



**FOREST
LONDON**
PREP

*Independent Prep School for boys and girls
aged 4 – 11 in Northeast London*

For *first* steps and bold leaps

Teacher of Year 2
1-Year Contract
September 2025

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Safeguarding

The school is committed to safeguarding and promoting the welfare of children. Safeguarding checks will be undertaken in accordance with School policy. The safeguarding responsibilities of the post can be found in the job description and person specification in this recruitment pack.

NB The post is exempt from the Rehabilitation of Offenders Act 1974.

The Process

Applications are via the application form on TES and applications will be reviewed on an ongoing basis, so early applications are encouraged. The School reserves the right to make an appointment at any stage.

Applications will close on Tuesday 6 May 2025, 8am. **Interviews** will be held on Tuesday 13 May 2025.

Contact Details

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Welcome from the Head



Dear applicant

Thank you for your interest in the position of **Teacher of Year 2** at **Forest Preparatory School**.

Following the exciting expansion of our Prep School, we are seeking to appoint an exceptional and dynamic teacher to join our outstanding team from **September 2025**.

At Forest Prep, we are committed to laying strong foundations that support bold leaps. We champion a rich educational experience through *The Enquiring Me*, nurturing pupils who are **empathetic, collaborative, and intellectually agile**. Our curriculum is broad and stimulating – anchored in core academic rigour and extended through purposeful enrichment that supports both academic and personal growth.

Beyond academic success, we prepare our pupils to flourish in life. Whether exploring ideas in the classroom, engaging in co-curricular pursuits, or developing friendships, our pupils grow in **confidence, trust, and independence**. By the time they leave us, they are ready to take on the world with **resilience and curiosity**.

To get a true sense of our community, we invite you to explore our website at forest.org.uk. Forest Prep is a remarkable School – and we're looking for remarkable people.

We're delighted you're considering becoming part of our story.

Best wishes

James Sanderson FRSA, FCCT

Headmaster



About Forest Preparatory School



Part of an all-through school that educates pupils from age 4 to 18, Forest Preparatory School is a thriving and vital part of Forest School. With recent expansion to four-form entry in the Pre-Prep and a total roll of 480 pupils, Forest Prep offers a unique opportunity to work within a vibrant, forward-thinking environment, underpinned by strong values and a shared sense of purpose.

Our Vision

We aim to provide an education founded on challenge, breadth, and personal fulfilment. Forest Prep pupils exceed expectations not only through academic achievement but through the development of qualities that will serve them for life – initiative, perseverance, and responsibility.

Our Aims

Forest Preparatory School will equip pupils to flourish in the world they are growing up in by:

- Curating a broad and innovative curriculum
- Building pupils' capacity to learn and to lead
- Challenging pupils to think deeply and develop self-reliance
- Nurturing pupils' personal growth in an atmosphere of trust, fairness and community
- Developing pupils' empathy, compassion and global citizenship
- Caring for pupils' wellbeing and teaching them to practise self-care

Our Values

- **Curiosity:** We spark **big questions from small voices**, creating space for **discovery, wonder, and bold leaps** into the unknown.
- **Belonging:** Every pupil's first step starts with feeling **seen, supported, and safe** – because a strong foundation begins with knowing you belong.
- **Balance:** In our busy, brilliant world, pupils are encouraged to **try everything**, find what makes them **shine**, and grow with a sense of **joy and proportion**.
- **Resilience:** We teach children to **meet challenges with courage**, to get back up **stronger**, and to face each new step with **determination**.
- **Ambition:** From the very beginning, we help our pupils **dream big, think deeply, and take purposeful steps** toward shaping their future.

The Forest Learner: IPR

- **Initiative** – Inquiring · Adaptable · A communicator
- **Perseverance** – Organised · Problem-solving · Resilient
- **Responsibility** – Respectful · A collaborator · A leader



The Role: Teacher of Year 2



You will be teaching a class of **16 pupils**, with responsibility for the core subjects: **English, Maths, and Science**, along with **PSHEE, Religious Education**, and elements of **Humanities** including **History** and **Geography**.

You will work alongside a team of subject specialists who lead sessions in **Modern Foreign Languages, Music, Drama, Physical Education, Swimming, Dance, and Engineering** – enhancing the curriculum and supporting a diverse, creative environment.

This role is ideal for someone who values both academic rigour and whole-child development, and who thrives in a collaborative, forward-thinking team. It is a role that invites professional curiosity, creative planning, and a commitment to shaping young minds during these formative years.

Why Work at Forest?

