



THE KING ALFRED SCHOOL

Appointment of Class Teacher (lower school)

with effect from September 2018

Information for Candidates
February 2018



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This document provides candidates with information on the appointment of Class Teacher for The King Alfred School.

For further information about The King Alfred School, please visit our website at www.kingalfred.org.uk

1. THE KING ALFRED SCHOOL



For over 100 years, The King Alfred School [KAS] has stood for a rational, nurturing and enlightened educational experience. Founded in 1898 by a group of parents in opposition to Victorian educational practices – authoritarian discipline, regimentation, religious instruction, collective worship – KAS was created as a demonstration school committed to encouraging learning for its own sake and to the effective application of research into the educational process. It sought to provide a well-rounded education that focused on what was best for the whole child and on the development of character and individuality.

KAS still stands out from the prevailing educational environment as a school that achieves academic success without unnecessary pressures, and social success through the development of relationships and responsibility rather than external discipline. It is a school that is genuinely loved by students, parents and staff alike.

KAS has often been referred to as a “progressive” school. Certainly, it subscribes to many of the concepts of the progressive movement. We emphasise child-centred education, which aims to draw out the best in the individual child. We believe that the principles of mutual respect, of relationships based on trust rather than authority and punishment, and of allowing each child to develop at his or her pace in an atmosphere that is free from fear, provide the best learning environment. The school places a strong emphasis on creative and active learning and on the value of play. Co-education, mixed ability, all ages and non-denomination are its essential and enduring characteristics. Informality is typified by the use of first names, the absence of uniform and as few rules as can be managed within a community.

The village green setting of the main site, next to Hampstead Heath, contributes to the community feeling of KAS. The school has about 645 students, from age 4 to 18. Most children will join at Reception and continue on to the end of their school lives. Transition from Lower to Upper School is a natural one and for KAS pupils does not depend on assessments, tests or examinations. Even though KAS is divided into two sections [Lower School, from Reception to Year 6; Upper School, from Year 7 to Year 13], it perceives itself as one school in which all parts belong to a whole. Age groups are encouraged to mix. We aim to provide a happy, compassionate environment in which the emotional, physical and social developments of the child are held in equal regard to academic progress.

A high teacher/pupil ratio enables the committed and professional staff to provide a rich variety of activities. Within the confines of a structured curriculum leading to successful preparation for GCSE and A levels, teachers strive to provide a broader and more generous education. KAS measures the success of its philosophy by the acknowledged maturity of the students when they leave, by their successful university careers and by the fact that students invariably end up doing something worthwhile, interesting or unusual.

KAS is committed to professional development and training for all its staff. New ideas from teachers and children are encouraged and there is active staff involvement in all aspects of the school.

The school is owned by and operated through the King Alfred School Society, members of which are mainly parents, ex-parents, ex-students and members of staff. The majority of the governing body – Council – is currently composed of parents and ex-parents [some of them ex-pupils]. Like any board of governors, Council is legally responsible for educational policy, financial management and the development of the school. In practical terms, Council appoints the Head and the Bursar and is then consulted and informed by the Head and the rest of the Leadership Team about general aspects of school life. Maintaining the school ethos remains an important part of Council's responsibilities, and to this end the KASS Framework has recently been produced.

Annual election of Members of Council ensures that parents maintain an active interest and input in how education is carried out at KAS. On the principle that family life is a vital overall aspect of education, parental involvement in the general life of the school is encouraged.

The King Alfred School is situated on two beautiful sites. On the main site at Manor Wood, school buildings are spread around an open field; a number of mature trees from the original Manor Wood provide play and camp-building areas for the younger children and protection for a small amphitheatre. The facilities have been expanded considerably over the years: most recently with major re-development of the Lower School, the development of new Art, Music, Science and Drama suites, the refurbishment of a 1.75 acre site [Ivy Wood] across the road and the building of our Design & Technology facility.

