



# FARRINGTONS SCHOOL

## CANDIDATE INFORMATION PACK FOR THE POST OF JUNIOR SCHOOL TEACHER

(Initially working in Early Years)

**Closing Date for applications:  
12 noon on Friday 15 January 2021**

**Interviews will be held the following week**



# WELCOME TO FARRINGTONS SCHOOL



Farringtons is a truly remarkable school with both a rich history and an excellent grasp on the various demands of modern day teaching. Our dedicated and inspirational teachers are wholly committed to helping every pupil achieve their full academic potential, encouraging them to be independent, curious and creative. The school's enhanced National Curriculum provides a great deal of breadth and it is a fantastic reflection on our pupils that the extra freedom they are given to undertake specialist subjects yields such commendable results year on year.

Equally, however, we believe strongly that learning should not be limited to the classroom nor measured solely by performance in exams. We place great emphasis on providing opportunities for pupils to pursue a wide range of extra-curricular interests, on developing the art of leadership, teamwork and those all-important soft skills. This is seen not only in sport but also in Music, Drama and the Arts, as well as other activities such as the Duke of Edinburgh Award scheme.

Underpinned by the school's strong Christian ethos, we also take great pride in the quality of our pastoral care and the excellent relationships which exist between staff and pupils. Being a co-educational school, with both day pupils and boarders who choose to come to us from all over the world, we are blessed too with a very diverse and cosmopolitan community, something we consider to be a real strength.

Besides the beautiful buildings, outstanding facilities and expansive school grounds, an amazing asset given our proximity to central London, what invariably strikes visitors to Farringtons is the friendliness of everyone they meet and the sense of family. I hope that this prospectus, as well as our website, gives you a flavour of what a special place this is and I very much look forward to meeting you online and, better still, in person in the not too distant future.

David Jackson  
Head

# INFORMATION FOR THE APPLICANT

Dear Applicant

November 2020

Thank you for your interest in working at Farringtons School. From April 2021, or sooner, we are seeking to appoint an enthusiastic and dynamic **Junior School Teacher, initially within the Early Years Foundation Stage**, although we can potentially wait until September 2021 for the right candidate. There is a vibrant spirit of teamwork and co-operation within the Junior School, which makes a strong contribution in many areas to the ethos of the school overall.

The successful applicant will be a well-qualified and enthusiastic teacher who is both able to work independently and as part of a team. You should be ICT literate, prepared to be a Form Tutor and contribute to extracurricular activities. The most important requirement, however, is innovation; we are looking for a creative and imaginative classroom practitioner.

Applications from NQTs are most welcome and encouraged. The policy in the Junior School is for classes that are no larger than 20, with pupils of differing potential in our wide ability school and TA support.

For all our pupils, expectations are high: we are ardent that every child should be able to realise their potential to develop and shine. Teachers must equally be committed to our holistic approach, underpinned by the Christian values exemplified in the School's Mission Statement.

In your supporting statement please include the following points:

1. Your experience to date - specifically:
  - a. How you would develop your role in EYFS
  - b. Your views on teaching within a wide ability setting
  - c. Your use of teaching and learning styles and methods
2. What makes you the ideal candidate for the position?

Farringtons School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and enhanced disclosure through the Disclosure & Barring Service.

If you would like any further information, please contact Jack Charlton, Head of Junior School. You may like to look at our website [www.farringtons.org.uk](http://www.farringtons.org.uk) as a further source of information. Completed applications can be returned by e-mail to [recruitment@farringtons.kent.sch.uk](mailto:recruitment@farringtons.kent.sch.uk). The closing date for applications is 12 noon on Friday 15 January 2021, but early applications are recommended as we reserve the right to appoint before the closing date.

I look forward to receiving your application.

Yours sincerely



Mr David Jackson  
Head

Farringtons School aims to provide and nurture a caring, stimulating, Christian family environment that is secure and safe for all its pupils.

Our teaching, drawing from and surpassing the National Curriculum, is a successful mix of both traditional and progressive approaches to education.

