



Key Stage 2 Teacher Candidate Specification

March 2024

Dear Applicant

Thank you for your interest in the role of Key Stage 2 Teacher at Edge Grove. This is a full-time position starting on 1st September 2024.

The School seeks to employ an inspiring, child-centred and dynamic individual who will work collaboratively and proactively to celebrate and promote the excellence of Edge Grove's Mission, its core Values and its pupils' remarkable progress and outcomes.

The successful candidate will place children at the centre of their thinking and work with teaching and non-teaching colleagues alike to ensure the best possible outcomes for each child. They will be solution-focused, outstanding oral and written communicators and recognise and celebrate our community's unique cultural diversity. They will be excellent analytical thinkers and innovators, active learners and strategic thinkers, who are keen to develop their teaching roles in pursuit of future managerial role. They will be critical, creative and original thinkers able to use their initiative. They will demonstrate excellent teamwork and leadership skills and be passionate about influencing communities for the better. They will be resilient and flexible in approach to problems and possess outstanding reasoning, problem-solving and ideation skills. They will lead by example in all of these skills in pursuit of an outstanding future career in education. The successful candidate may have previous experience of working in independent schools, but this role is equally open to applicants who have never taught in independent schools. They will enjoy engaging with prospective, current and former pupils, teaching and non-teaching staff, parents and governors. They will demonstrate excellent administration, leadership, organisational and communication skills, be able to multi-task effectively in a busy and demanding environment, have a high level of emotional intelligence and empathy and be able to work effectively with all stakeholders at all times.

'Welcome to the Pride' is the School's strapline, which articulates the warmth and strength of our diverse child-centred community in which children are at the centre of our thinking. Edge Grove provides children with 60 acres of beautiful estate, heritage buildings, wonderful facilities and the educational space for children to grow and develop. Our pupils feel a strong sense of belonging and pride in our community and devised the 16 core Values of the School, living within them. They develop independence and confidence as they move up through the School and develop the ten core skills identified by the World Economic Forum as those which will future-proof them for a future life and love of learning and fulfilment. We want children to develop their own unique character and creativity in pursuit of future happiness and success and in doing so to make their prep school days the best they can be.

The candidate specification which follows identifies the scope of the role, including the breadth of activities and personal specifications, but is not exhaustive. I hope that it provides you with all of the information that you need about the role. If you have any further questions, please do not hesitate to contact me or refer to the School website at www.edgegrove.com. If the words above strike a chord and you would like to play a part in the School's educational development, please read on!

I look forward to receiving your application and meeting you.

Yours,



Ed Balfour
Head

Edge Grove School Mission and Values



Edge Grove is a leading UK prep school for boys and girls aged 3-13.

Whatever their unique heritage and identities, all pupils develop **Integrity**, **Independence** and **Inspiration**.

INTEGRITY

Pupils feel healthy, safe, happy and proud to belong and be a unique part of the Edge Grove community. They enjoy friendship and fun, promote kindness, and live and grow in alignment with the following self-elected 16 core Values:

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|------------------|-------------------|---------------|---------------|
| 1. Confidence | 5. Unity | 9. Creativity | 13. Kindness |
| 2. Passion | 6. Responsibility | 10. Integrity | 14. Respect |
| 3. Determination | 7. Risk-Taking | 11. Trust | 15. Humility |
| 4. Diversity | 8. Sportsmanship | 12. Empathy | 16. Tolerance |

INDEPENDENCE

Pupils develop, through child-centred active learning, intellectual, physical and spiritual confidence and independence, self-motivation and agency across a broad range of academic, co-curricular and pastoral activities and experiences. They ask and answer questions, develop curiosity, a Growth Mindset, passion and entrepreneurship.

INSPIRATION

Pupils hone the following transferable, lifelong World Economic Forum skills for future success and personal fulfilment:

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|--|---|
| 1. Analytical thinking and innovation | 6. Creativity, originality, and initiative |
| 2. Active learning and learning strategies | 7. Leadership and social influence |
| 3. Complex problem-solving | 8. Reasoning, problem-solving, and ideation |
| 4. Critical thinking and analysis | 9. Emotional intelligence |
| 5. Resilience, stress tolerance, and flexibility | 10. Technology design and programming |

Job Description

Post: Key Stage 2 Teacher
Responsible to: Assistant Head Middle Department

PROFESSIONAL RESPONSIBILITIES

- **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.
- **Promote good progress and outcomes by pupils**
 - Be accountable for pupils' attainment, progress and outcomes;
 - 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;
 - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- **Demonstrate good subject and curriculum knowledge**
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
 - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
 - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- **Plan and teach well-structured lessons**
 - Impart knowledge and develop understanding through effective use of lesson time;
 - Promote a love of learning and children's intellectual curiosity;
 - Set homework 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;
 - Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- **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.
- **Make accurate and productive use of assessment**
 - Know and understand how to assess the relevant subject and curriculum areas, 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 accurate marking, and encourage pupils to respond to the feedback.
- **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 to pupils' needs in order to involve and motivate them;
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- **Fulfil wider professional responsibilities**
 - Make a positive contribution to the wider life and ethos of the school;
 - Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
 - Deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
 - Communicate effectively with parents with regard to pupils' achievements and well-being;
 - Report on and celebrate achievements;
 - Ensure that the teaching space is stimulating, well-resourced and includes a range of interactive displays that not only reflect pupils' learning but can also be used as an independent learning tool;
 - Act as a Form Teacher.