Curriculum Principles:

- Our curriculum can be defined as the sum total of all learning experiences inside and outside the classroom. As such, all members of staff are expected to contribute to the extra-curricular life of the School.
- We put the child at the centre of our teaching and learning. Intelligence, understanding and capabilities will show themselves in many different ways and therefore we aim to educate in a way which will challenge and support each individual.
- Our curriculum aims to help students to make meaning of the world around them, and to free the imagination to face the challenges of the future.
- We have high expectations and value high-level thinking as well as measurable outcomes.
- Our curriculum aims to enable our students to enjoy achievement and keep competition in perspective, valuing the intrinsic worth of actions and learning.
- While being aware of the National Curriculum, we are not constrained by it and take full advantage of our independence in creating learning outcomes that are relevant to our learners.
- In the Lower School, we teach a broad range of subjects and plan both cross curricular and discrete learning experiences. We believe all subjects to have creative and academic aspects and possibilities.
- Success in external examinations is a proven consequence of our approach but our truest measure of success is the fact that our students leave KAS as adults who are well-rounded, socially adept, emotionally resilient, inquisitive life-long learners, who are self-motivated, independent thinkers.
- We regard our curriculum as dynamic and constantly evolving rather than a static entity. Our process of review and development informed by current educational research and thinking.

2. Job Description

Date	February 2018
Salary	Competitive and enhanced Independent School salary
Line Manager	Head of Lower School

The main role of the classroom teacher is to maximise student learning and development through the planning, preparation and teaching of programmes which meet students' individual learning needs and achieve specific outcomes.

Teachers teach a range of student abilities and classes and are accountable for the effective delivery of their programmes. The classroom teacher engages in critical reflection in order to improve their knowledge and skills to better engage students and improve their learning.

Classroom teachers assume roles beyond the classroom in endeavouring to maximise students' learning. These roles include working collaboratively with colleagues and other members of the school community, and communicating with parents and care-givers.

The classroom teacher's contribution to the school goes beyond the classroom. They participate in the development of the school policies and programmes and assist in the implementation of school priorities. All classroom teachers may be required to undertake other duties in addition to their teaching duties.

(a) Effective and reflective classroom teacher

- Within the holistic philosophy of the school, to set ambitious targets for what students can achieve in the classroom
- To ensure that teaching and learning in the classroom is of a consistently high quality on a day-to-day basis
- To take an active part in the school's appraisal and professional development programmes
- To implement the assessment programmes which reflect the school's philosophy
- To provide regular and detailed feedback to effectively supports student progress
- To monitor student achievement and set targets for student improvement
- To work within KAS procedures to ensure appropriate interventions are put in place where necessary for individuals or groups of students
- To liaise with the Learning Support department to ensure students are well supported in order to access the curriculum
- To report on student progress (e.g. Parent Report Meetings, written reports, data collection, etc.) in line with the school procedures

(b) Team player – own team and wider school team

- To actively contribute to a cohesive, hardworking and happy team, with a strong collegiate culture
- To attend and actively contribute in staff meetings
- To keep abreast of developments in education
- To assist in the development of high quality schemes of work and resources throughout the curriculum

(c) Contribution to students beyond the classroom

- To participate in the extra-curricular programme at KAS with the provision of a club and, if possible, participation in our camps programme

4. Person Specification

Attributes	Essential	How identified
<i>Qualifications / training</i>	Bachelor Degree in Education, or Bachelor Degree in any subjects with PGCE (Postgraduate Certificate of Education), or equivalent <ul style="list-style-type: none"> • Excellent standard of written and spoken English • Evidence of continuous professional development 	Application
<i>Experience</i>	<ul style="list-style-type: none"> • Evidence of successful teaching * • Evidence of working well in a team • Clear understanding of school monitoring, appraisal and data systems 	Application, reference, Interview process
<i>Skills and abilities</i>	<ul style="list-style-type: none"> • Proven track record of being an effective teacher in own classroom * • Ability to establish successful relationships with students, parents and colleagues 	Application, reference, Interview process
<i>Personal attributes</i>	<ul style="list-style-type: none"> • Strong commitment to student engagement and achievement • Enthusiasm, drive, determination, flexibility • Empathy, affability and a good sense of humour • Positivity and resilience • Tact and diplomacy • Analytical and self-reflective • Welcomes feedback and accountability • Sets and maintains high standards in professional relationships with young people and colleagues • Commitment to supporting the progression and success of colleagues 	Application, reference, Interview process
<i>Commitment to</i>	<ul style="list-style-type: none"> • The KAS ethos, and child-centred progressive education • Working in a 'can-do' culture with a commitment to continuous improvement • The happiness, well-being, and progress of all at the school 	Application, reference, Interview process

5. Terms of Employment

- An appropriate salary will reflect the importance of the post and the experience and standing of the successful candidate. KAS operates an upper pay spine for experienced teachers.
- The post is pensionable through the Teachers' Pension Scheme.
- The appointment will be made subject to successful references and a DBS check.
- The post is a full-time, permanent post.