
Commitment to Safeguarding

As Badminton School meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an enhanced criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions. The cost of application will be met by the School.

Badminton School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and are required to adhere to the School's Safeguarding Policy and related procedures. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, he or she must report any concerns to the Designated Safeguarding Lead or other appropriate person as set out in the Policy.

All posts in the School are offered subject to the receipt by the School of satisfactory references, verification of qualifications cited by candidate and proof of a right to work. As these checks can take some time to complete, candidates are advised to disclose any possible impediment to appointment at the time of interview, as failure to do so could result in an appointment not being confirmed, or being rescinded. All appointments in the School are offered subject to the completion of a satisfactory probation period.

The School

Badminton is a leading independent school for girls. Founded in 1858, the school occupies an attractive 15-acre campus in the north-west of Bristol and admits girls from age 3 -18. There are approximately 350 girls in the senior school which can accommodate up to 200 boarders. In the Junior School there are 130 girls who are all day pupils, the majority of whom are day pupils.

Academic standards at Badminton are high but the emphasis is on all-round education and on providing numerous opportunities for personal development. The boarding ethos enables the timetable to include periods for some extra-curricular work and activities, to which all staff contribute. Lessons are timetabled each day until 4.00 pm, 5.10 pm or 5.50 pm and staff can usually expect to teach lessons after 4.00 pm twice a week. There is no teaching per se on Saturdays, although there are activities and events. Matches are played on Saturday mornings and mid-week.

The School's Vision and Values:

"Badminton provides the best preparation for girls living and working in a global society"

Values:

- To provide an education which nurtures intellectual curiosity and which is challenging and fun, balancing academic excellence with fulfilment of individual potential in the arts, sport and extra-curricular activities.
- To provide pastoral care which teaches respect and tolerance for the whole community and requires each girl to take responsibility for herself and others. To create opportunities for every girl to make a contribution to the well-being of the school and genuine mutual support.
- The international mind-set of the school aims to create an awareness of the needs and concerns of society at local, national and global levels.
- Badmintonians leave the school as curious, confident and courteous individuals who will thrive in a competitive, global society.
- Badminton respects the past and looks to the future, ensuring good stewardship of the Badminton name, the campus and the School's world-class reputation.

The Geography Department

Geography is a vibrant and highly valued subject in the School with an emphasis on fieldwork and innovative teaching strategies. The Department enjoys an excellent record of academic success; this year 3 students will take up places to read Geography at university having gained top grades in the subject. The department aims to provide a wide-ranging curriculum that stimulates student curiosity, interest and enjoyment of Geography as well as encouraging an awareness of contemporary issues and the processes that affect our environment.

There is one full time member of staff in the Geography Department who is the Head of Department and one who is part time. There is a designated Geography room which is well equipped with an interactive whiteboard projector, white-board and students are strongly encouraged to develop their use of Geographical Information Systems. The department is well resourced with DVDs, fieldwork equipment, textbooks, GIS software, maps, worksheets and other preparation material.

At KS3, the units of study have been developed to enthuse the students and incorporate a range of Geographical skills and topics:

- Year 7 – Map skills, the Local Area (including a trip to Bristol Harbourside), the UK, Weather and Climate and the Global Fashion Industry;
- Year 8 – Plate Tectonics, the Geography of Conflict, Kenya and Coasts;
- Year 9 – Tourism (including a trip to Cheddar), Antarctica, the Geography of Crime, Amazing Places and Urbanisation.

At GCSE the girls follow the OCR B specification. The Physical units covered are Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems. The Human units studied are Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance.

At A Level the girls follow the Edexcel specification. In the Lower Sixth we currently teach Tectonic Processes and Hazards and Coastal Landscapes and Change modules in Unit 1 and Globalisation and Regenerating places in unit 2. The Upper Sixth course has compelling content which encourages synoptic thinking and decision-making. Students should aim to think laterally throughout the various topics covered which include The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security, Superpowers, and Health, Human Rights and Intervention.

