



Form Tutor (KS1)

Introduction to Colfe's School

Colfe's is one of London's oldest schools. It can be traced back to the 15th century but took its name from Reverend Abraham Colfe, Vicar of Lewisham, who re-founded the school in 1652. In his will he entrusted the care of the school to the Leathersellers' livery company, which governs the school to this day.

Colfe's old site in Lewisham was destroyed in the Second World War. In 1963 it moved to its present campus, which is a remarkably green and open space for outer London, with two additional large sports grounds nearby. All parts of the school from Nursery to Sixth Form share the site.

In 1977 the school returned to independent status after 25 years as a voluntary aided boys' grammar school. For some twenty years now, Colfe's has been fully co-educational, with roughly equal numbers of boys and girls: over 1,200 pupils in all, from age three to 18. There is a five-form entry to Year 7. The Leathersellers' Scholarship programme enables us to select up to 12 scholars each year on fully funded bursaries for direct entry to the Sixth Form. In so doing we draw on strong working relationships with a number of local comprehensive schools.

In the 1990s we built what is now the Junior School, which educates some 440 children from 3–11. Since then, we have added an all-weather playing field and the Beardwood Centre, which provides state-of-the-art facilities for Art, Music, Drama and Media Studies. The facilities are excellent: in recent years we have greatly expanded the space for EYFS and Key Stage 1 and opened The Stewart Building, a dedicated centre for the Sixth Form, Mathematics and Religion & Philosophy depts, and Roebucks, a vibrant café.

Colfe's aims to be more socially inclusive than many independent schools and is positioned very firmly at the non-posh end of the spectrum. More than 10% of pupils in a typical Sixth Form year group come from socially disadvantaged backgrounds through our Leathersellers' Scholarship programme and the school is committed to widening access still further, whilst simultaneously consolidating its position as the coeducational independent school of choice for the professional classes of Blackheath and Greenwich. The junior school reflects that ethos and the pupil population reflects the ethnic and cultural diversity that you would expect to find in this busy and vibrant part of south London.

Junior pupils are taught in forms of approximately 20 and achieve outcomes well ahead of comparable local maintained sector schools. Pupils are taught Music, PE and Forest School by specialist teachers from EYFS onward, making use of specialist facilities shared with the Senior School; from Year 3, pupils are also taught by specialist teachers in Science, Art, Humanities, Modern Languages and Computing. The overwhelming majority of our pupils progress from the Junior School to join Colfe's Senior School in Year 7.

Our Early Years department is a rewarding and exhilarating place to teach in, and within it we strive to create a caring community atmosphere. We work on the principle that the best learning outcomes are derived from engaged and happy learners and that play provides the most meaningful way for young children to learn and make sense of the world. We are passionate about promoting self-motivated children who love the challenge and adventure of learning. We have developed a bespoke curriculum designed to give children the foundational knowledge and understanding they need to prepare them for life beyond the early years as well as the key personal development skills and attributes needed to thrive and succeed in all that they do as they move through the Junior School.

By the end of Reception, our children are highly independent learners. Their transition to Year 1 is carefully managed to capitalise on their zest for learning as they continue to explore, discover, create and take risks within the Continuous Provision structure of our Year 1 classrooms. We are excited to be embedding this play-based and enquiry-led approach within our Year 1 classes, an initiative which places us at the vanguard of independent school practice in London.

The new form tutor that we appoint will be joining an enthused, motivated group of teachers who have built an exciting whole-school curriculum. Recent successful initiatives include the introduction of White Rose Maths and a redraft of the Humanities curriculum, in consultation with The Black Curriculum, to reflect our diverse pupil population. We are dedicated to providing high quality teaching and learning experiences for all ability pupils, with regular CPD sessions and collaborative ring-fenced planning time to enable staff to

do this. Staff work closely with the Director of Learning Support and Director of Studies and have timetabled opportunities to discuss individual pupils and strategies to support them.

The post: Junior School Form Tutor

We are looking for an enthusiastic and committed form tutor to join our team. It will be initially based in KSI. We therefore especially welcome candidates who have expertise in this phase.

We welcome applications from both ECTs and experienced teachers. If an ECT were appointed to the post, structured support and guidance (meeting statutory requirements) would be provided to ensure progression towards the successful completion of his/her training or induction period.