An Edge Grove teacher demonstrates consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions o 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.
- Teachers must have proper and professional regard for the ethos, policies and practices of Edge Grove, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The School reserves the right to review and change this job description according to its needs.

CHILD PROTECTION

In the context of their employment a member of staff will frequently be in the presence of children and will have appropriate levels of training in child protection. All members of staff comply with the School's Child Protection and Safeguarding Policy that is posted on the School's website. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risk to the safety and welfare of pupils, they report concerns immediately in accordance with the Policy.

What is set out above amounts to a statement of what may be regarded as minimum expectations, not an exclusive summary and may be amended at the reasonable discretion of the Head to meet the changing needs of the School.



SALARY AND BENEFITS

Edge Grove offers its staff attractive salaries and pay progression compared to the wider education sector. We reward experience and responsibility and will discuss the salary for this position with candidates at interview.

Other benefits include:

- Access to The Aviva Pension Trust for Independent Schools (APTIS) This is a defined contribution pension scheme for teaching staff;
- Life Assurance Cover which provides death in service cover;
- Free school lunch and refreshments during term time whilst the kitchen is operating;
- Parking on site in designated areas at no cost, although all vehicles are parked at the driver's risk;
- Access to an Employee Assistance Programme;
- School fee discount for teaching staff whose children are Edge Grove pupils, subject to the School's normal admissions procedures;
- Cycle to Work Scheme.

TERMS & CONDITIONS OF EMPLOYMENT

- All appointments are subject to an enhanced check with the Disclosure and Barring Service and at least two references from past employers, including any school employment during your career.
- Support staff appointments are subject to a probation period of six months and during this, notice is eight weeks on both sides.
- All staff comply with the School's Child Protection and Safeguarding Policy.
- All staff set an example to pupils and dress appropriately at all times;
- The School operates a no smoking and no vaping policy;
- The School takes its obligations under the Health & Safety at Work Act seriously and the post holder requires all staff to comply with all aspects of the School's Health & Safety Policy, particularly in relation to safe working practices;
- All staff keep up to date with the School's current policies and posted on the staff shared drives;
- The School reserves the right, for operational reasons, to transfer you to alternative duties. For this reason, it is a condition of employment that you are willing to do so, if requested, from time to time.

DATA PROTECTION

The School collects personal data during the recruitment process, which it adds to the successful candidate's employment record. The School retains application information on unsuccessful candidates for six months after the completion of the recruitment process; after this, it will securely destroy it. For further information on how we use your information and with whom we share it, please refer to the Staff Data Protection Privacy Notice available on our website.

RECRUITMENT & SELECTION

Edge Grove School Trust Limited is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All applicants undergo child protection screening. This post is exempt from the Rehabilitation of Offenders Act 1974. The School carries out pre-employment checks, seeks references and conducts an Enhanced DBS check and other relevant checks with statutory bodies on the successful candidate.

We comply with the Disclosure & Barring Service (DBS) code of practice and have a written policy on the recruitment of ex-offenders as part of our Recruitment, Selection and Disclosures Policy. If you are shortlisted, you will declare any relevant convictions, adult cautions or other matters which may affect your suitability to work with children. As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now protected (filtered) and should not be disclosed to potential employers, and employers cannot take these offences into account. Guidance will be provided when you are invited to interview.

Please read the Recruitment, Selection and Disclosure Policy which is available on our website and should be read before making your application.

Please fully complete an application form which can be found on the About Us / Job Vacancies page on our website www.edgegrove.com. Please email the completed form and an accompanying letter of application addressed to the Head, to hr@edgegrove.com. Applications must arrive prior to the closing date and time. CVs are not accepted.

Please refer closely to the 'Notes for Applicants' page in the application for employment and ensure that you are aware of your responsibilities relating to the declaration of criminal convictions and cautions for a position within the School.

Please note that due to the volume of applications we receive, we are unable to provide individual feedback except to those candidates who are invited to interview.

The School is committed to being an equal opportunities employer. To enable us to make any reasonable adjustments please let us know at application stage if you have any special requirements.

To arrange an informal visit to the School or to discuss the role in confidence, please contact the Head via hr@edgegrove.com or 01923 855724.





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edgegrove.com

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