



ABINGDON



JOB PACK

Head of Geography

for September 2020

Closing Date: Monday 4 November 2019 (midday)

Interview Date: Tuesday 12 November 2019

Abingdon School, Park Road, Abingdon, Oxfordshire, OX14 1DE
01235 521563 www.abingdon.org.uk



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, 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 1300 boys, currently 1050 at Abingdon School and 250 at Abingdon Preparatory School. Boarding houses are full with 140 boarders and the sixth form has around 350 boys. We employ some 380 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% 7-9 grades at GCSE (with a stunning 42% of grades at the new "9" top level) and 90% 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.

The School occupies a large and beautiful campus. Facilities are excellent with recent significant developments including a new Sixth Form Centre, library and Art department which followed the opening of a stunning Science Centre in 2015. New facilities for Economics and Business Studies and Computer Science are due to open in autumn 2020. We have also recently added to our extensive sport facilities at Tilsley Park and on the school campus which now offer some of the best sport resources in the area. The Foundation benefits from a continuous refurbishment and redevelopment plan, adding further impressive facilities to a very well-resourced school.

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.

Michael Windsor

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.

- 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 6th 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 PSHCE 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 PSHCE programme.
- Contributing, as agreed with the Second Master and the Director of the 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 2019/2020 the basic salary range is £27,948 to £56,549. 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. These vary in value, from £1,092 for minor positions up to £8,736 for the major ones.
- 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 and Director of Teaching & Learning who jointly have 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 Chromebook and/or they have access to desktop computers to assist with their teaching and administration. 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 has 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.
- 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 most recent project involved a completely new build (Beech Court) comprising a new sixth form centre, a new Library and a relocated Art Department. This opened in September 2018. At the same time we relocated the Common Room and completed the substantial reorganisation of our campus which has provided many departments with greatly enhanced facilities. Our latest project is a new building to house Economics, Business Studies and Computer Science which is due to open in Autumn 2020.



Staff Development

Abingdon prides itself on the commitment it makes to developing its teaching staff. This can be seen in a variety of ways:

- We have a very strong track record in taking on unqualified teachers (or 'pre-qualified', as we call them) and training them to become outstanding practitioners. We are very open to taking on teachers who have just finished their degrees but are also keen to receive applications from people considering a career change into teaching. Following an Abingdon-based course in their first year, our PQTs will usually undertake a PGCE, funded by the School, in their second year with us and then go on to complete their induction year.
- Our Director of Teaching & Learning and the team of assistant DTLs provide a support that underpins all we do in teaching. Together they provide training and advice for teachers, whatever stage of their career they are at, acting as mentors and coaches for the whole teaching staff.
- We have a generous annual INSET budget and encourage teachers to subscribe to external CPD courses and undertake 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.
- We have a sabbatical policy that allows established teaching staff to apply for a half term of paid leave (usually in the summer term) for them to pursue a development project of their own choosing.
- We believe strongly in distributed leadership and there are over 100 positions in the school that teachers take on beyond their teaching role in which they can show and develop their leadership skills. We have a healthy staff turnover (10-15% per year) but it is particularly noteworthy that the vast majority of staff who move on to other schools are doing so because they have won major leadership posts, for example as Head of Department, Housemaster, Deputy Head or Head.

Additional Benefits

- Relocation allowance up to £2,500, by agreement with the Director of Finance & Operations (qualifying criteria apply, for further details please request a copy of the Relocation Policy).
- 50% discount on school fees at Abingdon Prep and Senior Schools for permanent* employees whose sons satisfy Abingdon's admissions criteria (pro rata for part-time staff).
- Private health insurance for permanent* employees (taxable as a benefit in kind).
- Membership of the Abingdon Sports and Leisure Club with free access to the gym and swimming pool at agreed times. Staff are entitled to a discounted membership that allows them to attend exercise classes free of charge. Further details are available from the Sports Centre.
- Access to an Employee Assistance Programme (EAP) and a Health Risk Assessment (HRA) tool.
- Lunch and other refreshments during the school day.

* *Permanent employees are considered to be staff working under a contract of employment of a year's duration or more.*



Accommodation

The school has limited accommodation available, but will always endeavour to help where it can. Members of staff who live within boarding houses as residential boarding staff usually live rent free and do not pay for council tax or utilities. The rent, council tax and water elements of this benefit in kind are not subject to tax however the heat and light elements of the utilities are subject to tax and the value of the benefit will be declared on the annual P11D.