We are proud of the career development opportunities that we offer to staff and have significant experience developing middle and senior leaders. Our bespoke leadership development training, using expertise from both the Junior and Senior School, has successfully prepared staff to deliver CPD sessions, monitor teaching and learning and analyse data. Teachers receive a generous allocation of protected time for planning, preparation and assessment well in excess of equivalent posts in the state sector, including weekly protected time for teachers to plan with colleagues working in their year group. The school calendar is carefully planned with an eye to staff workload and welfare.

Teachers appointed to posts are expected to maintain high professional standards and contribute to the extra-curricular life of the school. Those who join Colfe's can expect to become part of a caring, purposeful and committed community.

Person Specification: Junior Form Tutor

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to degree level and above • Qualified to teach and work in the UK • A track record of ongoing professional development 	Willingness to undertake additional professional development with the school's support as appropriate to their level of experience (e.g. ECT training, or for more experienced colleagues, NPQML, NPQSL or similar)
Planning and Teaching	<ul style="list-style-type: none"> • Experience of planning, resourcing and delivering lessons and sequences of lessons to the highest standard that ensures excellent learning takes place • Excellent knowledge of the Primary National Curriculum and a sophisticated understanding of how children in the relevant age group learn and the ability to pre-empt misconceptions • Experience of collaborating effectively with colleagues to plan excellent learning experiences for pupils • Ability to ensure all pupils are appropriately challenged in lessons, including those with identified SEND and those identified as academically more able • Experience of reflecting on and improving teaching practice to improve outcomes • Experience of designing and developing resources to support learning across different subject areas 	<p>We are especially interested in candidates who can demonstrate the following:</p> <ul style="list-style-type: none"> • Confidence and expertise in using technology to support learning
Assessment and Feedback	<ul style="list-style-type: none"> • Ability to employ a range of effective strategies to assess pupil progress in lessons and adapt teaching in response • Ability to provide effective verbal and written feedback for pupils, provide successful opportunities for pupils to engage with that feedback and follow the school's marking policy 	<p>We are especially interested in candidates who can demonstrate any of the following:</p> <ul style="list-style-type: none"> • Experience of White Rose Maths or similar mastery-based approaches (or capacity to develop this experience) • Experience of Read Write Inc or similar approaches to teaching reading (or capacity to develop this experience)

	<ul style="list-style-type: none"> • A solid grounding in the assessment processes used to support planning and raise pupil attainment in this age group • Ability to build effective relationships with parents, maintaining regular and productive communication to report on progress, rewards and sanctions, including through regular written reports 	<ul style="list-style-type: none"> • A proven track record of successfully improving pupil attainment/outcomes in a similar setting
Pastoral Care	<ul style="list-style-type: none"> • Ability to establish a safe, respectful and productive classroom environment for pupils • Affinity with the school's approach to pastoral care and restorative approach to behaviour management • Ability to follow the school's behaviour policy, working with colleagues to ensure absolute consistency across the school • An understanding of the collective responsibility of all employees to establish an effective safeguarding culture, and the role they play in keeping children and young people safe 	<p>We are especially interested in candidates who can demonstrate any of the following:</p> <ul style="list-style-type: none"> • Experience of working with a restorative approach • Experience of delivering extra-curricular activities (e.g. sport, music, drama, art) to pupils in this age range and/or expertise and enthusiasm to do so • Experience of leading events to share pupil learning with parents
Values and Personal Qualities	<ul style="list-style-type: none"> • An effective and persuasive advocate for the school's values, vision and educational philosophy • An affinity with the school's belief in the paramount importance of extra-curricular activity to the pupil experience at Colfe's • Commitment to equality of educational opportunity, including establishing an anti-racist culture • Highly effective team member • High level of self-awareness and self-management • High expectations for accountability and consistency of themselves and others • Acts as a role model to staff, pupils and the community • Genuine passion and a belief in the potential of every pupil • Motivation to continually improve standards and achieve excellence 	

Application procedure

The recruitment process will require all applicants to complete an application form, accompanied by a letter of application, current CV and details of two referees, who will be contacted prior to interview, in accordance with the School's Safer Recruitment procedures. There will be an interview and lesson observation for shortlisted candidates.

The application should be submitted either by post to: Mrs A Ross, Human Resources, Colfe's School, Horn Park Lane, London SE12 8AW or electronically to: recruitment@colfes.com

Applications should be sent **as soon as possible** and by **Noon on Friday 5 September** at the latest. Colfe's reserves the right to appoint to this post before the closing date if necessary.

Colfe's School is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure & Barring Service.