



Ministry
of Defence

Directorate Children and Young People

Ministry of Defence Schools

Applicant Information Pack

**Mainscale Teacher UPS
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Ministry of Defence**

Thank you for your interest in working as a teacher for the Ministry of Defence.

The nature of their parents' employment can mean that from an early age some Service children and young people may experience challenges that their peers may not. Mobility within the Armed Forces can mean that children change schools more frequently and outside of the normal admissions timetable; dealing with a parent's deployment can also significantly impact upon a child. Education, from early years through to higher education, can provide the stability to help children and young people through these times.

The Ministry of Defence is committed to providing high quality education from Foundation Stages to Sixth Form for the dependent children of service personnel and entitled Ministry of Defence civilians. We currently operate 15 Ministry of Defence schools and 7 Early Years across the world; varying in size and the level of provision, each provides an outstanding and unique offer to children, parents and staff.

This brochure is designed to provide you with some information about the posts we are recruiting for, the benefits of working for the Ministry of Defence as a teacher and some outline information of what life is like working for us. Throughout the brochure you will find links to external websites so that you are able to explore this opportunity further.

I hope you are excited about what you see and decide to apply to join us. We would love to hear how you are able to help us to support our children's learning journey and shape our thinking for the future to ensure we continue to build on our offer to deliver an outstanding education for every Service child.

Introduction

Ministry of Defence Schools exists to provide the English National Curriculum to the children of British Service personnel and Ministry of Defence civilian personnel living abroad.

Our largest concentration of schools is in Cyprus but there are also schools in Germany, Italy, Belgium, The Netherlands, The Falklands and Brunei.

In addition to schools overseas, there is a Ministry of Defence secondary boarding school in Scotland, Queen Victoria School (QVS) following the Scottish National Curriculum.

Ministry of Defence Schools strive to provide an exceptional educational experience, nurturing children to be happy, hold a strong sense of belonging within our strong communities, and to have the ability to make clear judgements.

In this rapidly changing world, we must prepare children not only for their next schools, but also for the world they will be part of when they grow up.

We appoint the very best creative and inspirational teachers to work with us either in our schools or settings overseas or in the UK at our secondary boarding school in Scotland.

We look for committed and innovative practitioners to join us in maintaining the outstanding standards that are expected from our teaching team.

Our schools embrace technology and deliver an exciting and inspirational curriculum that is aimed at preparing our children for success and enjoyment in the modern world.

We offer a fantastic opportunity to teach in a Ministry of Defence school. Our children are enthusiastic, motivated learners that care for each other and are proud of their school.

The majority of our schools are located within a garrison compound, 'behind the wire', whilst others are in the local community (Naples and QVS) or part of an international school's campus (AFNORTH and SHAPE) shared with military families from, other nations.

We currently spend around £50M per annum on meeting this requirement, looking after around 4,000 pupils in 15 schools/Early Years Foundation Stage (EYFS) settings in 8 countries around the world, plus Queen Victoria School (QVS) in Scotland.

In addition to our schools/EYFS settings there are also 7 Ministry of Defence nurseries located worldwide in Germany, Cyprus, Brunei, Gibraltar, Naples and the Falkland Islands.

Our schools, EYFS settings and nurseries are well supported by a range of services including welfare support from garrison teams, school improvement, ICT, targeted services for pupils with special and additional needs as well as support to leadership teams on budgets and personnel issues.

We have strong links to external bodies such as Department for Education, Education Scotland, Office for Standards in Education (Ofsted) and HM Inspectorate of Education (HMIe).

School Profiles

In this booklet we have tried to give you an overview of who we are, our values, ethos and what we offer but we would encourage you to visit our schools' websites to see what we offer in each location.

