



ABINGDON

# JOB PACK

## Partnerships Director

for September 2018

Closing Date: Wednesday 24 January 2018  
(midday)

Preliminary Interview  
(Skype): w/c 29 January 2018

Interview Date: Friday 9 February 2018

Abingdon School, Park Road, Abingdon, Oxfordshire, OX14 1DE

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From the Headmaster: Michael Windsor BA, MA

## Message from the Headmaster, Michael Windsor

Thank you for your interest in Abingdon School. I am delighted that you are considering our school and I hope that you will want to apply for this post once you have found out a little more about us.

I urge you to spend time looking at our website, [www.abingdon.org.uk](http://www.abingdon.org.uk), as this will tell you a lot about us and give you a taste of all that goes on here. The Abingdon Foundation is a community of some 1260 boys, currently 1001 at Abingdon School and 259 at Abingdon Preparatory School. Boarding houses are full with 137 boarders and the sixth form has around 330 boys. We employ some 340 teachers and support staff across the Foundation. The Board of Governors oversee the whole Foundation.

Academic standards and outcomes are very high. Results are published on our website, but last year boys achieved 86% A\*/A grades at GCSE and 83% A\*/B at A Level. Most proceed to Russell Group universities with a significant proportion to Oxbridge. Boys go on to study a wide range of subjects reflecting the breadth of the curriculum that Abingdon provides.

Admission is by selection and the school is over-subscribed. Abingdon is a popular choice for aspirational families. Many are attracted by our academic standards, certainly, but also the huge and dynamic 'Other Half' (extra-curricular) programme we offer. All colleagues participate in the programme and the school places considerable importance on the many benefits of the Other Half and its role in developing the whole person.

Pastoral care is strong. Each boy from the Third Year to the Sixth Form belongs to one of nine houses under the care of his Housemaster. He will be mixing with other boys from all year groups. He will also belong to a tutor group and his tutor will be a key person in his life. The lower school boys are in their own House where they are carefully nurtured and looked after during their important transition to secondary school. We believe that by offering these structures we are able to provide comprehensive academic and pastoral support. Boarding is an exciting option from the age of 13 and boarders live in one of our three houses. Many come from abroad and the international dimension greatly enriches our community.

cont/...

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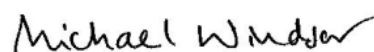
The School occupies a large and beautiful campus. Facilities are excellent, and we are now looking at future development with keen anticipation. We opened our new 21 laboratory science centre in autumn 2015 which has transformed our science facilities and created the space for new facilities for Geography, History and Classics. Since September 2014 we have been managing and developing the Tilsley Park Sports Centre and this offers an exciting complement to our existing, excellent sports facilities. In 2018 we are very much looking forward to opening our new Sixth Form Centre, library and art facilities. The whole school benefits from a continuous refurbishment and redevelopment plan.

The typical Abingdon boy is engaging, motivated and confident. This is a cohesive community; respect for one another is a strong feature and values such as courtesy and consideration for others are paramount. Colleagues enjoy teaching here and the boys appreciate the calibre of their teachers. It is a very happy school.

We operate a fortnightly timetable. Lessons are 55 minutes long with an extended lunchtime, there are many opportunities for Other Half time and time for academic mentoring, etc. The school day runs from 8.35 am to 5.20 pm, with the end of the day from 3.40 pm devoted to Other Half activities along with Wednesday afternoons. The commitment to supporting our extensive Saturday afternoon sports programme continues. All teaching staff are expected to contribute fully to the Other Half programme throughout the week and many will be involved on Saturday. When not involved in a regular team sport, teaching staff will still need to be available from time to time on Saturday for duty, Open Days, Taster Mornings, etc.

We may be over 760 years old but we are a forward-looking, dynamic school. There is quiet pride amongst those who attend and those who work here. Although one of the leading independent schools in the UK, we are not complacent and we are continually looking to improve. Part of this drive is to recruit high calibre professionals, who love teaching, and who want to join our strong staff and work with our wonderful pupils. We welcome therefore ambitious and energetic applicants who are keen to develop their career further.

I do hope that you might be tempted to apply. I recognise that much time and thought goes into preparing an application and we, in turn, will give your application serious consideration.