As pupils move through the years, they benefit from increased emphasis on specialist teaching. This is delivered by practitioners who share their enthusiasm and knowledge for their subject.

Children are given opportunities to build confidence and self-esteem by participating in a stimulating range of academic, creative, musical and sporting activities.

We encourage all pupils to discuss and discover in order to develop enquiring minds, self-assurance and positive working practices. This is positive preparation for the next stage in their education.

## **Early Years Foundation Stage**

EYFS is based on the recognition that children learn best through play and active learning and has four themes, these are:

1. A unique child
2. Positive relationships
3. Enabling environments
4. Learning and development

Within the theme of learning and development there are seven areas. There are three prime areas and four specific areas. The prime areas develop quickly in response to relationships and experiences, run through and support learning in all other areas and are fundamental throughout EYFS:

- Personal, social and emotional development
- Physical development
- Communication and Language

The specific areas grow out of the prime areas, and provide important contexts for learning. They include essential skills and knowledge:

- Literacy
- Mathematics
- Understanding the world

The provision of the curriculum ensures that children experience a full range of learning opportunities including child initiated, teacher directed and group learning. Within the curriculum there are different ways in which children learn, known as the characteristics of effective teaching and learning. These describe how children learn across a wide range of activities; how they learn rather than what they learn. The three characteristics of effective teaching and learning are:

- Playing and exploring
- Active learning
- Creative thinking and learning

# JUNIOR SCHOOL

Reading and writing are taught through guided reading and writing sessions alongside daily phonics and supported by a structured reading scheme (Oxford Reading Tree). Phonics is taught formally using the 'Letters and Sounds' initiative.

Children are assessed through observations, conversations and photographs. Parents, staff and the children themselves all contribute to the assessment process. In the Pre-Reception class, the developmental phases are used for assessment purposes and the foundation stage profile in Reception.

## **Key Stage One**

The children in KS1 follow the National Curriculum subjects as well as personal, social, health education with citizenship. The transition from Reception to Year 1 is dealt with sensitively, especially in the first term where Year 1 children learn through play, which continues to use the principles of EYFS to develop the child's learning and social development.

Year 1 teachers use the foundation stage profiles to build an accurate picture of children's learning and progress and then move onto the School's assessment levels. All learning and teaching in KS1 is based on an enhanced Primary Curriculum with children exploring subject knowledge through a linking topic. Mathematics and English are taught daily, there are two hours per week of Science and PE, children have a weekly guided reading session with their teacher and also receive bi-lingual teaching every week in French.

Reading, writing, speaking and listening continues to be taught through the use of synthetic phonics and are supported by a structured reading scheme (Oxford reading tree). We teach structured and creative English lessons supported by the Primary Literacy Framework and all children are taught spelling. Guided writing is a precision intervention tool that is taught as part of an agreed approach through English, in order to target specific teaching skills.

Children who are more able and those with additional educational needs are identified and interventions are put in place to help address their needs. Children needing further encouragement and support may also work in small groups with our team of support staff, including the KS1 learning support teacher and qualified High Level Teaching Assistants (HLTAs).

## **Key Stage 2**

In KS2, all children continue to be taught the enhanced National Curriculum subjects as well as personal, social, health education with citizenship. Some lessons in KS2 are taught by specialist teachers from the secondary phase.

Mathematics and English are taught daily, there are two hours and forty minutes per week of Science and four hours of PE. In English, key texts or excerpts are taught throughout each year to ensure coverage of the full range of genre and skills. We teach discreet grammar, creative writing and comprehension lessons.

Children who are more able and those with additional educational needs are identified and interventions are put in place to help address their needs. Children needing further encouragement and support may also work in small groups with our team of learning support teachers.

# JOB DESCRIPTION – JUNIOR SCHOOL TEACHER

## General Description of the Post

By the direction of the Head, carry out the following professional duties of a teacher as circumstances may require and in accordance with the school's policies.