At Forest, our staff are our most valued asset. We offer:

- A generous CPD budget and development review system
- Opportunities to contribute to our dynamic **Outreach Programme**
- Free hot lunch (and sandwich takeaway option)
- 20% fee remission (pro-rata for part-time staff) for children attending Forest (Reception–Year 13)
- Subsidised membership of our on-site **Sylvestrian Leisure Centre**
- Contribution towards private medical insurance
- Access to Life Assurance and Personal Accident schemes
- Membership of the School's pension scheme

Class Sizes & Support

- **Reception to Year 2:** 16 pupils per class, each with a full-time Teaching Assistant
- **Year 3 to Year 6:** 24 pupils per class, with three Teaching Assistants shared across each two-year band

Planning, Preparation and Assessment (PPA)

We aim to provide **20% remission** across the working week for PPA – supporting purposeful planning and a sustainable workload.

Teacher Generic Duties and Responsibilities (Prep School)

Below sets out the generic, main duties and responsibilities of any teacher at Forest Prep School. Those holding positions of responsibility have specific job descriptions, in addition to the duties described below. Above all, Forest Prep School teachers are professionals who carry out their duties responsibly and with regard for the best interests of their pupils and the School.



Teaching and Learning

- Plan, prepare, and deliver lessons that cater to the needs of the whole ability range within the class.
- Ensure coverage, progression, and continuity in all teaching.
- Deploy a variety of teaching methods to engage students.
- Set homework in accordance with School policy and, mark meaningfully and return in a timely manner.
- Plan, prepare and deliver purposeful and productive lessons to assigned classes.
- Innovate and devise imaginatively varied ways of teaching their subjects to inspire pupils.
- Encourage and inspire pupils, showing enthusiasm for their subject in the classroom.
- Select and use a range of different learning resources and teaching styles, appropriate to subject and topic.
- Demonstrate an awareness of AfL strategies and personalise the learning of all pupils, as appropriate, using teaching strategies and adjustments that allow for the full range of ability and learning styles in each class, particularly considering the learning needs of SEND pupils.
- Plan, organise and deliver interventions for pupils in the class.
- Plan for the use of and communicate with TAs where relevant
- Research new topic areas and maintain up-to-date subject knowledge.
- Undertake report writing and the awarding of internal grades as required.

Assessment

- Continuously assess and record the progress and attainment of pupils.
- Provide regular feedback to pupils, parents, and guardians about their child's progress and attainment.
- Mark work according to departmental and School marking policies, giving appropriate feedback and maintaining records of pupils' progress in their subject.

Classroom Management

- Create and maintain a stimulating and inclusive learning environment.
- Manage pupil behaviour in the classroom, establish an orderly working environment ensuring the safety and excellent conduct of pupils, following the guidance in the Behaviour Policy (and the Disciplinary Framework) and to uphold the pupils' Code of Conduct and Dress Code.

Pastoral Care

- Provide pastoral care and support to pupils, and attend to their social, emotional, and physical wellbeing.
- Foster positive relationships with and between pupils in the class.
- Ensure that they are familiar with the School's health and safety guidance and be responsible for their own health and safety and that of their pupils.
- If a form teacher, be prepared to undertake the pastoral role of a tutor to your class.

- If present in School, attend assemblies and Chapel services, supervising the pupils, unless permission to be absent has been given by the Senior Deputy Head of the Preparatory School.
- Be a positive role model and consistently demonstrate the same positive attitude, values and behaviour which is expected from our pupils.



Curriculum Development

- Contribute to the development and coordination of the Prep School curriculum.
- Stay up to date with changes and innovations in the education sector, especially as they relate to independent prep schools.

Co-Curricular

- Contribute imaginatively to the co-curricular and extra-curricular programmes of the Prep School as required by the Leadership of the Prep School and be prepared to run or assist with activities beyond lesson times when required.
- Participate in, and possibly lead, before/after-school and or lunch time Clubs, educational visits, residential visits, or School events.

Communication

- Foster positive relationships with parents and guardians through regular communication (for example the daily signing of the communication diary).
- Report to parents on the development, progress, and attainment of pupils by writing reports and in-person or online parents' evenings.

Day-to-Day Expectations

- Collect pupils from the playground upon morning arrival.
- Accompany forms to all assemblies and chapel services.
- Eat lunch in the dining hall with forms every day, unless with the permission of the Head of the Prep School or his/her Senior Deputy, encouraging good table manners and social interaction.
- Dismiss pupils at the end of the day as directed.

Professional Responsibilities

- Support and foster the aims of the School.
- Engage in professional development to enhance teaching and pupils' learning.
- Participate in weekly after-school staff development meetings and before-school briefings, INSET days, and parent meetings as required.
- Make themselves familiar with the contents of the Staff Handbook, the School's aims and policies and endeavour to follow these closely.
- Carry out such duties, including scheduled and unscheduled supervision duties and cover for absent colleagues, as are allocated to them by the Prep School Leadership Team, punctually and efficiently.





- Attend Prize Giving Ceremony, Harvest Festival, Information/Parents' Evenings and similar important functions both in-and-out of normal School hours and participate in Open Days for prospective parents and pupils.
- Notify the Head of the Prep School and Senior Deputy Head as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Attend additional and relevant in-service CPD each year, after obtaining the agreement of the Head of the Prep School.
- Participate in mutual lesson observations both within, and beyond the Prep School, as a part of sharing best practice.
- Take part in the School's performance management scheme and appraisal system.
- If during the course of time, the duties and responsibilities should change, the job description will be reviewed and amended in consultation with the post-holder.
- The post-holder will carry out any other duties as are within the scope, spirit and purpose of this job description as requested by the Head of the Prep School.

