



Working for St Dunstan's College



St Dunstan's
— College —

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Welcome to St Dunstan's



We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own broad and ambitious educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do; not wanting to stand still, but to resonate with the thinking of our Founders that we should be 'ahead of our current time'. We are proud of our rich history but not constrained by it. We are down to earth, inclusive and conscious of our place in a broader community and complex world. We want all our pupils to learn to be happy with who they are and we aim to support individuality by offering a wide-reaching pastoral, curricular and co-curricular programme. We want our staff to be excited by what we are able to provide for the children under our care and to enthuse about being a part of it.

As a Nursery to Year 13 College, we pride ourselves on the community-feel that permeates our school, and we hope that everybody who joins us will feel an important part of everything we are seeking to achieve.

Mr Nicholas Hewlett, Headmaster



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 130 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 proud of its reflection of the diverse and vibrant community in which it is situated. 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 increasingly 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 community life of the College is an essential feature of its ethos and our 'Friends of St Dunstan's' parent society is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years. The acquisition of the Jubilee Ground, just 500 metres from the main school site, doubled the footprint of the College and has allowed for a significant programme of investment in recent years, with several million pounds paving the way for a centre of sporting excellence and a hub for community activity. Other recent developments have included the building of a Wellness Centre, an innovative hub that exists to centralise the services we offer in

the support of pupil mental and physical health. In 2019 we embarked on the most ambitious building programme since the College's foundation in 1888. A new STEM Centre, Junior School Sixth Form Centre is being constructed for completion in September 2021, and we are currently fundraising to build a Performing Arts Centre and significant enhancements to our Sport and Leisure Centre, as well as a multi-use recreational space in the centre of our College – 'The Plaza'.

The size of the College is smaller when 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.

St Dunstan's College reflects the particularly diverse location in which it is situated. In a recent review of our racial diversity, by the company 'Flair Impact', we were found to be the most racially diverse school out of their entire client base of over 30 British independent schools. We see diversity to be of intrinsic and essential value to the contemporary, ambitious and forward-thinking education we offer at St Dunstan's. We encourage applications from people who share this view, and from professionals of all backgrounds, communities and industries. We are a school that places individuality and identity at the heart of what we do.

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.

INSTITUTIONAL VALUES: PROFESSIONAL & PERSONAL QUALITIES (All Staff)



COURAGE

I am open-minded to change, looking at it positively and with a growth-mindset

I positively 'buy-in' to the vision of the College and enjoy contributing to positive morale

I embrace technological change and innovation

I am proactive in reviewing and shaping my own professional development needs

I work effectively and calmly under pressure

I demonstrate flexibility and willingness to challenge others when making decisions and solving problems

I am courageous enough to take informed risks in my work and to think differently

CONFIDENCE

I am confident in understanding and adhering to College policy and procedure

I complete tasks well, thoroughly and accurately

I balance work commitments by demonstrating high levels of personal organisation, planning and prioritisation, routinely meeting deadlines

I am resilient and have good levels of attendance and punctuality

I am professionally credible, dressing appropriately for my post and have high standards of behaviour, appearance and cleanliness

I express myself clearly and articulately to pupils and/or staff

I am confident in seeking support when I need it

COMPASSION

I am compassionate in my dealings with pupils and staff and can empathise with the challenges life presents, whilst not allowing emotions to drive my engagement and response to situations

I understand my responsibilities regarding safeguarding, health and safety and equality, acting safely and with due consideration of others

I have excellent working relationships with my colleagues

I am discreet and avoid gossip

I am honest and act with authenticity

I treat others with dignity and respect

I act with humility and am comfortable holding myself to account when I have made a mistake

CURIOSITY

I am curious in wanting to keep my professional practice and skills up to date and relevant

I regularly review the skills and knowledge I require to fulfil my duties and request support where necessary

I am up to date with College developments and respond accordingly

I readily respond to advice and feedback

I am curious to learn and to improve my understanding of my role

I reflect on my own performance, demonstrate professional standards in relation behaviour and ongoing development

I proactively seek to improve my own knowledge and understanding as a driver for self-improvement

CREATIVITY

I am able to self-start and take initiative

I welcome and engage with the many ideas, views and thoughts associated with a progressive organisation

I support and collaborate well with all teams across the College

I enjoy considering new ideas for the improvement of the organisation

I am driven by finding creative solutions to problems

I am a proactive shaper of my environment rather than a recipient or victim of it

My current practice is not conditioned by the past but is informed by it and open to future change and development

TEACHER VALUES:

TEACHING AND LEARNING

I identify clear, differentiated, and ambitious learning outcomes for pupils within and across lessons, and then plan the teacher and pupil input and activity to reach and review them

