Felsted

Teacher of PE and Science

Role Information Pack



Teacher of PE and Science

KS2 & 3 | Permanent

Term-time (34 weeks per year) | Full-time | Commence January 2022

We have an opportunity for a suitably-qualified and inspirational teacher at our Preparatory School to teach Years 3 to 8 PE. The successful candidate will be enthusiastic, have a passion for Physical Education, hold excellent subject knowledge together with a willingness to contribute to the co-curricular activities and programmes. The successful candidate will also be required to teach some upper KS2 Science lessons.

The position will be working across Key Stage 2 & 3 where our pupils are encouraged to become hardworking and to take the lead in their own learning, increase their self-discipline, and build their individual confidence to become caring and co-operative young Felstedians

Further information and a full job description can be found within the 'Role Information Pack'. Further information on each of the Prep School phases can be found on our website: felsted.org/academic/prep-school-curriculum.

If you would like to apply for this role, please visit our website www.felsted.org/employment-opps to access our online application form.

Closing date for receipt of applications is Friday 24 September 2021 at 9:00am. Interviews will be held week commencing 27 September 2021.

Felsted is committed to equal opportunities and maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'. All employees are subject to pre-employment checks including a Disclosure and Barring Service check.

Job Description: Felsted Prep School Teacher

Responsible to:

Head of Department and Head of Year, and through them to the member of LT appointed as Line Manager for that Department or area of the School; and ultimately to the Head.

Job Purpose:

The postholder will be required to exercise his or her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.

To be accountable for raising the standards of teaching, learning and attainment of pupils taught directly by them in their subject or curriculum area. To deliver the professional responsibilities common to all classroom teachers at the school as listed below to a good standard. When required, to undertake regular Tutoring of a group of pupils to support and enhance their progress by establishing excellent relationships, offering good advice and assistance with the setting of 'learning targets', and support of a wider nature as required. To make an appropriate and significant contribution to the extra-curricular activities and life of the School.

Specific Responsibilities:

The postholder will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:

Accountabilities

TO ACQUIRE AND DEVELOP THE FOLLOWING

1. Professional Attributes
   Including high expectations of all pupils, establishing strong and positive relationships, acting as a role model, developing awareness of professional and legal responsibilities as a teacher, understanding the way the School works, and sharing in collective responsibility for implementing its policies and procedures.

2. Teaching and Learning
   Maximising learning outcomes through high expectations, personalised learning; excellent subject knowledge; strong professional knowledge of the learning process; good classroom management and professional judgement; and a reflective and self-evaluative approach to personal professional development and the enhancement of teaching and learning.

3. Tutoring
   To support and carry out Tutoring as a Form Tutor or Boarding Assistant or both as directed by the Head of Year or Head of Boarding.

4. Extra-Curricular Commitment
   To make an appropriate and significant contribution to the extra-curricular activities and life of the School.

5. Working Collaboratively
   To work collaboratively within the Department or curriculum area team at all times

6. To take Responsibility for Personal Professional Development

To act upon advice and feedback, to identify training priorities and needs, and to undertake appropriate courses, development sessions, and qualifications as appropriate

The appointee must be a certified First Aider

Please see the attached detailed illustrative list of these responsibilities for further guidance.

PROFESSIONAL RESPONSIBILITIES OF A TEACHER – DETAILED ILLUSTRATIVE LIST

1. PROFESSIONAL ATTRIBUTES

1.1 Have high expectations of pupils including a commitment to ensuring they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them

1.2 Demonstrating the positive values, attitudes and behaviour which the teacher also expects from pupils.

1.3 Awareness of and compliance with the professional and legal duties of teachers and the statutory framework within which they work, including Health and Safety and Child Protection issues.

1.4 Awareness of the policies and practices of the workplace and sharing in collective responsibility for their implementation.