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Michael Windsor  
Headmaster



## TEACHING AT ABINGDON

The following outlines what might be seen as the 'normal' expectations of a member of the teaching staff at Abingdon as well as listing some of the benefits available as a member of the Common Room. Job specifications for those holding posts of specific responsibility are held separately.

### Routines and Responsibilities

Further and more detailed guidance is given in the Staff Handbook but the following may be taken as standard elements of a teacher's role at Abingdon:

- Teaching a subject or subjects as agreed at appointment throughout the range at the school (i.e. from Year 7 to Year 13). A normal teaching load would usually approximate to around 70-75% of the academic timetable, leaving time free for marking and preparation. Reductions in teaching load are given to some posts that carry an additional administrative responsibility (e.g. Head of Department, Housemaster) but should not necessarily be seen as being automatic. Many teachers also contribute to the General Studies programme at 6<sup>th</sup> form level, either by offering an option course, an additional GCSE (such as PE or Italian) or participating in the delivery of the compulsory core of topics that we offer. Some teachers also contribute to the PSHE programme in years 9 and 10 which is delivered within the timetabled curriculum.
- Contributing as appropriate to departmental activities and developments, such as trips, additional classes, lectures and other events that contribute to the life of a busy and dynamic department.
- Commitment to the regular setting and marking of homework and the maintenance of an up-to-date mark book. Contributing to exam marking as required by the Head of Department, including the marking and supervision, as appropriate, of Abingdon's entrance exams. Writing formal reports on pupils and tutees five times a year.
- Acting as a tutor to a group of boys within a House, as directed by the Deputy Head (Pastoral), with primary responsibility for their pastoral care and for some of the delivery of the school's PSHE programme.
- Contributing, as agreed with the Second Master and Master i/c Other Half, to the School's Other Half programme.
- Being available to work on days that fall outside the Monday to Friday daytime academic pattern, to support the provision of activity for the boys, including on Saturdays. Examples include accompanying boys on trips out of school, supervising boys on sporting activities (with refereeing or coaching provided by a separate specialist), and welcoming visitors and prospective pupils on Open Days and Entrance Exam Days.
- Contributing to cover for absent colleagues and invigilation of internal and external examinations, as directed by the Master i/c cover.
- Contributing to Private Study supervision of Sixth Formers, as required by the Upper Master.
- Acting as part of the duty team to oversee elements of the daily supervision of the boys outside of the classroom, both on weekdays and on Saturdays, as directed by the Deputy Head (Pastoral).
- Staff members who are attached to one of the School's Boarding Houses have additional duties in the evenings and at weekends.

## **BENEFITS OF WORKING AT ABINGDON**

- Abingdon has its own 15-point salary scale, above the national scale. In 2017/2018 the basic salary range is £27,397 to £55,435. In addition to this, the School allocates Special Responsibility Allowances for a number of additional responsibilities, ranging from the running of a minor sport up to major responsibilities, such as Heading a Department or House. In 2017/18, the maximum salary available to a non-SLT member of the Common Room is £62,045.
- All new staff are well supported when they arrive, with help and advice available not just from Heads of Department, Housemasters and Senior Staff but also from the School's Professional Tutor who has a specific responsibility to oversee the induction process.
- The School offers excellent administrative support, with two dedicated Common Room secretaries, and a range of other Bursarial services. Staff are loaned a school laptop or they have access to desktop computers to assist with their teaching and administration. All teaching staff are also issued with an iPad. There is a biennial cycle of professional development meetings based on a portfolio of evidence collected in the intervening time as well as myriad opportunities to reflect on professional practice and to seize on development opportunities.
- The School is committed to high quality ICT facilities and now has four bookable IT suites, Interactive White Boards in a large number of classrooms, data projectors in all rooms and a dedicated Director of e-Learning who is available to support and develop the provision of ICT across the whole curriculum. Two recent large-scale innovations in this area have been creating a Year 8 iPad scheme and introducing a new VLE (Firefly).
- The School commits to a generous INSET budget every year, controlled by the Deputy Head (Pastoral), and encourages all members of the Common Room to subscribe to external CPD courses and further qualifications. In addition to this, the School operates up to five INSET days itself, offering a range of further training, from highly practical First Aid qualifications to seminars on aspects of Teaching and Learning.
- The school is very stable, currently enjoying high demand for places and is backed by strong financial planning that enables all departments to be very well resourced. In recent years we have been investing heavily in a building programme to develop our facilities. Major projects have included a new Sports Centre (2008) and a new Science Centre (2015). Moving Science to a new building enabled us to refurbish the vacated space and in September 2016 we opened substantially upgraded spaces for our Geography, History and Classics departments as well as for two day huserooms. Our current project involves a completely new build (Beech Court) comprising a new sixth form centre, a new Library and a relocated Art Department. This will open in September 2018. Following this, we will be relocating the Common Room and completing the substantial reorganisation of our campus which will have provided all departments with greatly enhanced facilities by 2020.