In my questioning and interactions, I challenge all pupils to think about and reflect upon what they (mis) understand, and why, and not just to complete tasks or activities

I ensure a safe, purposeful classroom environment characterized by clear instruction, excellent behaviour, and pace of learning for all, including differentiated pathways, as appropriate

Within and across lessons, I check, track and routinely give feedback (verbal and written) in regard to group and individual progress, using rewards and interventions accordingly

Within and across lessons, I have high expectations for and actively promote pupil ownership and enjoyment of learning with regular and explicit reference to Learning Score descriptors

PASTORAL CARE

I ensure pupils are treated in a consistent, reasonable and fair manner

I am aware of pupils' circumstances, and am able to intervene early to prevent issues from arising or worsening

I have positive and open relationships with pupils. Pupils feel that I know and understand them, and are comfortable speaking with me even about sensitive issues

I react quickly to pastoral concerns, informing the relevant pastoral lead and other stakeholders as appropriate, and provide the immediate attention that a pupil may need to feel reassured

I am consistent in my expectations of high standards of behaviour and academic conduct from pupils. I hold pupils accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations

I am knowledgeable of school processes and procedures, enabling me to respond to the pastoral needs of children in a consistent and effective manner

I am mindful of pupils' individual needs (e.g. SEND,

medical, pastoral, academic, EAL) and respond to those, in line with relevant priority strategies

CO-CURRICULAR

I make an outstanding contribution to our co-curriculum, liberally giving of my time in creating high quality opportunities and experiences for pupils to develop outside of the classroom

I plan and deliver engaging and inspiring sequences of co-curricular sessions that have a clear sense of purpose and present logical and sequential personal development and growth for the pupils in receipt of them

I promote high standards of commitment by tracking and monitoring pupil attendance. I recognise and reward high levels of commitment, whilst encouraging and showing relentless support for those not meeting College expectations

With the support of relevant departmental colleagues and pupils I review and evaluate the effectiveness of provision in order to inform future planning and delivery

I ensure that the co-curricular programme is fully risk-assessed, as appropriate, protecting pupils and staff to develop in a safe and purposeful environment

My contribution to co-curricular activities is mindful of pupil voice and the need to change in response to pupil feedback

My co-curricular contribution actively encourages pupils to take responsibility and develop leadership skills

ADDITIONAL RESPONSIBILITY (WHERE RELEVANT)

I balance the time needed for my individual responsibility effectively against that required to deliver my core, contracted responsibilities

I have a clear development plan for what I want to achieve within my area of additional responsibility

I can evidence outcomes that show the tangible benefits for pupil achievement and personal development

I am able to empower others through a clear vision for what I am trying to achieve

I am proactive in reporting on my development plan priorities for the year ahead



MIDDLE LEADER VALUES:

PROFESSIONAL & PERSONAL QUALITIES

I am positive and consistent in demeanour and manner, representing and encouraging the values of the College and its areas of operational and strategic development

I am able to develop a positive team morale through effective leadership and delegation of tasks and responsibilities

I am able to manage and defuse difficult situations

I am able to explain and present decisions and ideas clearly and articulately

I am first rate administrator, meeting deadlines and keeping on top of procedural expectations in a way that instils managerial credibility

VISION & STRATEGY

I am able to formulate a clear vision for my area of College life, through effective development planning

I am able to manage both the operational demands of running a department as well as keeping a clear eye on the longer term strategy

I proactively feed-in to whole School strategy through various meetings and forums

MARKETING & COMMUNICATIONS

I market my area of College life effectively to internal and external stakeholders, and in line with the broader College vision and values

I proactively communicate the work of my Department to a full range of stakeholders

I ensure the marketing of my Department is current, ambitious and forward-thinking

RECRUITING & DEVELOPING PEOPLE

I am able to recruit people in line with HR policies and protocols

I am able to address issues of underperformance honestly, robustly and sensitively

I am able to inspire, empower, motivate and develop staff through effective communication, first-rate administration and gravitas

I effectively monitor and record the development of staff progress and performance in my team

I conduct regular formal and informal scrutiny of the performance of my team, swiftly intervening where there are performance issues and recognising good practice

IMPROVEMENT & INNOVATION

I am able to analyse the strengths of weaknesses of my Department and forge a plan for improvement that is realistic and impactful

I am able to manage those above and below me effectively to turn ideas into actions

I regularly evaluate the work of my team and the systems that support it to ensure it is able to work as efficiently as possible

TEACHING & LEARNING (WHERE RELEVANT)