School	Category/ Age Range	Curriculum	Pupil Numbers ¹	Latest Ofsted/HMIE Assessment	Website
Akrotiri School Cyprus	Primary 3 – 11 years	English National Curriculum	519	Good	https://www.akrotiri.school/
Ayios Nikolaos School Cyprus	Primary 3 – 11 years	English National Curriculum	135	Good	https://www.ayiosnikolaosprimary.school/
Dhekelia School Cyprus	Primary 3 – 11 years	English National Curriculum	279	Good	https://www.dhekeliaprimary.school/
Episkopi School Cyprus	Primary 3 – 11 years	English National Curriculum	370	Outstanding	https://www.episkopi.scschools.com/page/default.asp?title=Home&pid=1
King Richard School Cyprus	Secondary 11 – 19 years	English National Curriculum	117	Outstanding	https://www.kingrichardschoolcyprus.com/
St John's School Cyprus	Secondary 11 – 19 years	English National Curriculum	260	Good	https://www.stjohnsschoolcyprus.com/
Attenborough School Germany	Primary 3 – 11 years	English National Curriculum	284	Good	https://www.attenborough.school/
St David's School Germany	Primary 3 – 11 years	English National Curriculum	49	Good	https://stdavids.school/
AFNORTH School Holland	Primary 3 – 11 years	English National Curriculum	116	Good	https://afnorth-is.com/
British Forces School Naples Italy	Primary 2 – 11 years	English National Curriculum	59	Good	https://www.bfsnaples.school/
Hornbill School Brunei	Primary 3 – 11 years	English National Curriculum	335	Outstanding	http://www.hornbillschool.com/newsite2/
Mount Pleasant School Falkland Islands	Primary 2 – 11 years	English National Curriculum	37	Good	https://www.mountpleasant.school/
SHAPE School Belgium	Primary 3 – 11 years	English National Curriculum	165	Outstanding	http://www.britishsectionshape.com/
St Christopher's EYFS Gibraltar	EYFS 3 – 5 years	English National Curriculum	26	Good	https://www.stchristophersgibraltar.com/page/default.asp?title=Home&pid=1
Queen Victoria School Scotland	Secondary 10 – 18 years	Scottish Curriculum	251	Good	https://www.qvs.school/
Total Number of Pupils			3002		