### **Additional Benefits**

- Relocation allowance up to £2,500, by agreement with the Director of Finance & Operations.
- 50% discount on school fees at Abingdon Prep and Senior Schools for sons who satisfy Abingdon's admissions criteria (pro rata for part-time staff).
- Private health insurance (taxable as a benefit in kind).
- Access to the childcare voucher scheme.
- Membership of the Abingdon Sports and Leisure Club for the staff member with free access to the gym and swimming pool at agreed times.
- Lunch and other refreshments during the school day.

### **Accommodation**

The school has limited accommodation available, but will always endeavour to help where it can. Members of staff who are attached to boarding houses and undertake supervisory duties in evenings and weekends, but live in school accommodation on- or off-site, usually live rent-free and are not subject to tax on this benefit in kind. Members of staff who live within boarding houses as residential boarding staff usually live rent-free and in addition do not pay council tax or for utilities. Sometimes the School has empty property which may be let to new staff on a short term tenancy basis with some additional light school duties expected. Staff pay full market rent, council tax and utility charge.



ABINGDON

## **PARTNERSHIPS DIRECTOR**

### **JOB DESCRIPTION**

This is a new and senior role at Abingdon and is being created in order to coordinate the partnership and outreach work currently being done at the school and to develop what we are doing further in order to fulfil our vision for this aspect of life at Abingdon. The post-holder will contribute in a practical way to at least one aspect of our partnership activities (e.g. science) but will primarily be the person who formulates the strategic plan for fulfilling the vision we have established and ensures that the plan is enacted. As with all our partnership staff, they will also be expected to have a teaching commitment to a subject within Abingdon's curriculum, albeit on a reduced timetable.

We believe that the role will most appeal to teachers who already have some leadership experience (e.g. as HoD) but who perhaps are now wanting to work on a whole-school level and also want to make a transformative contribution to outreach at Abingdon. It is the kind of post that will provide an excellent platform for teachers who want to move into Senior Leadership after an appropriate amount of time with us. We are, however, open to applicants from all backgrounds and no particular subject-specialism is being looked for, except that applicants must teach a subject within Abingdon's current curriculum.

The Partnerships Director will report directly to the Headmaster and will also attend the bi-termly meetings of the Abingdon Management Team with other senior colleagues. The Governors have a keen interest in this area of school life and so the Partnerships Director is likely to be asked to attend Governors' committees from time to time as well.

The salary for this post will be based on the Abingdon Teaching scale and will be discussed at interview. The salary will be competitive and attractive.

#### **Responsibilities:**

- To lead Abingdon's outreach and partnership programme.
- To articulate and implement a strategy for the programme, in line with the ethos and values of the School.
- To lead the team of staff who have responsibility for specific aspects of the partnerships programme.
- To assess and evaluate, as far as is possible, the impact of the programme.
- To be proactive and imaginative in identifying suitable partners with whom Abingdon can work.
- To report on all work relating to public benefit in the School's Annual Accounts.
- To ensure clear and effective communication relating to outreach and partnership, both within and outside the School.
- To ensure effective coordination across the various programmes relating to outreach and partnership that already exist and to consider further areas for development.
- To align outreach and partnership work with all other aspects of school life.
- To represent the Headmaster externally when required as a spokesperson on outreach and partnership work.
- To assist the Director of Development and Alumni Relations in producing a 'case for support' in relation to fund-raising for bursaries or other outreach work.