We will expect you to:

- Teach a minimum of 32 teaching periods per week out of 40 periods, you may be required for cover and this is allocated on a rota basis
- Attend early morning briefings presently at 8.00am on Monday and Thursday mornings
- Attend meetings after work including Monday evening CPD and parents evenings
- Run an extra-curricular activity / club
- Have a tutor group

## Teaching

### 1 Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

### 2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

### 3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain pupils' interest in the subject, and address any misunderstandings
- Demonstrate a critical understanding of developments in subject and curriculum areas
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject
- Demonstrate an understanding of, and take responsibility for, promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject

### 4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of teaching and learning lesson time
- Promote a love of learning and children's intellectual curiosity
- Set home tasks (if and when appropriate) and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Incorporate the use of relevant technology in lessons where appropriate
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) and drawing from the National Curriculum 2014

## JOB DESCRIPTION – JUNIOR SCHOOL TEACHER

### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment

### **6 Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas you teach, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through written records, and encourage pupils to respond to the feedback, giving dedicated improvement times in lessons

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's Behaviour Policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate and matched to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

### **8 Fulfill wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of Farringtons School
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support and being prepared to adapt practice where necessary
- Deploy support staff effectively where appropriate
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with pupils, parents and carers with regard to pupils' achievements and well-being

# JOB DESCRIPTION – JUNIOR SCHOOL TEACHER

## **Generic Responsibilities for All Farringtons Staff**

- To actively promote the aims and ethos of Farringtons
- To work within the Farringtons framework with regard to Health and Safety
- To be committed to child safety and undergo child protection screening (DBS check) and training
- To promote equal opportunities at Farringtons
- To support Farringtons commitment to the continued professional learning of all staff
- To undertake any additional duties as may reasonably be requested by the Head or members of SLT

## **Safeguarding**

- To promote and maintain the standards of the school's commitment to safeguarding children
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- Although there is no direct responsibility for children, this role will involve daily contact with pupils
- All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and enhanced disclosure through the Disclosure and Barring Service

## **Prevent Duty**

- To promote and maintain the standards of the school's commitment to ensure all staff understand the risks of radicalisation within our School and how this risk may change from time to time
- To ensure that staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised
- The School is committed to placing a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions

## **Health and Safety**

- All employees have a legal duty to ensure the safety of themselves and all the pupils and staff within the school as detailed in the Health and Safety at Work Act 1974

## **Data Protection**

- All employees should familiarise themselves with and follow the Data Protection guidelines and practices



# JOB DESCRIPTION – JUNIOR SCHOOL TEACHER

## Code of Conduct

- All Employees are expected to demonstrate consistently high standards of personal and professional conduct
- All Employees must maintain high standards of the aims and ethos of the School both within and outside school, by:
  - treating pupils, staff and parents with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the employee's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

All Employees must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

This job description will change in the light of the needs of the School, you will of course be consulted in advance by the Head and Bursar.

## PERSON SPECIFICATION – JUNIOR SCHOOL TEACHER

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> <li>Degree or comparable qualification</li> <li>Qualified Teacher Status (or NQT)</li> </ul>	<ul style="list-style-type: none"> <li>Higher degree or evidence of further study</li> </ul>
Experience	<ul style="list-style-type: none"> <li>An understanding of the learning needs of pupils of all academic abilities</li> <li>Ability to set high expectations within KS2 and a commitment to raising standards or pupil achievement</li> <li>Ability to monitor, evaluate and review pupil performance</li> </ul>	<ul style="list-style-type: none"> <li>Experience of the specific responsibilities within the job description</li> <li>Monitoring the effectiveness of teaching and learning at Foundation and Key Stages 1 and 2</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>Evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working/study placements in other schools</li> </ul>
Knowledge and Skills	<ul style="list-style-type: none"> <li>Strives for excellence in all aspects of work</li> <li>Sets high standards and expectations of colleagues and pupils</li> <li>Extensive, up to date knowledge and understanding of the primary curriculum</li> <li>The ability to support and inspire children and to encourage them to engage with learning opportunities</li> <li>An innovator – excited by change, able to turn innovative thinking into practical and successful outcomes</li> <li>Motivate pupils at all levels of ability, thus ensuring that all pupils fully access the curriculum</li> <li>Committed to cross curricular collaboration across the school</li> <li>Effective time management and organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of effective teaching practices targeted at improving progress of both individual pupils and groups.</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>Well-organised, energetic and self-motivated</li> <li>Must possess a willing attitude and have a flexible, intelligent approach to tasks</li> <li>Evidence of being able to build and sustain effective working relationships with students and staff</li> <li>Play a full and active role in the wider development of the school</li> </ul>	<ul style="list-style-type: none"> <li>An excellent health and attendance record</li> </ul>