There is a full fieldwork programme organised, with a whole day for Years 7, and 9. Year 10 and Year 11 each have a full day of data collection as part of their GCSE course. At A Level there is a three day residential course, in addition to two separate days of fieldwork into Coastal Change and Regenerating Places. The students also participate in the local G.A. activities – the World Wise Quiz, the Sixth Form Challenge, and the programme of lectures and conferences that are arranged.

The post holder will, in the course of his or her work closely with the part-time teacher of Geography about the students' progress in the subject; discussing concerns and achievements, as well as liaise with parents regarding their specific and overall progress. The post holder would also be expected to contribute towards furthering links with the community and tertiary education.

The successful applicant will be an outstanding teacher with the energy, commitment, experience and vision to lead a key subject in both the academic and in its well established and successful extra-curricular aspects. As well as teaching Geography at all levels at the School, the successful candidate will need to be calm under pressure, well-organised, efficient and able to work effectively with staff, students, parents and the wider community. In addition, there is also the requirement to be flexible about teaching other Humanities up to and including Year 9 (and above if able to do so) and PE. The post-holder may also be required to teach in the Junior School.

NB

All appointments made from January 2015 carry an allowance called the "Badminton Florin". This is a small annual allowance given for duties in boarding (details are at the end of Teacher Job description)

Aim of the role:

- to have overall responsibility for leading and managing the department which, as a Subject Co-ordinator will be a Department with only one FTE (full time equivalent) direct report or fewer;
- to ensure that the subject is taught in an interesting and challenging manner;
- to try to ensure that each pupil realises her potential;
- to stimulate and foster enthusiasm for the subject within the School; and
- to support the School's vision and values.

Accountability:

You are responsible firstly to your Line Manager. All Teachers are responsible to the Deputy Head (Academic) on academic matters, to the Deputy Head (Pastoral) on matters of discipline, pastoral, welfare and safeguarding, and ultimately to the Headmistress.

Purpose:

To organise and direct teaching within the Department

The Subject Co-ordinator is responsible for the development of the subject throughout the School, ensuring that each pupil is positively encouraged to develop her potential to the full.

Key Responsibilities include:

- To be Subject Co-ordinator
- To offer and organise a wide and varied programme
- To arrange a full, varied and stimulating extra-curricular timetable
- To manage teachers in the Department

General:

- Ensuring that assessment is both regular and thorough and that full records of work done by members of the Department and pupils are kept;
- Representing the Department in all matters within the School related to the curriculum within Head of Department and full staff meetings;
- Liaising with other Departments in the School;
- Holding and keeping records of regular Departmental meetings;
- Preparing Departmental Development Plan in line with School Development Plan and successfully implementing it;
- Overseeing all aspects of Health and Safety of pupils and staff;
- Staying at the forefront of developments in the subject and education and encouraging innovation in and beyond the classroom;
- Future development of subject(s) within the Department;
- Ensuring the Departmental rooms present a stimulating environment;
- Organising GCSE, A-Level and other examination entries with the Examinations Officer (where appropriate);
- Preparing and updating Department Handbook, Schemes of Work, Department Intranet/VLE, HE advice, entries for handbooks, etc.;
- Organising setting and teaching arrangements within the Department, including staff appointments (under direction of Deputy Head (Academic) and cover (under the direction of the Deputy Head (Logistics));
- Implementing the School's policies, upholding the vision and values and promoting the School Development Plan;

- Contributing to the review, development and management of activities relating to the work of the School as a whole;
- Taking responsibility for ensuring that extra-curricular and co-curricular activities and trips are organised and run by the department as appropriate.

Curriculum:

- Planning, implementing and reviewing the subject curriculum including Schemes of Work;
- Liaising with the Deputy Head (Academic) in all matters concerned with the timetable and curriculum.