Members of staff who undertake boarding supervisory duties in the evenings and weekends and live in school accommodation usually receive rent free accommodation which is not subject to tax as a benefit in kind. However the tax exemption does not extend to council tax and utilities, therefore staff in this category make a monthly contribution to the cost of council tax, water, gas and electric which is recovered directly from their salary.

HEAD OF GEOGRAPHY

The Geography Department

The Geography Department currently comprises six full-time teachers, a GIS Teacher Support coordinator and two part-timers. All staff work closely together and an atmosphere of mutual support and teamwork is strongly encouraged. It is a very experienced department and has within it people who hold significant leadership roles elsewhere within the school (e.g. Upper Master [Head of Sixth Form], Director of Partnerships, Day Housemaster) as well as those newer to the profession.

Geography is a popular and successful subject throughout the whole school. It is a compulsory element of the school curriculum in the first three years (NC years 7-9) and a very high number of boys (typically 100+) choose to follow the IGCSE course (Edexcel) for years 10 and 11. In the Sixth Form Geography remains a very popular option there are currently 30 candidates in the upper sixth and a further 58 in the lower sixth. In September 2016 the department chose to follow the OCR A level course. Many boys elect to read Geography, or a related discipline, at university; this year 13 candidates started a Geography degree at university. The department regularly prepares applicants for Oxbridge.



The department consistently achieves excellent results in public examinations. As a representative example, in summer 2019, at A Level, the department achieved an A*/A rate of 70% and 84% of our iGCSE entry secured either a 9 or 8 grade. 96% of iGCSE grades were at 9-7 (the former A*/A equivalent). Full results going back many years are available on the school's website in the Academic section.

In September 2016 the department moved into substantially refurbished accommodation which comprises:

- Six dedicated geography classrooms
- A Geography staff office
- A green house area largely used to store fieldwork equipment
- Sixth form break out space
- A new flexible space for lectures and other meetings e.g. GA lectures
- A GIS suite, which forms a key focal point within the department

In recent years we have embarked on an ambitious drive to incorporate GIS teaching within all our year groups. In the sixth form, we aim to enhance the experience pupils gain whilst completing their personal investigative study and also lay a solid foundation for those who may wish to study geography at university. There is also a GIS club for the lower year groups: this operates as an extra-curricular activity.

Fieldwork is an integral part of our teaching and most year groups will have the opportunity to experience fieldwork at first hand. Abingdon town centre and Oxford act as a focus for some of the iGCSE fieldwork teaching. For the lower sixth, there is a 4 day residential field course to north Wales to prepare for the Independent Investigation. In addition, we aim to run a major overseas trip which is open to all pupils in the 3rd year and above. In recent years, we have visited India, Iceland, and The Azores.

The department actively encourages boys to attend seminars and lectures organised by and beyond the school, for example at the RGS in London and GA lectures in Oxford. In recent years we have had success in a number of national competitions including the 'Young Geographer of the Year' and essay competitions organised by the RGS-IBG. Staff members of the department are themselves encouraged in their professional development to attend seminars, conferences and other inset opportunities.

PERSON SPECIFIC CRITERIA

Essential Qualities

- A graduate with a strong academic record in Geography and a background in high-quality Geography teaching. They will be able to articulate their passion for the subject and be committed to achieving the highest academic standards.
- An outstanding classroom practitioner who teaches engaging, inspirational, active lessons across all age ranges. They will be committed to giving regular and effective verbal and written feedback to pupils in a way that supports their development.
- Knowledgeable about the work of SEN and EAL departments and how their work fits into the teaching of Geography.
- Willing to consider and reflect upon teaching methods, and to contribute to the continuing development of new ideas and practices within the department.
- Willing to make a full contribution to the life of the department, including taking part in developing shared resources and to the extracurricular activities run by the department. They will seek to innovate as well as maintain the level of current provision.
- Able to stretch the most able candidates through extension lessons, and support the least able through occasional revision lessons. They will also be able to monitor pupil progress closely and identify strategies to support individuals.
- Able to provide a strong lead to the department whilst also being sensitive to the strengths and needs of individuals. They will know how to delegate sensibly and to use the skills of a team to best effect.
- Understanding of the need to maintain good humour, resilience and understanding in working with a range of colleagues to deliver common aims.
- 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.

Desirable Qualities

- Confident and innovative in their use of ICT in the classroom.
- Experienced in leading a department already or perhaps an element of departmental life, e.g. as a 2i/c or serving as the person responsible for a key stage or particular course.
- In possession of a PGCE qualification and evidence, as appropriate, of continuing professional development.

A generic job description for Heads of Department is also included in this job pack to give an outline of responsibilities and expectations for all HoDs.



