
- Initiative
- Lots of energy
- Effective time management

Personal qualities

- Positive and forward thinking
- Efficient
- Willingness to contribute to the whole school
- High standards and expectations
- Ability to work in a team
- An inquisitive mind, happy to solve problems
- Enjoy the company of children
- A sense of humour and enjoyment at work





How to Apply

The post is for a September 2018 start or earlier if possible.

Application Form

- Applications will only be accepted from candidates completing the attached Application Form in full. CVs will not be accepted in substitution for completed Application Forms in the absence of good reason. Equal-opportunities and child protection policy statements are available on request from the school.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.
- You will be required to complete a Disclosure from the Disclosure and Barring Service
- We will seek references on candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although you may where appropriate answer 'Not Applicable' if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Department for Education Children's Safeguarding Operation Unit.

Invitation to Interview

If you are invited to interview this will be conducted in person and the areas, which it will explore, will include suitability to work with children.

All candidates invited to interview must bring documents confirming educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

All candidates invited to interview must also bring with them:

- a current driving licence including a photograph or a passport or a full birth certificate
- a utility bill or financial statement showing the candidate's current name and address
- where appropriate, any documentation evidencing a change of name.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- receipt of at least 2 satisfactory references
- verification of identity and qualifications
- a check at Department for Education List 99
- a satisfactory DBS Enhanced Disclosure
- verification of professional status such as QTS Status
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the School may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCFS Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of the probationary period.

Please note:

Where a candidate is:

- found to be on Department for Education List 99, or the DBS disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children

The facts will be reported to the Police and/or the Department for Education Children's Safeguarding Operation Unit.