ABINGDON

## PERSON SPECIFIC CRITERIA

### Essential Qualities

#### As a teacher:

- A good graduate degree or higher.
- Enthusiasm for and personal engagement with their teaching subject(s) along with a strong teaching track record.
- Excellent communication, organisational and classroom management skills.
- Ability to teach a subject in Abingdon's curriculum across the age range at Abingdon (NC years 7 to 13).
- A commitment to the protection and safeguarding of children and young people.
- A commitment to valuing and respecting the views and needs of children and young people.

#### As a leader of partnerships:

- Ability to contribute significantly to the vision for outreach and partnerships at Abingdon and plan for how that vision can realistically be achieved, whilst remaining mindful of the whole school aims.
- Ability to work successfully with others from a range of contexts and backgrounds, to strengthen current relationships and to cultivate new ones.
- Ability to lead a team of staff involved with outreach and partnerships with sensitivity whilst also giving them a strong sense of direction.
- Ability to maintain a strong overview of budgetary matters, ensuring that funding for partnerships and outreach is at an appropriate level and is used to best effect.
- Interpersonal skills that will ensure the wider teaching staff subscribe to the vision and share an enthusiasm for it.
- A positive approach to change and development, coupled with strong self-awareness and the willingness to learn and improve.
- Ability to maintain perspective and balance priorities.

### Desirable Qualities

- Prior leadership experience, probably as a current HoD, Housemaster, Head of Year or equivalent.
- Experience of an aspect of whole school leadership.
- PGCE or equivalent.
- Higher level teaching or leadership qualification.
- Evidence of commitment to the value of outreach and partnership work and preferably experience in running partnership schemes.

## NOTES:

- Applicants for the role should use their covering letter to expand on how they feel they will meet the leadership criteria (above) in particular, using specific examples from their experience to evidence their statements.
- The Partnerships Director will be expected to teach a reduced timetable. We feel it is important that they are fully embedded in the day-to-day life of the School, which is why they need to be a teacher, but the time allowance for the role will ensure that they have sufficient time for focus upon outreach and partnership work. They will also be expected to contribute to the pastoral and extra-curricular aspects of the School.
- As a reflection of the importance of this role at Abingdon and the strong field of applicants expected, this will be a two stage process with a long list of candidates being interviewed by Skype before a short list is invited to the school for face-to-face interviews.
- Short list candidates should expect their interview day to involve a series of interviews and the teaching of an observed lesson, as is the case for all teachers.
- Candidates who would like to talk informally about the role should contact Graeme May (the Deputy Head Academic) at [graeme.may@abingdon.org.uk](mailto:graeme.may@abingdon.org.uk).
- Tenure: as stated above, this is a new role at Abingdon. In keeping with all new posts of this nature at Abingdon, the successful candidate will be offered a permanent teaching contract at Abingdon with the Director of Partnerships role being offered on a five year tenure basis. What this means in effect is that the success of the Director of Partnerships will be reviewed before the fifth year anniversary and either the tenure will be extended for another agreed period of time or the incumbent will be expected to step down from the role and fulfil a full teaching expectation. This formal review related to tenure will be alongside the regular biennial professional development review cycle that applies to all teaching staff.

To assist in giving some context to this development at Abingdon, below is an extract from the strategy paper which was presented to governors last term (resulting in their approval for this new post):

### ***Extract from Governor strategy paper***

Abingdon has long had a focus on outreach and forming partnerships with the wider community, seen in such things as our community service programme and the high levels of annual contribution to charitable organisations over a number of years.

Our commitment to this area of our life increased significantly whilst we were planning the building of our new science centre (opened September 2015) and took the decision to appoint a teacher to initiate a series of Science partnerships in 2014. As our original plans expanded, we created the formal role of Science Partnerships Co-ordinator and since then we have created a formidable programme of events, links and opportunities the detail of which can be found at [https://www.abingdon.org.uk/abingdon\\_science\\_partnership](https://www.abingdon.org.uk/abingdon_science_partnership). A large number of science staff contribute to the partnerships programme and this year we appointed our first Science Partnerships intern to advance our work here further.

