

Staff Recruitment



Beechwood Park School

Deputy Head of
Woodlands Nursery



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*

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



*'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



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 ambition, 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 aims to inspire 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

It is the School's stated aim 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.

Pupil Profile

The School assesses all of its pupils upon entry. Most of our pupils are above the national average in their academic ability and will achieve success in academically selective 11+ and 13+ examinations to Senior Schools. 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: Deputy Head of Nursery **Line Manager for:** All Nursery Teachers

Reporting to: Head of Nursery and Assistant Head (Junior)

Engender a departmental teaching and learning culture which is self-reflective, developmental, creative, inspirational and innovative and which prioritises the academic confidence, independence and creativity of every child.

Role Responsibilities



Departmental Responsibilities

Assist the Head of Nursery to:

- Lead the *Woodlands Nursery* by example, modelling best practice in all aspects of classroom delivery, assessing pupil outcomes and progress and implementing interventions whenever necessary.
- Act as a key member of *Beechwood Park's Academic Head of Department* (AHoD) team, contributing to all *Academic Committee*, Junior, Middle and Senior Department and year group academic meetings and Pupil Progress meetings as necessary.
- Manage and implement a seamless curriculum throughout the School, ensuring continuity of teaching and learning.
- Plan and develop an ambitious departmental digital curriculum.
- Implement whole-School literacy and numeracy strategies, so that pupils progress in literacy and numeracy, through a common whole-School approach, and cross-curricular links are maximised.
- Annually audit the effectiveness of departmental lesson planning, work scrutinies and home learning.
- Complete an annual departmental development plan and annual SWOT analysis to establish annual departmental priorities.
- Use assessment data to analyse department strengths and weaknesses and introduce and monitor interventions to improve areas identified as weaknesses.
- Biennially, complete a robust *Professional Development Review* of every member of your department.
- Conduct peer, Head of Department (and PDR) lesson observations, documenting outcomes.
- Set, arrange, mark, moderate and record internal assessments.
- Audit assessment data to improve future academic performance.
- Identify opportunities for felicitous, collaborative cross-departmental curricular links.
- Work with the marketing department to communicate successes.
- Promote learning through a range of trips, visits, clubs, competitions, visiting speakers and other events, including outdoor learning and the *Forest School* programme.
- Participate in regular CPD, whole School and departmental meetings, training days and working groups.

Role Responsibilities (continued)



- Support the Headmaster and Registrar in the assessment and admission of prospective pupils.
- Bid for and manage the departmental educational resources budget.

Communication

Assist the Head of Nursery to:

- Plan, lead and record all departmental meetings using the agreed School pro-forma.
- Ensure outstanding levels of customer service in all communications, verbal or written.
- Deliver accurate and effective departmental reporting on pupil progress.
- Keep the *Assistant Head (Junior)* informed of any significant departmental developments.
- Liaise closely with *Learning Support* staff about pupils with individual G&T, SEN and EAL needs.
- Liaise regularly with the Heads of EYFS, Junior, Middle and Senior Departments regarding syllabus development.
- Meet with parents individually where appropriate to discuss pupil progress.
- Annually review and publish *Programmes of Study* and *Schemes of Work* for all Woodlands teaching groups.
- Publish and annually review an *Academic Departmental Handbook* in accordance with whole-School policy which effectively communicates:
 - Departmental development philosophies and priorities
 - Teaching and learning objectives
 - Assessment, moderation, marking and reporting procedures
 - Baseline assessment and tracking procedures for all pupils, using SchoolBase, InCAS, CAT and other data, managing intervention where necessary.

Outcomes

Assist the Head of Nursery to ensure that:

- All children make at least expected academic progress and many exceed expected levels of progress.
- Assessment data confirms that all children are performing in line with or above their ability level.
- Excellent academic engagement of all boys and girls.
- Lessons demonstrate outstanding pace, variety, differentiation and challenge.
- Departmental compliance with all School policy and procedure.

Decision Making Responsibilities:

This is a deputy management position. The post holder is required to work independently and in accordance with School policy, professional standards and budgetary limits.

**Teaching responsibilities in accordance with the BPS Teacher's Job Description
(Appendix A)**

Candidate Specification



ESSENTIAL REQUIREMENTS FOR THE ROLE

- Ability to work in a way which promotes the safety and well-being of children
- Excellent managerial skills with pupils, colleagues, parents and governors
- *Qualified Teacher Status*
- Imagination, commitment and ambition to inspire pupils to enjoy every aspect of School life
- Secure knowledge of the relevant subject and curriculum areas
- High standard of personal presentation
- Flexible and proactive attitude to work
- EYFS specialism
- Enthusiasm for data analysis and ability to use data to improve department and whole school practice
- IT and audio/visually literate

DESIRABLE REQUIREMENTS



- Ability and desire to make an impact supporting the SMT in other areas, such as data analysis, timetabling, whole exam result analysis, development of Verbal, Non-Verbal and Quantative ability testing, management and development of SchoolBase (MIS).
- Ability to offer an extra-curricular subject or activity, such as sport.
- Possess D1 category driving licence to enable position holder to drive a 17 seat minibus, or a willingness to train.
- Possess Paediatric First Aid qualification or a willingness to train.



Job Title: Subject Teacher Department: (Department)

Line Manager for: N/A

Reporting to: Head of Subject Department

(DfE Teachers' Standards are italicised)

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 Department* in departmental development, taking leading roles on department initiatives.
- Attend all departmental meetings, taking minutes of meetings on a rota basis.
- Assist in the development of the department curriculum, use of the VLE, trips, themed days, and developing partnerships.
- Assist with departmental work scrutinies.
- Contribute to the raising of standards of pupil literacy and numeracy across the School.
- In partnership with the *Head of Marketing* promote the work of the department to the broader community through regular contributions to www.beechwoodpark.com, social media, the School magazine, newsletters, corridor displays, open days and local, national and international press.

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 the progress of 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.*

Role Responsibilities (continued)



Demonstrate good subject and curriculum knowledge

- *Have a secure knowledge of the curriculum for the year, 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.*

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 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 *Class Teacher*, sharing in the pastoral responsibility for all pupils in accordance with the School's *Form/ Class 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 *After Schools Clubs* and *Activities*, staff supervisory duties, 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 Nursery*.
- Record pastoral incidents and patterns and parental communications on DayBook, keeping the *Head of Nursery* and *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

- 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 Safety, Fire Safety 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 by:*
- *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.*

Remuneration



Salary

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.

Agreed by Headmaster

Agreed by Job Holder

.....

.....

Date

Date

Join Our Team



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

Good Schools Guide 2017

ABOVE AVERAGE SALARIES WITH BEECHWOOD PARK SCHOOL SALARY SCALES

ACCESS TO A PENSION SCHEME	SUPPORT FOR EMPLOYEE CAREER DEVELOPMENT & CPD
-------------------------------------------	------------------------------------------------------------------

SCHOOL FEES REMISSION ARRANGEMENTS

The Application



Please download, complete and return the School's *Application Form* with a handwritten 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

Closing date for applications: Friday, 20th April, 2018

Interviews will be held during the week commencing Monday, 30th April 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 A66661





Beechwood Park
SCHOOL

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

01582 840333 headmaster@beechwoodpark.com www.beechwoodpark.com

facebook.com/BWPSchool

twitter.com/@BWPSchool