NOTES:

1. Applicants for the role should use their covering letter to expand on how they feel they will meet the person specific criteria, using specific examples from their experience to evidence their statements.
2. This post attracts 14 units of Special Responsibility Allowance (£7,644 for 2019/20). NB: Abingdon has been undertaking a 3 year review and reconstruction of its SRA system and this figure is likely to rise well above inflation for 2020/21; however the final figure will not be confirmed until later in the year. Position on the main salary scale will be reflective of the successful candidate's previous experience.
3. The availability of this post arises as a consequence of the current incumbent's decision to retire after a very substantial career at Abingdon, during which he has served in many capacities, most recently as Senior Teacher and Head of Geography.
4. In keeping with all leadership posts of this nature at Abingdon, the successful candidate will be offered a permanent teaching contract at Abingdon with the HoD role being offered on a ten year tenure basis. What this means in effect is that their performance as HoD will be formally reviewed before the tenth 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 in the department. This formal review related to tenure will be alongside the regular biennial professional development review cycle that applies to all teaching staff.
5. We feel that this job pack gives plenty of detail about the role and the School in general but if you have specific questions that need to be answered before deciding whether to make an application, please contact the Head of Geography, Mr Ian Fishpool, at ian.fishpool@abingdon.org.uk. Given this advert is being published during Abingdon's half term and Ian may not be available for conversations, we suggest you copy queries to the Deputy Head Academic as well (Graeme May - graeme.may@abingdon.org.uk). Our half term runs from Sunday 13 to Sunday 27 October.



GENERIC JOB DESCRIPTION OF A HEAD OF DEPARTMENT

The following may be taken to represent key features of a Head of Department's role at Abingdon but should not be seen to be exhaustive. Often specific HoD roles also have additional responsibilities attached to that role.

Academic Leadership

1. General organisation of the subject in the School and leadership of the department.
2. Taking a lead in setting and maintaining the School's advancement of scholarship and innovations in Teaching & Learning in general.
3. Assisting in the formulation of school policies.
4. Being prominent in advising boys and their parents on academic matters, including UCAS applications in consultation with the Director of University Applications..
5. Keeping up to date with curriculum ideas and examination specifications.
6. Monitoring of weaker candidates.

Organisation and Administration

7. Organising the setting and marking of internal examinations and Scholarship examinations as appropriate, and the provision of results.
8. Choice of exam specifications, books and teaching materials, subject in the matter of specifications to the agreement of the School's Academic Committee.
9. Updating departmental handbook, programmes of study and schemes of work.
10. Ensuring the integration of appropriate ICT within schemes of work.
11. Supervision of NEA arrangements, ensuring deadlines are met.
12. Setting arrangements, in collaboration with the Curriculum Director.
13. Administration of the departmental budget.

Managing a team

14. Selection and induction of new members of the department in conjunction with senior staff.
15. Supervision of the teaching of the other members of the department, whose timetables will be drawn up in collaboration with the Curriculum Director/DHA.
16. Monitoring of assessment of pupils by members of the department, including reporting.
17. Contributing to the professional development of colleagues, via the School's Professional Development programme.
18. Arrangements for a departmental programme of in-service training and the holding of departmental meetings.

Links beyond the department

19. Liaison with Head of Learning Support about needs of pupils.
20. Liaison with the Librarian.
21. Liaison with Examinations Officers (external and internal) about pupil entries.
22. Liaison with relevant colleagues at Abingdon Prep School.
23. Representing the School's interests in discussions with examination boards, universities or other public bodies – though it should be noted that any statement of position on an academic matter which might be interpreted as coming from the School should first be cleared with the Head.
24. Liaison with the school's Health and Safety Officer.
25. Liaison with St Helen and St Katharine.
26. Liaison with other schools through such bodies as the Haileybury Group.
27. Ensuring the department pages on the School's website are up to date and regular news of events is recorded and forwarded to the website officer.

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 ten 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 ten 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 [Keeping Children Safe in Education 2019](#), [Prevent 2015](#), [Working Together 2018](#) and the Department of Education's (DfE) and Oxfordshire Safeguarding Children Board's (OSCB) practice and procedures (these are available online at <http://www.oscb.org.uk> and also refer to <http://schools.oxfordshire.gov.uk/cms/content/safeguarding>).

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 September 2019 (Part One and Annex A)
- Safeguarding Policy
- Staff Behaviour Policy
- ICT (Staff) Policy
- Health and Safety Policy
- Data Protection Policy
- Equal Opportunities 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

Candidates 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 DBS, and/or the Teaching Regulation Agency (TRA).

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.

Abingdon School is an Equal Opportunities employer.