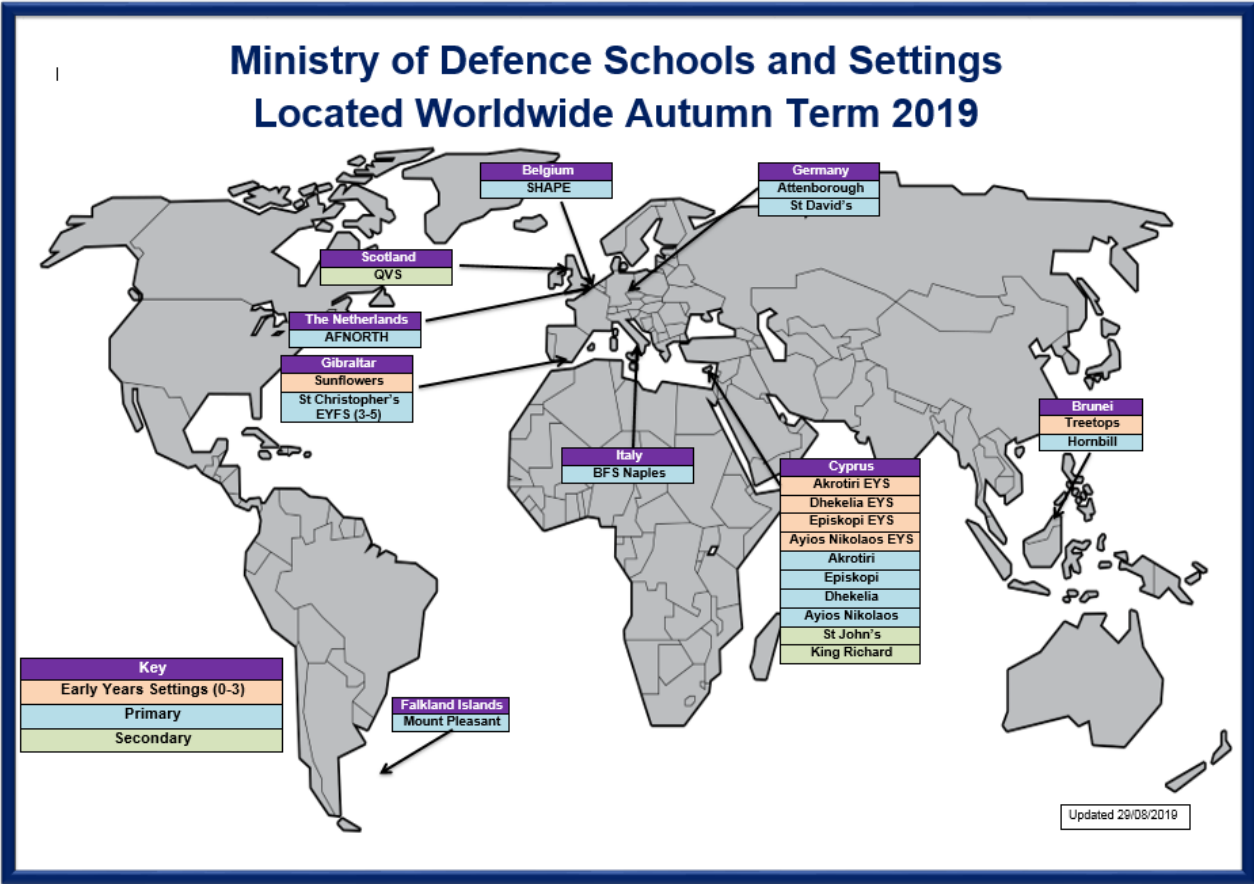
¹ Pupil numbers as at March 2020

Early Years Setting Profiles

School	Category/ Age Range	Curriculum	Pupil Numbers ²	Latest Ofsted/HMIE Assessment
Sunflowers Nursery Gibraltar	Nursery 0 – 3 years	UK Early Years Foundation Stage Framework	19	Good
Attenborough Nursery Germany	Nursery 0 – 3 years	UK Early Years Foundation Stage Framework	31	Good
Akrotiri Early Years Setting Cyprus	Nursery 0 – 3 years	UK Early Years Foundation Stage Framework	77	Good
Dhekelia Early Years Setting Cyprus	Nursery 0 – 3 years	UK Early Years Foundation Stage Framework	36	Requires Improvement
Episkopi Early Years Setting Cyprus	Nursery 0 – 3 years	UK Early Years Foundation Stage Framework	91	Outstanding
Ayios Nikoloas Early Years Setting Cyprus	Nursery 0 – 3 years	UK Early Years Foundation Stage Framework	28	Good
Treetops Nursery Brunei	Nursery 0 – 3 years	UK Early Years Foundation Stage Framework	24	Good
Total Number of Pupils			306	

² Number of Pupils as at March 2020

Where We Are – At a Glance



Teaching Competence Framework for Ministry of Defence Main Scale/ UPS teaching posts

Teaching framework are the qualifications, experience, knowledge, understanding and skills that lead to successful teaching performance. The following is based upon published Teachers' Standards

For each of the area's the following provides a description of the minimum level of practice expected of teachers – applications should provide examples of each.

Setting high expectations and ensuring good progress and outcomes for pupils

- Establish a safe and stimulating 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
- 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

Good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, 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 the standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons and make accurate assessments that inform planning and enable pupils to improve

- 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 the lessons and approaches to teaching

- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- 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.

Adapt teaching to respond to the strengths and needs of all pupils

- 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

Manage behaviour effectively to a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classroom 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
- Develop independent, resilient learning behaviours

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.

Our Vision

All our children and young people flourish and achieve their full potential with excellent provision of educational services and support to service children and their families.

- Consistently achieving the best for service children and young people.
- Raising aspirations as well as achievement.
- Offering an enriched education for all our pupils to support them to achieve their full potential in every respect.

In order to deliver our vision and meet the needs of service families the Ministry of Defence:

- Aims for all schools to be judged by Ofsted, (or equivalent), to be at least a 'Good' standard.
- Provides free education to the dependent children of service personnel and entitled Ministry of Defence Civil Servants serving in overseas locations.
- Ensures that all schools are fully inclusive within the limitations of the support network.
- Limits school and class sizes, within the resources available, to maximise educational value and mitigate the impact of service mobility.
- Ensures that all schools deliver the relevant national curriculum and offer as full a range of vocational and academic opportunities as possible.
- Provides a friendly learning environment for all children.
- Ensures as smooth a transition as possible for children, between Ministry of Defence and non-Ministry of Defence schools through alignment and engagement with education provision within UK education sectors.
- Ensures that boarding facilities meet national standards.
- Offers comprehensive, relevant and timely training opportunities to our staff to enable them to be high performers and enhance their experience working with our children.
- Aims to be an employer of choice to attract highly skilled and motivated staff.