Pupils:

- Ensuring that lesson planning and delivery across the department challenge the most able pupils, support pupils with special educational needs, encourage independent thinking, and make appropriate use of ICT;
- Supporting department staff in maintaining high standards of discipline, courtesy and appearance among the pupils, while promoting their welfare, safety and happiness (through role modelling as well as intervention and sanction escalation).

Resources:

- Ordering and allocating equipment and materials as appropriate and keeping Department within agreed budgets;
- Ensuring that the stock, equipment and all resources allocated to the department are well cared for and economically used.

Staff:

- Line managing teachers and support staff in the department, including motivation, support, development, monitoring, appraisal, CPD and training;
- To lead capability, disciplinary and grievance procedures where necessary;
- Supervision of Probationary/NQT/peripatetic teachers.

Within these specific responsibilities, the Subject Co-ordinator is expected to foster a lively and enthusiastic atmosphere within the Department for both pupils and staff. In addition a Subject Co-ordinator is expected to fulfil the requirements of the teacher's job description.

Aim of the role:

- To teach your subject(s) in an interesting and challenging manner, enabling each pupil to realise her potential;
- To stimulate and foster enthusiasm for your subject(s) within the School;
- To adhere to all school policies and procedures (e.g. Child Protection, Health and Safety, Appraisal), including all school and departmental educational policies;
- To support the School's vision and values.

Accountability:

You are responsible firstly to your Line Manager. All Teachers are responsible to the Deputy Head (Academic) on academic matters, to the Deputy Head (Pastoral) on matters of discipline, pastoral, welfare and safeguarding, and ultimately to the Headmistress.

Main purpose:

Under the direction of the Head of Department/Subject Coordinator:

- a) To contribute to the teaching of the Department with particular emphasis on German and French
- b) To participate in the development of appropriate specifications, materials and schemes of work.

Key Responsibilities – academic:

Under the direction of the relevant Head of Department/Subject Coordinator to:

- Contribute to the teaching of the department as set out in the timetable;
- Prepare lessons taking account of the pupils' abilities within each teaching group/set;
- Identify, encourage and help to realise each pupil's academic potential;
- Employing good subject knowledge, become fully acquainted with the appropriate specifications and schemes of work and carry out the requirements thereof;
- To keep abreast of all developments in your subject(s);
- Be a good ambassador for the subject; Attend departmental meetings, subject meetings and INSET courses as appropriate;
- Take a proportional share of responsibilities for departmental activities (e.g. trips, lectures, societies, intranet maintenance, HE advice), new initiatives and provision and maintenance of resources (e.g. the writing and updating of schemes of work, the display of pupils' work, etc);
- Manage the classroom environment in a way conducive to successful learning and the maintenance of good pupil discipline, making use of sanctions and rewards in line with school policies;
- Check the attendance of and keep necessary academic records for groups taught and apply the School's assessment framework;
- Maintain an up-to-date knowledge of pupils with special needs and facilitate their work accordingly;
- Set and mark a proportional share of the internal examinations, entrance papers, scholarship papers, mark coursework, write reports and grades according to School Policy;
- Set and mark work regularly for all pupils, in accordance with departmental guidelines;
- To support the Departmental Development Plan;
- As appropriate, be aware of all departmental and school health and safety requirements including relevant risk assessments and contribute to their development as necessary.

Other academic responsibilities:

- To attend all relevant meetings (with staff, parents, pupils, prospective parents and pupils, and visitors);
- When occasion demands, to communicate politely, helpfully and effectively with parents and guardians;
- To write references as necessary;
- To ensure that appropriate use is made of ICT;
- To adhere to the Staff Dates List and attend staff meetings, In-Service Training, a limited number of whole school events as identified by the Head and to support school activities;
- To participate in the School's scheme of staff appraisal and engage in CPD and peer observation.
- To foster and maintain good relationships with other schools, professional organisations and outside bodies;
- To invigilate internal and external examinations and to provide cover, within reasonable limits, for absent colleagues as required;
- To carry out any other task at the reasonable request of the Headmistress;
- To supervise projects, such as extended essays, as requested.