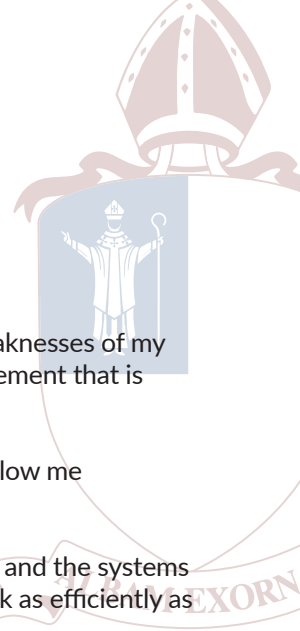
I inspire a love of the subject in our pupils and encourage them to think beyond what is taught in the classroom; to become curious, motivated, resilient and independent learners

I am able to identify, model and promote excellence in fulfilling the expectations we hold of all teachers in the organisation

I proactively monitor all pupil progress in my Department, relating progress to baseline data, and work effectively with data and teachers to improve pupil achievement

I am robust in monitoring and responding to rates of progress across groups of pupils with varying specific educational needs to ensure my department is engendering progress for all

I have a full and lively enrichment programme for my Department where pupils can feel inspired, stretched and challenged, going beyond the curriculum in their passion for my subject



SENIOR LEADER VALUES:

PROFESSIONAL & PERSONAL QUALITIES

I am positive and consistent in demeanour and manner, representing and encouraging the values of the College and its areas of operational and strategic development

I am able to develop a positive team morale through effective leadership and delegation of tasks and responsibilities

I am able to manage and defuse difficult situations

I am able to explain and present decisions and ideas clearly and articulately

I am first rate administrator, meeting deadlines and keeping on top of procedural expectations in a way that instils managerial credibility

I am sufficiently strong in character to share disagreement openly within the Senior Leadership group, matched with the diplomacy to uphold and positively support a decision once made

I am effective at inspiring and convincing people at all levels of the organisation, including those above

I am able to effectively manage differences in stakeholder opinion and bring disagreement to an effective conclusion

I am able to balance numerous responsibilities and tasks with good humour and first-rate efficiency and organisation, in such a way that both empowers and builds confidence

VISION & STRATEGY

I am able to formulate a clear vision for my area of College life, through effective development planning, considering how it links to broader strategic priorities for the school and College

I proactively shape whole School strategy through various meetings and forums

I am able to manage both the operational demands of my post as well as keeping a clear eye on the longer term strategy

I am an embodiment of the College vision

I am a strategic thinker who considers innovation and change in a whole school capacity, rather than be led by a particular agenda

I have a keen understanding of the need to balance educational, charitable and business priorities for the institution

MARKETING & COMMUNICATIONS

I am a visible personality and presence, able to empower those in my team to believe in themselves and the values of the College

I am able to market the USPs of the College, its vision and

values to a range of stakeholders with clarity, enthusiasm and gravitas

I am a first-rate communicator, able to articulate developments and changes clearly and concisely

RECRUITING & DEVELOPING PEOPLE

I am able to inspire, empower, motivate and develop staff through effective communication, first-rate administration and gravitas

I am able to address issues of underperformance honestly, robustly and sensitively

I effectively monitor and record the development of staff progress and performance in my team

I conduct regular formal and informal scrutiny of the performance of my team, swiftly intervening where there are performance issues and recognising good practice

I am able to recruit people in line with HR policies and protocols, and with particular due regard for safer recruitment legislation

I am sufficiently strong in character to challenge staff who are not upholding the values of the College and who are allowing negativity to encroach on culture

I am fully aware of my obligations under the Equality Act 2010 and ensure that decisions in all relevant situations are approached with due regard to their implications for those with protected characteristics, including the need to make reasonable adjustments as necessary

IMPROVEMENT & INNOVATION

I am able to manage those above and below me effectively to turn ideas into actions

I regularly evaluate the work of my team and the systems that support it to ensure it is able to work as efficiently as possible

I am tenacious and creative in pursuing the highest of expectations in all aspects of College operation

I am open minded to change, new ideas and new interpretations

I am proactive in implementing whole school change and review of whole school policy and procedure

I am able to think strategically by recognising strengths and weaknesses in school structures and processes

TEACHING & LEARNING (WHERE RELEVANT)

I am able to identify, model and promote excellence in fulfilling the expectations we hold of all teachers in the organisation

I am robust in monitoring and responding to rates of progress across all groups of pupils, including those with varying specific educational, to ensure the culture of the College is one that engenders rapid rates of personal and academic progress for all



EXECUTIVE VALUES:

PROFESSIONAL & PERSONAL QUALITIES

I am positive and consistent in demeanour and manner, representing and encouraging the values of the College and its areas of operational and strategic development

I am able to develop a positive team morale through effective leadership and delegation of tasks and responsibilities

I am effective at inspiring and convincing people at all levels of the organisation, including those above

I am sufficiently strong in character to share disagreement openly within the executive team, matched with the diplomacy to uphold and positively support a decision once made

