



Junior School Teacher (Maternity Cover)

Recruitment Information

Employment Status	Full Time Permanent
Required From	September 2018
Job Location	Junior School, Stanstead Road Site
Application Closing Date	1600 on Friday 16 March 2018
Shortlisting	Monday 19 March 2018
Interviews	Monday 19 March 2018



ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 125 years, the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is a proud reflection of the diverse and vibrant community in which it is located.

The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at

all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Family Society' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, provides an exciting opportunity for further development on both sites.

The size of the College is small compared to many of its competitors, offering all pupils a cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment.

The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China. The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.





JOB DESCRIPTION

Role and Responsibility

A teacher at St Dunstan's College it is expected to fully embrace the ethos of the College and to immerse themselves in the academic, pastoral and co-curricular cornerstones of the education that is offered. A commitment to the College vision that all teachers should strive to 'inspire and assist every young person to fulfil their potential' is paramount.

Personal Characteristics

A teacher at St Dunstan's College should be:

- Passionate and knowledgeable about their subject
- Committed to furthering their understanding of subject and pursuit of knowledge
- Willing to engage in academic discourse with pupils and staff
- Able to demonstrate high levels of personal organisation, planning and prioritisation
- Able to express themselves clearly and articulately to pupils and staff
- Able to juggle work commitments
- Willing to embrace technological change and innovation
- Able and willing to support the progress of all pupils, no matter what their needs.
- Creative in their construction and delivery of engaging and thought provoking lessons
- Able to excite and enthuse pupils in their curiosity for subject
- Dedicated to setting a high standard in the quality and nature of their feedback, assessment and marking
- Self-reflective enough to recognise their own strengths and weaknesses as a teacher
- Entirely committed to the co-curricular life of the college and engaging with pupils beyond the confines of the classroom.
- Able to work with people effectively through maintaining humour, perspective, sensitivity, praise, recognition, even-handedness and objectivity.
- Able to exert a clear sense of authority in the classroom.



SPECIFIC RESPONSIBILITIES OF A FORM TUTOR IN THE JUNIOR SCHOOL

Teaching and Learning

- Follow the Junior School curriculum, to promote the development of the abilities and aptitudes of the pupils in any class or group assigned.
- Plan and prepare learning opportunities which ensure appropriate curriculum coverage to build upon pupils' prior skills, knowledge and attainment.
- Work with a team of staff to review the curriculum and pupils' progress within their phase.
- Use the allocated PPA time productively to include activities such as:
 - Planning and preparing activities
 - Completing pupil profiles
 - Assessing children's work
 - Attending meetings
 - Recording and reporting on the development, progress and attainment of pupils
- Ensure that feedback to pupils regarding their progress is regular and appropriate following the Junior School marking policy.
- Create a stimulating and productive learning environment in the classroom and shared areas.
- Utilise a variety of teaching methods and strategies to enthuse and inspire pupils and take their learning forward.
- Work closely with support staff, ensuring that they are being used effectively to enhance learning.
- Consult with specialist subject teachers to ensure children in your class are progressing in all areas of learning.
- Contribute to the identification of pupils' Learning Support Needs (to include pupils across the full ability range) and seek appropriate support and advice to provide positive, targeted support.
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned, maintaining good order and behaviour in line with the school's pastoral care policy.
- Communicate and consult appropriately with the parents of pupils.