## ABOUT FARRINGTONS SCHOOL



The story of Farringtons School began in 1908 when a group of Methodists decided to open a new girls' boarding school, effectively a 'sister school' to The Leys School in Cambridge. After looking at several sites, they settled on buying the land which Farringtons now occupies in Chislehurst, Kent. The land that the school sits on was occupied by a small mansion dating back to the 17<sup>th</sup> century. The mansion had been home to several families, including three generations of the Farrington family who lived there during the latter part of the 18<sup>th</sup> century into the early 18<sup>th</sup> century. It is from this connection that the school took its name Farringtons.

Farringtons School opened in 1911. By the early 1920s the accommodation at Farringtons was insufficient for its needs and further building work was required. In June 1925, the School was greatly honoured when Queen Mary visited to open these new buildings. She graciously gave permission for the new central area (linking the original School House to the new West House) to be named Queen's Court in her honour. In 1934, the beautiful Chapel was built and in 1936 Queen Mary made a further visit to Farringtons, this time a private one, to inspect the Chapel.

In 1994, Farringtons merged with Stratford House – a local girls' school that had opened in Bickley in 1912. Stratford House had a similar ethos to Farringtons and similar traditions. The newly merged School was sited at the Farringtons campus because more space was available for future development and a new Art & Technology Block was built and named Stratford House. In 2010, the school accepted boys into Year 7 for the first time; it is now fully co-educational, a process which has been incredibly successful and places are much in demand from both boys and girls alike.

The School continues to grow and flourish, and 2016 saw the opening of a new two-storey teaching block which provides enhanced teaching accommodation and facilities for both Science and Mathematics. The School community is proud of its beautiful 25-acre parkland setting, bordering a nature reserve on the outskirts of Chislehurst in Kent. The School's proximity to London creates a diverse environment allowing for a variety of views, opinions and styles. Farringtons is a wide ability school, and all of our students have the potential to learn and achieve high standards; both academically and non-academically. Our students are bright and enthusiastic about learning and being a part of the Farringtons community. We offer a range of courses including GCSE, A Level and BTEC allowing students to access the higher education courses, apprenticeships and careers of their choice. At Farringtons, we are successful at helping pupils to recognise their potential across the curriculum, and supporting them to achieve their very best.

## OUR AIMS AND VALUES



The school motto, ***Posside Sapientiam***, (Growing in Wisdom) influences much of what we do. Underpinned by Christian values, Farringtons School aspires to be a place of trust and respect where teachers take an active interest in the intellectual, physical, moral and spiritual development of every student. We know co-education to be the right platform for developing the interpersonal skills necessary to succeed in the modern world. The importance we place on nurturing individuality and the manageable size of Farringtons ensures that pupils do not get lost, but rather thrive in their own way – they are encouraged to ‘Develop and Shine’. Our core mission is to inspire, assist and challenge young people to achieve their potential. This is our shared mission and every employee and parent play an important role in achieving this. In order to make our vision reality, we:

- Promote the holistic development of each individual and provide the best education for every child within a supportive Christian environment
- Inspire each student to achieve success through excellent teaching, outstanding pastoral care and support and increase their desire for lifelong learning
- Create a community that promotes Christian values, giving students of all faiths or none, the opportunity to worship in a Methodist tradition, enhancing their capacity to be considerate of others
- Provide a safe and fit for purpose environment that encourages children to achieve their best
- Create an environment that prepares students for their life after school, giving them real confidence and humanity and ensures that they always feel part of the Farringtons family

## EARLY YEARS: PRE-RECEPTION & RECEPTION



The Foundation Stage is the first part of the National Curriculum, focusing on children aged between three and five. The philosophy underpinning the Foundation Stage curriculum is that learning should be structured with an emphasis on fun, relevant and motivating activities.