1.5 Work co-operatively and collaboratively with colleagues in and out of the classroom.

1.6 Understand the management and line management structures of the school and the roles of colleagues with specific responsibilities

1.7 Be a First Aider

2. TEACHING AND LEARNING

2.1 Setting High Expectations

a. Setting high and appropriate expectations for all pupils
b. Demonstrating that the teacher is a positive role model at all times
c. To be able to maximise the learning outcomes of a class over a period of time
d. To support and implement the concept of 'personalised learning', and to be able to maximise the learning outcomes of each individual for whom they have responsibility
e. To make appropriate provision for individuals with particular needs such as Learning Support or Very Able Pupil provision

2.2 Capacity to Reflect and Evaluate

a. To engage in regular reflection and self-evaluation regarding professional practice, and to be able to evaluate the impact of their teaching on the progress of all their pupils and modify it appropriately

3. WORKING COLLABORATIVELY

3.1 Communicate effectively as required with pupils, colleagues, Governors and parents

3.2 Liaise with other teachers, pastoral staff, and parents / guardians as required to promote the well-being of pupils and with HODs and pastoral staff in the case of pupil learning or behavioural difficulties

3.3 To advise the Head of Department of resource or curriculum needs of which he /she may not be aware

3.4 To undertake an equitable share of the setting and marking of internal examinations or public examination coursework assessment as directed by the Head of Department

3.5 To contribute to Schemes of Work and learning resources as agreed

3.6 To provide all relevant information to the Head of Department as required – predicted grades, pupil entries, attendance, and any other information requested,

and to make sure that pupils are well informed about all relevant subject information and deadlines

3.7 To report back to the Department from INSET or working groups

3.8 To support the Head of Department in providing professional support and guidance for student teachers or NQTs within the Department

3.9 To be familiar with procedures within the Staff Handbook to help the smooth running of the school

3.10 Contributing to school self-review and to the relevant sections of the school Self-Evaluation process concerning Department effectiveness

3.11 Any other duties that might reasonably be expected of a Subject Teacher, as befits this standard position within the school staffing structure

4. TO TAKE RESPONSIBILITY FOR PERSONAL PROFESSIONAL DEVELOPMENT

4.1 To undertake appropriate in school or externally provided professional development as agreed with the Head of Department and Head and Deputy Head to enhance teaching skills and subject knowledge

4.2 Act upon advice and feedback, and be open to coaching and mentoring

4.3 To play a role as appropriate in the development of Department self-review and approaches to teaching and learning; to undertake responsibilities within the Department which might be reasonably delegated or shared

4.4 To participate in Departmental consultation concerning the subject or curriculum area and the cross-curricular work of the Department as appropriate

4.5 To identify other key areas for personal development in knowledge and skills which will enhance the development of the school's provision, in line with the School Improvement Plan

Felsted is committed to equal opportunities and maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'. All employees are subject to pre-employment checks including a Disclosure and Barring Service check.



Our History

We are a leading independent co-educational day and boarding school, situated in the picturesque village of Felsted in North Essex. Originally founded by Richard Lord Riche as a Church of England Grammar School, we are proud of a heritage that dates back to 1564.

Felsted School offers an outstanding academic education, combined with excellent pastoral care and co-curricular activities. Felsted is truly international. We offer the International Baccalaureate in addition to A Levels, and as a global member of Round Square, pupils enjoy superb exchange programmes. The School cultivates an environment of self-confidence and intellectual curiosity where pupils benefit from a well-rounded education.

In 2014, we celebrated our 450th anniversary, one of only a handful of schools in the country that have claimed this milestone. The event was marked by a historic service at St Paul's Cathedral and a royal visit by Her Majesty the Queen and His Royal Highness the Duke of Edinburgh.



Felsted Preparatory School

Felsted Preparatory School is a day and boarding preparatory school educating some 514 pupils aged 4-13 years, the majority of whom progress to the Senior School. The Preparatory School is structured into four blended phases across the 4 -13 age range. This structure allows the School to provide individualised pathways to each Felstedian as they progress through the School. The School's mission is to foster Felstedian characteristics in every student; a strong sense of community, encouraging and nurturing the development of personal faith in a climate of tolerance and respect, and creating truly effective global citizens.

Stewart House - Ages 4-6

Housed in a new, state-of-the-art building opened in 2012, Stewart House starts pupils on their exciting learning journey with all its adventures, discoveries, challenges, achievements and advantages for life. Academic focus at this stage is on numeracy and literacy. Topic work allows for exciting exploration of the Humanities and Science.