Understanding "The Enquiring Me"

The Enquiring Me is more than a programme – it's the framework that shapes the way we learn, connect, and grow at Forest Prep School. It lives at the heart of our curriculum and culture, guiding every pupil's experience both in and beyond the classroom.

At its core, *The Enquiring Me* develops pupils as:

- **Curious Enquirers** – independent thinkers who ask questions and seek understanding
- **Collaborative Learners** – team players who value shared discovery and leadership
- **Confident Communicators** – articulate, reflective individuals with a strong voice
- **Creative Explorers** – resilient, imaginative problem-solvers with an eye on the future

This approach ensures every lesson, rehearsal, match, and moment of discovery helps pupils grow into well-rounded, thoughtful, and engaged learners.

The Enquiring Me underpins every stage of the Forest Prep School experience – from a pupil's first steps in EYFS to their final projects in Year 6. It's a living part of who we are: a whole-school commitment to curiosity-led learning and purposeful growth.

What's Inside The Enquiring Me?

The Enquiring Me is structured around six interconnected areas. Together, they provide a balanced, rigorous, and joyful education rooted in enquiry:

Discovery Learning – From EYFS onward, pupils explore ideas hands-on, make connections, and develop their independence through enquiry and experimentation.

Essential Learning – A strong academic foundation taught through an enquiry-driven lens. This includes deep subject knowledge, real-world thinking, and challenge for all.

Extended Learning – Experiences beyond the classroom in the *Young Forester Programmes* and *My Discovery Pathways* to stretch skills, interests, and confidence – helping pupils discover passions and apply learning in new contexts.



Reflective Learning – Rooted in *The Confidence Framework* and our Pupil Welfare & Engagement approach, this strand supports self-awareness, resilience, and personal growth.

Persuasive Learning – Focusing on oracy, literacy, and articulacy, this helps pupils express themselves with clarity and conviction – across all subjects and situations.

Adaptive Learning – An inclusive, responsive approach that ensures every pupil is known, supported, and stretched. It champions personalisation and meaningful progress.

Young Forester Programmes

A suite of structured enrichment pathways for Years 3–6, nurturing talent, creativity, and leadership across key disciplines:

- **Young Enquirers Programme (YEP)** – Advanced academic exploration and challenge
- **Young Leaders Programme (YLP)** – Leadership, initiative, and collaborative decision-making
- **Young Musicians Programme (YMP)** – Musical training, performance, and ensemble development
- **Young Performers Programme (YPP)** – Drama, dance, and musical theatre
- **Young Creators Programme (YCP)** – Visual arts, design, and media
- **Young Sports Programme (YSP)** – Competitive sport, fitness, and physical development
- **Young Outdoors Programme (YOP)** – Outdoor learning and environmental education
- **Foundation Forester Programme** – For Years 1 & 2: an introduction to enquiry, leadership, and discovery, laying the groundwork for what's to come

My Discovery Pathways (Y3–6) & My Early Discovery Pathways (Y1–2)

Timetabled, cross-curricular learning experiences that bring broad, contextual understanding. These were once known as Activity sessions – now elevated to fully reflect their central role in our curriculum.

The Enquiring Me doesn't sit on the sidelines. It is Forest Prep School. It reflects our values, shapes our teaching, and supports every child's steps as they grow – built on strong foundations, emboldened by curiosity, and inspired to reach for what's next.

Person Specification

CRITERIA	Essential	Desirable
QUALIFICATIONS:		
Qualified Teacher Status (QTS) in the Primary Phase	X	
An enhanced Disclosure and Barring Services (DBS) check	X	
EXPERIENCE:		
Prior experience as a class teacher in the maintained or independent primary phase	X	
Appropriate co-curricular interests and experience	X	
KNOWLEDGE & SKILLS:		

CRITERIA	Essential	Desirable
A thorough understanding of safeguarding best practice	X	
An understanding of how to use assessment to inform planning for excellent teaching and learning	X	
The ability to differentiate materials to meet the needs of the learners	X	
Strong and consistent classroom management skills	X	
The ability to work with the needs of the pupils and parents in our culturally diverse community	X	
The ability to organise and prioritise your own workload whilst working alone, and as part of a team	X	
APTITUDES:		
Outstanding and innovative practitioner	X	
The capacity to inspire and motivate pupils	X	
High personal and professional standards	X	
Effective time management, documentation and organizational skills	X	
Commitment to professional development	X	
Confident with technology	X	
Interpersonal skills	X	
Effective communicator	X	
Approachable	X	
Sensitivity and humour	X	
A willingness to contribute to enrichment activities	X	





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