Concurrent with the launch of the science programme, we also forged a teaching link with one of our local maintained schools, Fitzharrys, which is now in its fourth year, itself developing each year to the mutual benefit of staff and pupils. An article on some of the work of the programme's third year can be found at [https://www.abingdon.org.uk/partnership\\_day\\_jun17](https://www.abingdon.org.uk/partnership_day_jun17).

As well as these two major developments, we have a member of staff with responsibility for Primary Schools Liaison and a member of the DT department who is forging DT links with other schools. More widely, we strongly encourage staff to take on governorships of maintained primary and secondary schools as part of our commitment to support and offer expertise beyond Abingdon and there are numerous other ways in which we are seeking to make links, such as offering a Latin GCSE course to local maintained-school pupils and opening up our Film Unit to external pupils.

## **Our vision for Partnerships**

We are very keen to do more. The appetite for more amongst staff and governors is certainly there and we sense that there are many opportunities that we have not yet capitalised on. We want Abingdon to become nationally known for its commitment to outreach and partnerships and for our work in this area to be meaningful, sustainable and for the mutual benefit of staff & pupils in a broad range of schools as well as the wider community.

## **Issues with the status quo & obstacles to fulfilling the vision**

At the moment, the key partnerships activities (Fitzharrys and Science) are line-managed by the DHA, who was the SLT member nominated to oversee the original instigation of these initiatives. This was clearly highly successful and both areas have grown hugely since they began. However, the rapidity and scope of the growth in Science in particular, whilst to be applauded and celebrated, has resulted in the following SLT conclusions:

- The Science Partnerships Coordinator in particular needs more regular access to a senior member of staff who can help to shape the programme within an overarching and agreed strategic Partnerships Programme.
- Similar, though not as urgent, issues have arisen with the Fitzharrys Partnership coordinator.
- There is a need to coordinate all of our Partnership efforts to ensure that they are streamlined, properly budgeted and reported on and are organised to avoid potential clashes. At the moment, the more minor scale partnership activities (such as DT, Film Unit, Primary School liaison, Latin GCSE for maintained sector pupils etc) are not happening as part of any overarching plan or with any senior member of staff acting a line manager for them.
- There is a strong desire in the school community to increase further the scope of our Partnership activities and this can certainly only happen if someone is given that task as one of their main priorities. It is the assessment of the Headmaster that no member of the SLT has the capacity in their current workload to take this on, hence the need to appoint someone specifically to this role. In conclusion, the current partnership activities have now reached a scale that requires a stand-alone senior appointment (at Abingdon Management Team level).

## HOW TO APPLY

If you would like to apply for this position you will need to register and apply on our recruitment portal via the following link: <https://vacanciesatabingdonschool.ciphr-irecruit.com>

### Completing your application

- Please read all the information provided before completing your application.
- Please note that prior to submission of your application you will be required to upload a covering letter which provides you with an opportunity to introduce yourself and explain your motivation for the role. This can be especially important if your circumstances are such that a significant pay change, career change or relocation is involved.
- Please do not send testimonials, certificates or examples of work etc., unless specifically requested in the Job Pack.

### Guidance for the completion of the section 'additional skills, experience and interests'

This is an important section of the application as it gives you the opportunity to tell us specifically why you think you should be considered for the job, showing how well your skills, abilities and experience meet our requirements. You should give clear examples rather than simply stating that you possess certain skills and abilities or simply outlining all your experiences whether relevant or not. For teaching staff it is important that you use this section of the application form to outline how you would contribute to Abingdon's 'Other Half' (extra-curricular) programme.

### References

All offers of employment within the Foundation are subject to the receipt of a minimum of two satisfactory references. One of the references **must** be from your current or most recent employer. If your current/most recent employment does/did not involve working with children, then the second referee should be from the employer with whom you most recently worked with children. **If you are or have been employed within a school, then one reference must be from the Head of your current school, or the last school at which you worked.** Neither referee should be a relative or someone known to you solely as a friend.

Shortlisted applicants for teaching posts are advised that references will be taken up **prior to interview**.

Shortlisted applicants for support posts are advised that references **may** be taken up prior to interview. Please note, unless you ask us not to we will assume it is acceptable to contact your references at any time.