Key responsibilities – pastoral:

All staff are expected to conduct themselves in an appropriate manner at all times and to support and foster the vision and values of the School. They must undertake a pastoral responsibility as a form tutor, Sixth Form tutor or House tutor (as set out in those job descriptions) and to contribute to activities, clubs and events which underpin and enhance the intellectual, cultural and physical and social life of the community. Each member of staff is also associated with one of the 6 Houses and is expected to support their House events and activities. All staff may be required to deliver of the School's PSHCE programme when required and ensure that they are familiar with the School's Child Protection, Safeguarding, Health & Safety and ICT acceptable use guidance.

Key responsibilities – extra-curricular:

To participate in the school's extra-curricular programme; this means offering at least one extra-curricular activity per week in addition to departmental activities as agreed with the Head or Deputy Head.

Key responsibilities – general:

- To share in the responsibility for maintaining high standards of discipline, courtesy and appearance among the pupils, while promoting their welfare, safety and happiness;
- To contribute to the collective work of the teaching staff in providing daily duty teams as per the Deputy Head's schedules;
- To take a proportional share of examination invigilation;
- To exercise a duty of care to promote the safeguarding and wellbeing of pupils and contribute to the maintenance of a safe and secure school environment;
- To behave at all times with an awareness of the ambassadorial role that teaching at Badminton entails. Participate as appropriate in whole school marketing events, such as open days and activities days and also at School community events;
- To support the School's Development Plan;
- To attend meetings as required.

This is not an exhaustive list of tasks. Further details of the responsibilities and duties of staff may be found in the Staff Handbook.

This job description is subject to regular discussion and review.

Badminton is a boarding school and this means that, for all pupils, boarding is at the heart of the Badminton experience. A majority of girls in the Senior School are boarders and the School holds it as important that all staff, whether or not directly employed in a role in boarding, understand and contribute to the boarding life of the School.

Full time roles offered at Badminton now include a **minimum** of the following boarding duties:

Autumn Term

A minimum of 33 hours to be worked over the Autumn Term to be arranged as follows:

- 1 regular evening per week (6pm-9pm or 7pm to 10pm as appropriate to the Boarding House) or
- 3 weekend days over the term (each weekend day should equate to around 11 hours and that this might need to be spread over more than one day so that the input from a regular evening or weekend days equates to roughly the same).

Spring and Summer Term

A minimum of 48 hours to be worked over the Spring and Summer Terms to be arranged as follows:

- 1 regular evening per week (6pm-9pm or 7pm to 10pm as appropriate to the Boarding House) or
- 2 weekend days per term (each weekend day should equate to around 11 hours and that this might need to be spread over more than one day so that the input from a regular evening or weekend days equates to roughly the same).

Part-time roles will undertake an equivalent proportion of duties.

Allowance

The allowance for this pattern of Boarding duties will be set at £1,500 per annum (or pro-rata for part-timers) and is payable in equal monthly instalments in arrears. The level of this allowance will be reviewed on an annual basis, there is no guarantee of an increase but any increase will take effect 1 September. This allowance forms part of a teacher's pensionable salary.

Education and qualifications

Applicants must have appropriate academic qualifications for the role, which for most teaching posts means a good degree in the relevant subject.

Their subject knowledge will be excellent and they will be capable of sharing their expertise at levels commensurate with the age and abilities of their classes.

Applicants should have qualified teacher status, although the School may also from time to time accept applicants who are on an accredited programme working towards Qualified Teacher Status.

Teaching experience

Some teaching experience in the subject applied for is generally desirable, although not essential if candidates are applying for a first post in teaching. All applicants however, should have experience of working with young people in some capacity and should have some knowledge of how to enthuse, lead and manage teams and groups.