I demonstrate a high level of interpersonal skills and emotional intelligence

I am knowledgeable about the staff and pupils, and am well aware of current school matters

I am a calm, authoritative figure in crisis situations, able to maintain a balanced perspective under pressure

I am empathetic and flexible enough to adapt my expectations in the accommodation and support of people's particular needs and challenges

I am able to manage the pressure on myself and others objectively, with perspective and good humour

I value diversity in views and styles, appreciating individuality and respecting varied contributions within the overarching vision for the organisation

I manage differences in stakeholder opinion effectively, bringing disagreement to an effective conclusion

I am able to offer challenge and informed debate in strategic and operational meetings

I am open minded to change, new ideas and shifts in strategy

I am a first rate administrator who demonstrates outstanding levels of professional practice as a model to other employees

I am aware of my own strengths and areas for development, understanding the impact my own behaviour can have on others

I am able to manage my time so that I strike a balance between work and home life that is healthy both for me and others

VISION & STRATEGY

I am able to manage both the operational demands of

my post as well as keeping a clear eye on the longer term strategy

I am able to generate, embody and enact a vision and clear strategic plan for the whole College that meets the needs of education, charity and business.

I am able to motivate and energise staff and pupils, bringing the community together through the articulation of a compelling vision for success

I am able to demonstrate strategic financial skills to build a strong and sustainable school and ensure its continuing success, striking an appropriate balance between educational ambition and fiscal reality

I am able to recognise and anticipate shifts in the market-place, government, economics and political environment and develop positive responses to these changes

I am able to embody, articulate and respect College values, vision and heritage

MARKETING & COMMUNICATION

I am a visible personality and presence, able to empower those in my team to believe in themselves and the values of the College

I am able to market the USPs of the College, its vision and values to a range of stakeholders with clarity, enthusiasm and gravitas

I am a first-rate communicator, able to articulate developments and changes clearly and concisely

I make significant contributions to raising the profile of the College in the community, establishing valuable links and networks with external organisations

I exemplify significant professional credibility across a range of stakeholders

I communicate effectively within the executive team and allow my voice, and the voices of others, to be heard

RECRUITING & DEVELOPING PEOPLE

I am able to inspire, empower, motivate and develop staff through effective communication, first-rate administration and gravitas

I effectively monitor and record the development of staff progress and performance in my team

I am able to address issues of underperformance honestly, robustly and sensitively

I am able to recruit people in line with HR policies and protocols, and with particular due regard for safer recruitment legislation



EXECUTIVE VALUES: continued

I am sufficiently strong in character to challenge staff who are not upholding the values of the College and who are allowing negativity to encroach on culture

I am fully aware of my obligations under the Equality Act 2010 and ensure that decisions in all relevant situations are approached with due regard to their implications for those with protected characteristics, including the need to make reasonable adjustments as necessary

I am able to develop effective distributed leadership, and am unafraid to delegate responsibilities to others better placed to accomplish a specific task

I am able to recruit, retain and develop an excellent team, supporting and enabling them to achieve and develop within the framework of the College's vision

I am able to separate and understand the needs of individuals in the context of the needs of the organisation

I demonstrate commitment to providing excellent pastoral care for the development of all pupils and staff, mindful of the welfare needs of all members of the College community

I am committed to developing and improving my own leadership as well as that of others

I demonstrate high-level coaching skills, setting challenging objectives for staff and supporting them to achieve them

IMPROVEMENT & INNOVATION

I am tenacious and creative in pursuing the highest of expectations in all aspects of College operation

I am open minded to change, new ideas and new interpretations

I am able to lead change and develop a 'change' culture of reflection, evaluation and improvement, establishing a culture that is not risk averse, but encourages creative thinking, open-mindedness, high levels of performance and raising the bar

I am able to tackle underperformance or negativity, having the sensitivity and emotional intelligence to handle it positively but with clarity, consistency and rigour

I am alert and proactive in my understanding and management of operational pace

I am decisive, tenacious and creative in pursuing the highest of expectations in all aspects of College operation

I am a visible presence around the College and at College events and activities

My leadership has a demonstrable positive impact on pupils, staff and the wider community

I am able to listen carefully and objectively before reaching conclusions and taking action

TEACHING & LEARNING (WHERE RELEVANT)

I am able to identify, model and promote excellence in fulfilling the expectations we hold of all teachers in the organisation

I actively pursue excellence in teaching and learning, devising and establishing processes for ensuring that improvements in pupil learning are constantly monitored and maintained

I champion inclusivity, ensuring that the College provides effectively for all stakeholders and needs

I model an enthusiasm for learning and am able to initiate a love of learning in others





St Dunstan's

— College —

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An ambitious, forward-thinking community that inspires and supports individuals to thrive