Farringtons' purpose-built Pre-Reception building is light, secure and spacious and opens directly onto its own outside play area. Here, the children have access to many outdoor activities, including sit and ride vehicles, sand and water play and other equipment to develop their gross and fine motor skills. The children learn through exciting hands-on activities both inside and out and are supported by our highly qualified staff. The emphasis is on learning through play, and therefore much of the curriculum is delivered through practical activities. The children enjoy painting and creative artwork, music and dance, as well as going on exploratory walks. The love of books and language is also an important aspect of their learning, as is an understanding of number.

The transition into Reception is seamless, as the classrooms are adjacent to the Pre-Reception building and staff and children come together for regular playtime and other activities. The children will attend school for a full five days and as such, they join in with many of the daily school routines, including assemblies, and Chapel. Although learning is still planned through play and practical activities, there is greater emphasis on literacy and mathematical development. The children are also encouraged to become more independent, and to develop caring attitudes towards their peers.

At Farringtons, we appreciate the importance of childhood and how the learning and development in the early stages of a child's education are critical for establishing positive attitudes and a joy for learning, which will continue throughout their school life.



## THE JUNIOR SCHOOL



The Junior School at Farringtons educates boys and girls aged 5 to 11 years old, and as we are a 'through school', learning continues into the Senior School up to the age of 18. We pride ourselves on having an integrated community of pupils, parents and teachers who help to create a close, secure and happy learning environment. Our teaching, which draws from and goes beyond the requirement of the National Curriculum, is a successful mix of both traditional and progressive approaches to education.

As pupils move through the years at the Junior School, they benefit from an increased emphasis on specialist teaching delivered by practitioners who share their enthusiasm and depth of knowledge for their subject. Children are also given opportunities to build their confidence and self-esteem by participating in a stimulating range of creative, musical and sporting activities. We encourage all pupils to discuss and discover in order to develop enquiring minds, self-assurance and positive work habits, ready for the next stage as they progress to the Senior School or other schools for secondary education.

## THE SENIOR SCHOOL



Farringtons has a long commitment to excellence and opportunity in education. The curriculum in the Senior School reflects this, providing a wide range of modern and traditional subjects from which to make final examination choices.

Small class sizes, dedicated staff and supportive teaching ensure that we are able to nurture individual needs. Pupils in the Senior School range in age from 11 – 19 years old. During the first three years, the emphasis is placed on sound preparation in basic academic skills and, during Year 9, thorough advice on appropriate GCSE options.

In Years 7 – 9, the curriculum comprises of English, Mathematics, Science, Religious Studies, Physical Education and one compulsory Modern Foreign Language; currently Spanish. In addition, pupils choose a second Modern Foreign Language, either French or German. They will also study the subjects that they may choose to continue to GCSE; these include, Art, Ceramics, Drama, Food & Nutrition, History, Geography, Graphic Design, Information Technology, Music, Resistant Materials and Textiles.

From Year 9, pupils are supported in making their GCSE option choices as part of our careers programme. Careful planning ensures that each pupil follows a balanced timetable of lessons, giving the right foundation for his or her future A Level, Higher Education or career choices. New subjects are introduced into the curriculum at various stages. In addition to GCSE, we offer BTEC Sports and Business Studies courses.

Throughout the School, pupils from overseas receive additional English tuition, leading to internationally recognised qualifications.

Form Tutors and visiting speakers provide a structured Personal, Social and Health Education course. PSHE introduces and discusses key moral, ethical and social issues at appropriate times in the pupils' lives. It aims to foster a greater understanding of today's society and to assist them in taking responsibilities for their own and their fellows' well-being.

## SIXTH FORM



Our Sixth Form programme ensures that students acquire the academic qualifications and develop the personal qualities they need to meet the challenges of Higher Education and the world of work.