### Interview Process

If you are invited for interview your visit will involve a brief session with our Human Resources Department, in order to undertake a number of checks we are required to carry out by the Department for Education (DfE).

These checks include the requirement for a satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS). A list of valid identity documents will be sent to you in advance of your interview.

In addition, we require evidence of the following:

**Identity** – passport or photocard driving licence

**Address** – document from Group 2b of the DBS List of Valid Identity Documents with current address

**Right to Work in the UK** – passport or full birth certificate

**Qualifications** - original documents confirming any educational and professional qualifications you refer to in your application

**Overseas Checks** – if you have worked or been resident overseas for three months or more in the previous five years please bring original copies of any overseas police checks that have already been completed

If you have changed your name by deed poll or any other mechanism (e.g. marriage, adoption, statutory declaration) you will be required to provide documentary evidence of the change.

During your visit with our Human Resources Department, if you have not done so already, you will be required to sign your application form in order to declare that the information you have given is accurate and true.

In the event that you are unsuccessful please be assured that photocopies of documents taken will be destroyed.

Interviews are conducted in person and will explore your suitability to work with children. On occasion, applicants will be invited to participate in a preliminary Skype interview.

### Teaching Posts:

If you are invited to interview you will be required to teach a lesson which will be observed. You will be advised beforehand as to the lesson brief. You should expect to attend a number of interviews, tour the School and meet some colleagues.

## Support Posts:

As well as a face to face interview, if relevant to the role, the selection process may include some other form of assessment e.g. administrative test, demonstration of practical skill, a presentation etc.

## Conditional Offer of Appointment

Any offer to a successful candidate will be conditional upon the following:

- verification of identity;
- verification of qualifications and professional status;
- a satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS);
- a check against the Barred List;
- a Prohibition from Teaching check (if applicable);
- a Prohibition from Management check (if applicable);
- a Check of Teaching Restrictions imposed by the European Economic Area (EEA) (if applicable);
- where the successful candidate has worked or been resident overseas for three months or more in the previous five years, such checks and confirmations as the School may require in accordance with statutory guidance;
- verification of the right to work in the UK;
- receipt of at least two satisfactory references;
- a check for gaps in your employment history;
- verification of medical fitness - completion of a medical declaration and satisfactory medical examination in certain circumstances;
- satisfactory completion of the probationary period.

## Safeguarding

All adults working at Abingdon should be aware of their responsibility to safeguard and promote the welfare of every pupil, both physical and emotional, inside and outside school. This involves ensuring that pupils are protected from significant physical or emotional harm and that there is a positive commitment to ensure the satisfactory development and growth of the individual. Everyone working at Abingdon should be aware of and, when necessary, follow the school's safeguarding guidelines, which are in line with the Department for Education's (DfE) and Oxfordshire Safeguarding Children Board's (OSCB) practice and procedures – available online at <http://www.oscb.org.uk>. The School's Safeguarding Policy can be found on the Abingdon School Website.

All new members of staff, including volunteers, agency workers and contractors are provided with the following documents and required to sign a declaration to confirm that they have read and understood them before they start work and at regular intervals thereafter:

- Keeping Children Safe in Education (Part One and Annex A)
- Safeguarding Policy
- Staff Behaviour Policy
- ICT (Staff) Policy
- Health and Safety Policy

These documents include all the relevant information about safeguarding, KCSIE, codes of conduct, missing children policy and whistleblowing policy.

In addition, individuals appointed to work in an Early Years Foundation Stage (EYFS) setting are required to complete a 'Staff Disqualification Declaration' before they start work and on an annual basis.

## Warning

Where a candidate is –

- found to be on the Barred List, or the DBS disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concerns as to his/her suitability to work with children

the facts will be reported to the DBS and the Police and/or the Local Authority Designated Office (LADO) will be consulted. If the individual is a teacher, a referral may also be made to the National College of Teaching & Leadership (NCTL).

## Queries

If you have any queries at all about the recruitment process please contact the Foundation's HR Department on 01235 849136 or [recruitment@abingdon.org.uk](mailto:recruitment@abingdon.org.uk).

Abingdon School is an Equal Opportunities employer.