Knowledge and understanding

Applicants should demonstrate a clear understanding of the secondary curriculum and its assessment, have an ability to employ a range of effective teaching, learning styles and assessment methods and possess the ability to use assessment data to inform planning and set targets

Teaching and learning

Applicants must be motivated to work with young people, be able to form and maintain appropriate relationships with pupils and establish personal boundaries, have emotional resilience and be able to maintain good order. They will be thorough in preparing lessons and in assessing and monitoring progress. They will keep full records and write detailed reports.

Personal qualities

Applicants will be personable, of smart appearance and have good social skills. They will be organised, punctual and efficient in organising their workload and managing their time effectively. They will be competent in the use of IT. They will work well in a team and be responsive to advice and guidance.

All applicants are expected to share the School's vision of the benefits that single sex education provides.

The successful applicant will contribute widely by taking on the role of tutor and by playing a full part in the sporting and extra-curricular activities of the School and in the boarding life of the School.

In addition to the above, the successful applicant will be expected:

- To promote the safeguarding and welfare of children and young persons for whom they are responsible or come into contact with;
- To be supportive of and committed to the School's policies on Child Protection;
- To be supportive of the School's policies on Equal Opportunities;
- To be mindful of their personal responsibilities relating to Safety, Health and the Environment;
- To be mindful of the need to treat all sensitive information relating to pupils, fellow employees and the business of the School as confidential;
- To be accepting of the need to follow all other School policies and procedures as appropriate and relevant to their post.

Candidates should complete and return the Application Form and letters of application addressed to the HR Manager, to reach the School by **9.00am on Friday 13th September 2019**. **Interviews will be held the week commencing 23 September 2019.**

All sections must be completed, including the names and addresses of two referees, one of whom should be your current employer (if applicable) and a full education and employment history.

All applicants will be asked the reason for leaving previous roles if this is not explained on the application form. Applicants will be asked to confirm that they have not been disqualified from working with children. Any gaps in employment will be explored at interview.

Please submit your application by email or on single-sided sheets of **A4** paper held together with a single paper clip (no staples) since multiple copies will be made. **We do not accept/review curriculum vitae so please do not enclose this.**

It is School policy that we write for employment references during the selection procedure and we may approach any previous employers for information to verify particular experience or qualifications, before interview.

We would be grateful if you could complete the monitoring form and return this along with your application. Please address your envelope **for the attention of the Human Resources Department** or email it to: HR@badmintonschool.co.uk

As Badminton School meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an enhanced criminal record check from the Criminal Records Bureau before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions. The cost of application will be met by the School.

All posts in the School are offered subject to the receipt by the School of satisfactory references, verification of qualifications cited by candidate and proof of a right to work. As these checks can take some time to complete, candidates are advised to disclose any possible impediment to appointment at the time of interview, as failure to do so could result in an appointment not being confirmed, or being rescinded. All appointments in the School are offered subject to the completion of a satisfactory probation period.

The School strives to contact all unsuccessful applicants to let them know that their application has not been successful. It is the School's policy not to provide individual feedback to candidates on why an application has not been successful

The School underwent an ISI Regulatory Compliance Inspection in April 2018; the full report is available via a link from our website www.badmintonschool.co.uk or from the ISI website www.isi.net. We hope that the report will enable you to understand more about Badminton School and encourage you to submit an application.

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Thank you once again for your interest and we look forward to receiving your application.

Salary

Badminton operates its own pay scale. Staff joining Badminton School are assimilated on to the Badminton Scale at a point appropriate to their qualifications and experience and the post to which they are appointed.

Offer of the Post

The offer of a post will be made subject to satisfactory written references, health declaration and enhanced DBS check.

Further information about Badminton School can be found on the school website:

www.badminton-school.co.uk

Thank you once again for your interest and we look forward to receiving your application.

August 2019