Our Promise

The Ministry of Defence is committed to establishing processes, which will ensure, as far as possible and practical, that all our children and young people are supported, protected and that they feel safe.

Safeguarding

The Defence Safeguarding Partnership Board (DSPB) which is chaired by an independent safeguarding professional, was established in September 2009. The aim was to put in place consistent world-wide governance arrangements for safeguarding on behalf of the service community overseas. In doing so it ensures that the minimum legislative arrangements equivalent to those as set out in UK guidance are in place.

Inclusivity

Operating in multinational environments, our success will be improved by being able to understand and respond to different types of situations and people. Equality, diversity and inclusion is therefore core business for us in order to encourage people throughout society to join us, remain with us, make their distinctive contributions and achieve their full potential.

We are inclusive and do not tolerate discrimination, harassment, bullying or abuse. We expect each individual to be treated fairly with dignity and respect and we expect our staff to not only meet but actively promote our equality and diversity ethos.

Language

English is the first language for most of our children. However, for approximately 15% of our current pupil numbers English is a second language; of these, 63% have Nepali as their native tongue. Other first languages include:

Afrikaans	Danish	Japanese
Akan/Twi-Fante	Fijian	Panjabi
Chinese	Finnish	Urdu
Czech	Greek	Wolof



Age, Sexual Orientation, Religion and Belief

Ministry of Defence schools actively do not discriminate on grounds of age, sexual orientation, religion or belief.

Our Children

Many Service children will tell you that they do not want to be treated any differently to their peers and for many, for the majority of the time, they are no different; however, at certain times of their lives service children and young people may need additional support.

What Makes Service Children Different?

It is our experience that service children and young people can certainly be among the most adaptable, resourceful and confident children and young people you could meet. However, the nature of their parents' employment may mean that some children move school more frequently than their peers.

Generally, a service child will move school every 18 months to 2 years. For some children this disruption can be an unsettling time where support is needed to get them through it.

Ministry of Defence schools ensure that class sizes are low as getting children in and on with their learning is key.

Every Lesson Counts

Managing Mobility

High pupil mobility is a feature of all service schools, but Ministry of Defence schools are expert at dealing with the challenges that this brings.

Integration into a new school, engagement with the new routines and making new friends requires confidence. Ministry of Defence teachers have a wealth of experience in this area and have systems and procedures in place to ensure that transitions are seamless and children are well supported.



Some service children and young people can also be impacted by the deployment of a parent. When this occurs, Ministry of Defence schools are well supported by educational psychologists and educational social workers.

Supporting Service Overseas

The provision of high quality education for service children is therefore fundamental to supporting overseas service. High performing schools and settings not only provide high quality education for children but also give parents the confidence that moving overseas will not be detrimental to their children's education and care.

Units served by schools and settings take a very close interest in their performance. It is common for senior or commanding officers of the relevant units to sit on, and chair, the school governance committees that take the place of UK school governing bodies.

Curriculum

Ministry of Defence schools overseas follow the national curriculum for England but take advantage of the varied locations and unique cultures to continuously seek ways to enrich learning and draw on the wealth of expertise within the local communities.

Primary

All our primary schools provide Early Years Foundation Stage (EYFS) education for 3 – 5-year-old children.

Unlike many settings in the UK, 100% of our FS1 (15 hours per week) and FS2 are delivered in teacher-led school-based settings.

Our schools in the Falkland Islands and Naples also have rising twos in their school settings.

In addition there is a teacher-led Early Years FS Unit in Gibraltar and there is one FS teacher embedded in the Canadian State Ralston Primary School.

All our schools follow the prescribed subjects in the primary national curriculum for England.

Most schools have access to specialist teachers in music and modern foreign languages.

Children in the primary schools are assessed in the same way as children in schools in England that is the national curriculum tests and assessments at the end of KS1 and KS2.

Early Years (0 – 5) Provision

Early years provision for babies and young children (0 – 3) is generally in non-school based nurseries. These are not teacher-led; the workforce are predominantly dependants of service personnel and entitled civilians who are professionally qualified Nursery Managers/Leaders.

Our nurseries follow the UK Government Early Years Foundation Stage Framework.

Secondary

The secondary schools overseas offer the full key stages 3 and 4 secondary national curriculum for England for our 11-16 year olds and a varied key stage 5 curriculum.