Ffrome Court - Ages 7-8

Learning is an adventure at this age and in Ffrome Court the School helps children discover and explore all the exciting options available to them in a safe and secure designated teaching and play area, whilst also having access to the wider school for play and lessons. Specialist staff and subject-specific classrooms contribute to the learning adventure and small class sizes mean that every child is known as an individual. The overriding aim is to build children's confidence and to give them the courage to take risks and rise to new challenges as they discover new things. A real focus at this stage is on personal, social, health and citizenship education, where children are encouraged to become hard working, caring and co-operative Young Felstedians. Learning support is available for those who need extra help while extension work develops those who relish further challenges.





Cloisters - Ages 9-10

Cloisters is a crucial stage at Felsted when pupils are encouraged to take the lead in both thought and deed, increase their self-discipline and build their individual confidence. The role of the Tutor Team continues to develop, giving children individual support and guidance as they progress through Years 5 and 6.

There are plenty of challenging outlets for the children's boundless energy and enthusiasm, but always within the guidance of a well-structured framework of expectation. As the school day and week lengthens, Young Felstedians enjoy more freedom and independence.

The extra time in School is quickly swallowed up as subjects are studied in greater depth, sporting teams take shape, hobbies are pursued further and being a valued member of one of the five Leagues becomes increasingly important.

Courtauld House - Ages 11-13

Here, with close guidance and support, Young Felstedians have the chance to discover young adulthood while still enjoying the very best of childhood. They rise to the challenge of new expectations and responsibilities and become leaders to younger pupils as well as to their peers. Courtauld House sits ideally between the Senior and Preparatory Schools, functioning as a middle school and giving the youngest students of senior age a real opportunity to develop their identity and leadership. Many join Courtauld House from other schools. Pupils work through a rewarding and demanding programme of study (Key Stage 3) in many different subjects in order to be able to take Felsted's own transfer exams at the age of 13



Sport

Felsted has an enviable reputation both locally and nationally for the high quality of its sporting teams and the dedication and e xpertise of the school's coaching staff. There is a strong tradition of sporting excellence at Felsted, however all abilities are catered for and every student is encouraged to enjoy a recreational interest in individual or team games, whilst developing a healthy attitude to fitness, exercise and wellbeing.

Pupils gain much enjoyment from expert coaching in core sports such as Rugby, Hockey and Cricket for the boys and Hockey, Netball, Cricket and Tennis for the girls. However, many opportunities are available for pupils to try other sports in PE sessions or in co-curricular clubs, such as Swimming, Football, Running, Horse Riding, Polo, Fencing and Badminton, hockey, netball, golf and show jumping.

Music and Drama

Music is a vital part of life at Felsted Preparatory School. Both curricular and co-curricular music is available to pupils with many different music groups and clubs as well as one-to-one teaching. The Phillips Music centre provides facilities for these one-to-one lessons with three practice rooms and a percussion room. Talented musicians also benefit from the School's unique partnership with the Junior Guildhall.

Drama is a key aspect of school life for young Felstedians. As well as curriculum drama all pupils have the opportunity to get involved in a number of productions held throughout the year in different age groups.

Art and Design, Technology and Engineering

Pupils at Felsted Preparatory School have a great opportunity to explore their artistic talents. With great facilities and teaching, pupils can create all kinds of art work, from self-portraits to pottery. Design and Technology is a subject which embraces thinking and communication whilst supporting the realisation of pupil's ideas through the use of materials such as wood, metal and plastics.

Co-Curricular

There are a wide range of co-curricular opportunities available to all Felstedians. These include cooking, gardening, ballet, judo and language clubs, FPS Model United Nations debating, outdoor learning and development through the Forest School and a range of courses available throughout the holidays.

Boarding

From the age of eight many children choose to board, for them it's all part of the adventure and the School offers flexible boarding options in a nurturing family atmosphere to meet the varied demands of modern family life. Three boarding options are available; Flexi, Weekly and Full. Through a committed and caring House Parent team, all pupils who take advantage of the school's boarding facilities do so in a warm, caring and encouraging environment, developing the School's jewel RUBY – Responsibility, Understanding others, Being the BEST you can be and being and becoming Yourself.