Professional Development

- Participate in lesson observations and the St Dunstan's College Junior School appraisal system
- Participate in INSET and attend courses as requested

Monitoring and Tracking of Pupil Progress

- Ensure progress and standards are monitored and any assessments scrutinised to identify areas of strength and development.
- Assess, record and report on the development, progress and attainment of pupils against national and internal standards
- Demonstrate a good understanding of ICT for use within the class, for planning and tracking pupil progress.
- Participate in work scrutiny and lesson observations

Other Professional Requirements

- Participate in the school's co-curricular programme.
- Assist in/lead assemblies and the planning of educational visits and visitors to enhance pupils' learning
- Carry out an appropriate share of supervisory duties during normal school hours.
- Undertake cover for absent colleagues
- Attend the occasional evening and Saturday activities such as Open Mornings or sport tournaments
- Develop effective communication with parents regarding children's progress and development on a regular basis.
- Establish effective working relationships and set a good example through their dress, appearance and professional conduct.
- Follow College health and safety policies, including the prompt completion of registration in accordance with the published guidelines



PERSON DESCRIPTION

	Essential	Desirable
QUALIFICATIONS		
Degree	x	
Qualified Teacher Status	x	
Evidence of additional further educational qualifications, INSET and commitment to CPD		x
EXPERIENCE		
Recent experience of teaching	x	
Ability to teach across the entire primary phase		x
Experience working in the independent sector		x
KNOWLEDGE AND UNDERSTANDING		
Effective teaching and learning styles	x	
The theory and practice of providing effectively for the individual needs of all pupils	x	
The monitoring, assessment, recording and reporting of pupils' progress	x	
Awareness of requirements for Health and Safety, SEND and Safeguarding children	x	
Awareness of the importance of establishing positive links with all school stakeholders	x	
Experience of managing classes through transition phases		x
Experience of interpreting and using standardised data		x
SKILLS		
A teacher will be able to:		
create a happy, challenging and effective learning environment	x	
promote the College's aims positively	x	
adopt effective strategies to monitor motivation and morale	x	
develop good personal relationships within a team	x	
develop professional relationships with parents, governors and the wider community	x	
communicate effectively and appropriately, both orally and in written form, to a variety of audiences	x	
PERSONAL QUALITIES		
Approachable	x	
Committed	x	
Enthusiastic	x	
Able to motivate self and others	x	
Calm under pressure	x	

COMPETENCIES OF A TEACHER AT ST DUNSTAN'S COLLEGE

All teachers at St Dunstan's College are expected to:

- fulfil the Principles of Excellent Teaching and Learning (PETALs) set out by the College*
 - fulfil the Principles of Excellent Pastoral Care (PEPCs) set out by the College**
 - enrich the co-curricular life of the College by engaging with pupils beyond the confines of the classroom.
 - further their understanding of subject and pursuit of knowledge
 - engage in academic discourse with pupils and staff
 - balance work commitments by demonstrating
- high levels of personal organisation, planning and prioritisation
 - express themselves clearly and articulately to pupils and staff
 - welcoming and engaging with the many ideas, views and thoughts associated with a progressive organisation
 - embrace technological change and innovation
 - support the progress of all pupils, no matter what their needs, and through the effective use of educational data, as appropriate.
 - be self-reflective enough to recognise their own strengths and weaknesses as a teacher and be proactively involved in their own professional development

*Principles of Excellent Teaching and Learning (PETALs)

Teachers at the College deliver lessons that demonstrate:

1. **Planning.** Lessons are organised, well resourced, and located within a coherent scheme of learning.
2. **Engagement.** Students are actively focused on their learning.
3. **Teaching.** Teachers show strong subject knowledge and successfully challenge students to think for themselves.
4. **Assessment.** Teachers check and respond to student understanding and progress within and across lessons.
5. **Learning.** Lessons have clear learning outcomes based on high expectations.

**Principles of Excellent Pastoral Care (PEPCs)

Staff at St Dunstan's College provide excellent pastoral care by being:

1. **Fair.** Students are treated in a consistent, reasonable and fair manner.
2. **Proactive.** Staff are aware of their students' circumstances, and are able to intervene early to prevent issues from arising or worsening.
3. **Involved.** Staff have positive and open relationships with their students. Students feel that the staff know and understand them, and are comfortable speaking with staff, even about sensitive issues.
4. **Responsive.** Staff react quickly to pastoral concerns, informing Tutors, Heads of Year and/or the DSL as appropriate, and providing the immediate attention that a student may need to feel reassured.
5. **Consistent.** Staff are consistent in their expectations of high standards of behaviour and academic conduct from the students. Staff hold students accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations.