Small class sizes enable our experienced teachers to nurture the talent of every Sixth Form student as an individual. This, in turn, ensures that our students have the best possible guidance during the university application process.

Farringtons offers a wide choice of A levels, some BTEC courses and EPQ qualification, so that university or career choices are not restricted to inflexible subject options. Increasingly, universities want to know about students' interests and activities as well as their academic achievements. Outstanding higher education support is given to every student.

We encourage our Sixth Formers to broaden their horizons and develop leadership skills through the Duke of Edinburgh Award Scheme, Business Enterprise Programme, public speaking, excel programme, the School House system and many other opportunities. Sixth Formers have their own study areas and common rooms where they can engage in private study, relax, socialise and make drinks and snacks.



## BOARDING



Everyone who visits Farringtons comments on the warmth of the welcome that they receive and especially the friendly, family atmosphere of our boarding houses. Boarding provides a safe, stable environment for pupils but it also offers them a huge range of new opportunities and experiences. Our caring house staff help new boarders settle in quickly and become part of the School's extended family.

Boarding is offered on a full, weekly or occasional basis, reflecting the needs of the modern family. Our comfortable, well-equipped boarding accommodation consists of homely, spacious bed/study rooms, with network and Internet access, all set amongst our beautiful grounds.

Where possible, members of the Year 13 each have their own room. All boarders are encouraged to personalise their rooms to make them feel more like a 'home from home'.

Weekends provide boarders with a valuable change of pace and there are plenty of activities on offer. A lively programme of cultural and leisure trips ensure that there is never a dull moment. The school's proximity to the M25, M2, and M20 motorway networks and to central London make it highly convenient for boarders coming from almost anywhere in the UK or abroad.

## SCHOOL GROUNDS & FACILITIES



Farringtons is set in 25 acres of beautiful grounds and is fortunate enough to have an extensive range of buildings and facilities.





# HOW TO FIND US



## BY ROAD

### Approaching from the M25

- Leave the motorway at Junction 3 and take the exit marked A20 London/Lewisham
- Continue until you reach the turn off for the A222 - signposted Sidcup/Chislehurst/Bromley
- Take the first exit at the roundabout, which is Perry Street

**\*\*Continue past the BP Garage and Old Perry Street until you see the School sign. The entrance to the school is on the left-hand side. Once you are in the grounds bear left towards East House Reception.**

### Approaching from Bromley/Petts Wood (A222)

- From Bromley take the A222. You will come to a junction with traffic lights at Chislehurst with a War Memorial on the left-hand side
- Go straight ahead at the lights and continue until you see the Farringtons School sign
- You will not be able to turn right here as there are bollards in the centre of the road
- Continue and take the next turn on the right (Old Perry Street)
- Take the first entrance on the right which takes you into the school car park
- If approaching from Petts Wood, turn right at the traffic lights with the War Memorial, or turn left if approaching from Chislehurst

### Approaching from the M20

- Stay on the M20 until it becomes the A20 London bound
- Continue as directed from M25 \*\*

### Approaching from London A20

- Take the turn off marked Sidcup/Bromley/Chislehurst which leads to a large roundabout
- Take the third exit marked Bromley A222
- Continue as directed from M25

## BY BUS

- Buses 160, 638, 269, 625, 661, 162, 161, 61 and 273 all stop within five mins walking distance of the school.

## BY TRAIN

- Trains run from Charing Cross, Waterloo East or London Bridge to Chislehurst Station (approximately every 20/30 minutes).

- For details of precise train times, please telephone Train Enquiries on 08457 48 49 50.

## BY AIR

- Gatwick airport is approximately 45 minutes away and can be reached easily from the M23/M25.

- Heathrow Airport is approximately 1 hour 30 minutes away and can be reached from the M4/M25.

## KEY FACTS

Type of school:	Co-educational boarding 11–18 and day students 3-18
Age range:	3-18
Number of pupils:	700
Number of boarders:	50
Religious tradition:	Methodist
ISC association:	Society of Heads
Affiliation:	Boarding Schools Association



## FARRINGTONS SCHOOL

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