Application Process to Apply for this Role

To apply for this position, you will need to complete a formal application using our online process. We are unable to accept curriculum vitae (CV's) in substitution for an application form. Our online application form can be found at www.felsted.org/employment-opps.

By submitting an application form you are required to demonstrate how your skills, knowledge and experience relate to the role you are applying for. Your suitability for the post will be assessed by examining the information you provide us on your application form against the requirements within the job description, so it is important you provide as much relevant information as possible.

Our application form will ask you to declare any criminal convictions as all positions at Felsted involve a degree of responsibility for the safeguarding and welfare of children. All posts are exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.

Our Policy on the Recruitment of Ex-offenders can be found on our website www.felsted.org/employment-opps.

Once the closing date for receipt of applications has passed, your application will be shortlisted. If you are shortlisted to attend an interview, you will be sent an interview invitation by email. If you have not been selected, you will be also be notified by email. The interview will be held with at least two recruiting managers and you will need to submit prior to your interview:

a. Identification to prove your Right to Work in the UK
b. A completed DBS application form along with three pieces of ID
c. Evidence of any qualifications you hold that are necessary for the post you are applying for.
d. If appropriate, documentation evidencing changes to your name.

All necessary forms will be attached to your interview invite email. Please note that if appointed to the position, originals of the above are necessary.



Terms of Appointment

If you are appointed to the role, a formal offer letter of employment will be posted to you. The following notes provide guidance, without prejudice, on the likely main provisions of the agreement. However, benefits are subject to amendment from time-to-time.

Appointment Date

The appointment will commence 01 January 2022.

Salary

Teaching staff are remunerated via the Felsted Salary Scale. The appointed pay point is dependent on your qualifications and experience.

Pension Scheme

Felsted will comply with its legal obligations in relation to the provision of access to a pension scheme. The Pension Scheme for this role is The Teachers' Pension Scheme.

Healthcare Scheme

The appointee is eligible to join the Healthcare Scheme, currently with BUPA, with a 50% subsidy.

Felsted Connect

The appointee is provided with membership to Felsted Connect: an online multi-platform engagement tool where employees have access to hundreds of discounts, offers and cashback from high-street retailers.

Employee Reward Package

A list of employee benefits can be found on our employment opportunities website **https://www.felsted.org/employment-opps/rewards**

Terms of Employment

This role is a permanent full-time (Monday to Friday from 8:30am to 6:00pm and Saturdays until 2:00pm) during term-time (34 weeks of the year). As a member of Common Room, there is the requirement to attend INSET days before and after term starts and finishes. There will also be a requirement to contribute to the co-curricular and boarding life activities.

Criminal Background Checks

We require all successful applicants to allow Felsted to process and obtain (at our expense) an Enhanced level criminal background check (including a Barred List check) through the Disclosure and Barring Service. It is a condition of employment that the employee should not have been convicted of a criminal offence against children, nor have been dismissed from or resigned from a previous employer for misconduct of a similar nature. Having a criminal record is not necessarily a bar to employment; it will depend on the nature, circumstances and background of the offence. Our policy on the Recruitment of Ex-offenders that can be found on our employment opportunities home page.

As a School where regulated activity occurs, under Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) applicants are obliged to disclose **spent** convictions in addition to any **unspent convictions,** except those that are classed as protected offences

The Disclosure and Barring Service's Code of Practice is intended to ensure that information released in Standard and Enhanced Disclosures is used fairly. The Code also seeks to ensure that sensitive personal information is handled and stored appropriately and kept for only as long as is necessary. Further information about the Disclosure and Barring Service may be obtained from: https://www.gov.uk/government/organisations/disclosure-and-barring-service and a copy of the Code of Practice is available at: https://www.gov.uk/government/ publications/dbs-code-of-practice.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or Department for Education.

Other Employment Checks

The offer of employment is also conditional upon satisfactory receipt of the following employment checks.

a. Proof of your Right to Work in the UK
b. Barred List Check
c. Two professional references
d. Medical
e. Overseas Police Check/Certificate of Good Conduct (if you have resided outside the UK within the last ten years)
f. Verification of professional qualifications
g. Verification of professional standing ((if you have taught outside the UK)
h. A TRA Check

We look forward to receiving your application.

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Independent / Co-educational / Boarding & Day / Ages 4-18

Felsted