Professional Attributes

The following professional attributes are expected from all staff:

Courtesy, consistency, discretion, energy and stamina, resilience, enthusiasm, flexibility, initiative, sound judgement, patience, integrity and honesty, self-awareness.



APPLICATION AND RECRUITMENT PROCESS

EXPLANATORY NOTES

General

St Dunstan's College is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The College aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the College's Application Form and recruitment process must be directed to Ms Chloe Goodacre, Head of Human Resources on cgoodacre@sdmail.org.uk

Application Form

Applications will only be accepted from candidates completing the application form in full. CVs will not be accepted in substitution for completed Application Forms. Application forms can be completed online or in hardcopy. If completed in hardcopy, they should be emailed or posted to the College for the attention of Ms Chloe Goodacre. Candidates should be aware that all posts in the College involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.

As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers. Upfront disclosure of a criminal record may not debar you from appointment as we shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Please submit information in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the Head or the Bursar. If you would like to discuss this beforehand, please

telephone in confidence to the Head or the Bursar for advice.

Please disclose any unspent convictions, cautions, reprimands or warnings. Please note that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service ("DBS") for the post. Additionally, successful applicants should be aware that they are required to notify the College immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The College takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the College immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the College immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff and/or successful candidates who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head of Bursar for more details.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

The College has a legal duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Schools are required to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Accordingly, as part of the recruitment process, when an offer is made the offer will be subject to a Prevent duty risk assessment.

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. Where you have no previous employment history, we may request character references which may include references from your school or university. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been appointed, and a possible referral to the police and/or DBS.

Invitation to Interview

Applicants will be short-listed according to the relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail. All formal interviews will have a panel of at least two people chaired by a member of Senior Staff. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should therefore withdraw from the panel. Should the Chair have a conflict of interest, the Vice Chair shall decide whether the Chair should withdraw from the panel.

The interview 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 any 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 by you from the awarding body.

All candidates invited to interview must also bring with them:

1. A current driving licence including a photograph and paper counterpart or a passport or a full birth certificate;
2. A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
3. Where appropriate any documentation evidencing a change of name;
4. Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK.

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

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references (if these have not already been received);
2. Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;
3. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;
4. For a candidate to be employed as a teacher, a check that that the candidate is not subject to a prohibition order issued by the Secretary of State;
5. For a candidate who has lived or worked outside the UK a check using the NCTL Teacher Services' System that a candidate is not subject to any teacher sanction or restriction;
6. Verification of professional qualifications;
7. Verification of successful completion of a statutory induction period (for teaching posts - applies to those who obtained QTS after 7 May

1999) where relevant;

8. Where the successful candidate has worked or been resident overseas, such checks and confirmations as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered;
9. Satisfactory medical fitness;
10. [Confirmation from you that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009. OR Receipt of a signed Staff Suitability Declaration form showing that you are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009; and
11. If you are undertaking a leadership role, evidence that you have not been prohibited from participating in the management of independent schools.

It is the College's practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the College in strictest confidence. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, layout of the School.

The College is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

References

We will seek the references referred to above for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. If you do not wish us to take up references in advance of the interview, please notify us at the time of submitting your application.

All referees will be asked if the candidate is suitable to work with children.

The College will compare any information provided by the referee with that provided by the candidate on the application form. Any inconsistencies will be discussed with the candidate.

Criminal Records Policy

The College will refer to the Department for Education (“DfE”) document, ‘Keeping Children Safe in Education’ and any amended version in carrying out the necessary required DBS checks.

The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request or accessed [here](#)..

Retention and Security of Records

The College will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy. Copies of DBS certificates will not be retained for longer than 6 months.

