



MONKTON PREP HEAD of ENGLISH and DRAMA

Closing Date: Wednesday 7th March at midday
Interviews: Week commencing Monday 12th March 2018

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General Information for Candidates Applying for Posts

Monkton is one of the country's best known smaller independent boarding schools. It is a Christian school with worldwide connections and interests, having been founded in 1868 within the mainstream evangelical tradition.

Monkton Combe School is seen by parents to be a caring community which fosters a balanced education, as well as encouraging the pursuit of individual excellence. It is a friendly school where pupils develop their personal values in the context of a community where tradition, creativity and adventure are positive features. The expression of the School's ethos can be found in many fine examples of Monktonians achieving positions of leadership in the church and in other areas of life both nationally and internationally.

A single board of Governors governs the entire School; a single Bursarial staff provides an administrative service to the whole School. Monkton is a registered charity and is incorporated as a company limited by guarantee. The Principal acts as both the Head of the Senior School and as the CEO of the group of schools. The Director of External Relations, and his office, supports all parts of the School in respect of fundraising, alumni relations, marketing, and PR. The whole school Leadership Team (ELT) comprises the Principal, who chairs it, the Bursar, the Development Director and the Head of the Prep and Pre-Prep School.

It is expected that candidates for teaching posts will support the Christian aims and educational philosophy of the School. Staff are warmly invited to attend Chapel, which is at the centre of the School's life, and to become involved in the more informal elements of Christian life in the School.

Monkton seeks to be a caring and well-ordered community which fosters a balanced education as well as encouraging the pursuit of individual excellence. It is a friendly school which believes in traditional values. The confidence, integrity, sensitivity and ambition of our pupils are priorities and we are eager to educate character, as well as intellect. It expects that all full-time members of the Common Room will be committed to the concepts and challenges of boarding school life, wishing to contribute widely outside the classroom within pastoral, sporting and other extra-curricular spheres.

Prep School

Monkton Prep School has occupied its current site for 105 years. The site is located within an area of outstanding natural beauty, is less than a mile and a half from Bath city centre and within easy reach of London, Cardiff and Southampton via an excellent train service. Pupils enjoy a broad and excellent programme within a framework of outstanding pastoral care, both for boarders and day pupils. Currently there are 240 pupils of whom 35 are full boarders. Flexi-boarding is also an option many pupils choose at some stage during their time at the school.

Facilities include an indoor, four lane, 25m swimming pool, a 300 seat auditorium, one full-sized and one half-sized astro pitch, tennis courts, outstanding sports pitches, an ICT suite, two science labs and a magnificent view over the Somerset hills to the South West.

The School is managed day-to-day by its Senior Leadership Team and the staff is strong, experienced, supportive and highly capable. The School employs Graduate Teaching Assistants, usually recent graduates, who assist in boarding duties, activities, sports and some teaching. The Prep School support staff are loyal, effective and very much part of the community.

Whilst the majority of the Prep pupils move seamlessly to the Senior School, in recent years pupils have gone on, often with scholarships, to Canford, Marlborough, Cheltenham Ladies College, Badminton, and Sherborne. The Prep School is the only school in Bath for which prepares pupils for Common Entrance and 13+ entry to senior schools.

Monkton Prep is a caring and vibrant community which fosters a balanced, all-round education as well as encouraging the pursuit of individual excellence. It is a friendly school which believes in traditional values. The confidence, integrity, sensitivity and ambition of our pupils are priorities and we are eager to educate character, as well as intellect, aiming to instil in the pupils a lifelong love of learning.

Monkton Prep School is looking for an innovative, cutting edge Head of English & Drama. This post would suit someone with exceptional teaching and learning skills and the desire to share and promote a love of English within the school community. Scope for refreshing our current curriculum and leading on a bespoke and exciting English and Drama journey from Year 3 - Year 8 is available.

The Post

The candidate will be an outstanding teacher of English, have experience teaching Key Stage 2 and 3 and have the energy and enthusiasm to stretch and challenge our most able pupils. The school is going through a significant shift in teaching and learning provision as we reflect and consider the needs of preparing our pupils for the 21st Century.

As a Prep school, Monkton is looking for candidates who are fully prepared to be involved in a boarding ethos environment - duties include weekends, possibly evenings and our Saturday school, fixtures and whole school events mean that our passionate teaching time are all involved with our pupils out of the classroom.

The salary offered is in accordance with the Monkton Combe Teaching scale. The post is eligible for Teachers Pensions.

The English Department

English is taught to all pupils in a mixture of mixed ability, setted or streamed forms thereafter depending on the needs and age of the pupils. The English curriculum follows National Curriculum guidelines up to and including Year 6. In Years 3 to 6 aspects of the National Literacy strategy are employed where appropriate and there is overlap with the IPC curriculum which we introduced in September 2017. In Years 3 - 6 children are class or form based and Year 7 and Year 8 are streamed into three forms, one aimed at Scholarship and the other two at Common Entrance. The upper class would contain those children who could be taking an academic award in Year 8. The lower streams are aimed at Common Entrance. In Years 7 and 8, the Common Entrance syllabus is followed unless a child is taking a scholarship, in which case the appropriate syllabus is taught.

General Teaching Job Description

Introduction

All members of staff should at all times support, and work within the framework provided by the school's Statement of Purpose.

The post holder is responsible to the Headmaster of the Prep School at all times.

The post holder should at all times maintain confidentiality of all information received as a result of working within the school.

Job Purpose

To ensure the effective education of the pupils for whom you have class/group responsibility, giving attention to their development spiritually, morally, socially, emotionally, physically and intellectually.

To ensure continuity and progression of policy and schemes of work within the agreed areas of responsibility as listed above.

1. Key Responsibilities

- To the children for whom you are responsible at any one time; for outstanding learning and good behaviour.
- To pupils and colleagues for your own professional behaviour.
- To colleagues for their professional development.
- To parents and pupils, to ensure effective and constructive home/school liaison.
- To the Headmaster of the Prep School, the Principal and Governors of the school.

2. Key Tasks

- To ensure the effective education of the pupils in your care, in line with the school's Aims and Objectives, Policies and Schemes of Work.
- To plan, provide and review class based activities that lead to the effective education of the children in your charge.
- To maximise the ability of each child in all areas of his/her development and to differentiate work according to ability.
- To ensure the good behaviour and safety of all children in your care, and to develop within them positive attitudes towards themselves, adults, peers, property and work.
- To participate in agreed school assessment procedures, and maintain effective records in relation to the progress of the class and individual children.
- To develop and maintain a harmonious and constructive home/school partnership.
- To share in the development of positive school/community relationships.
- To consult and inform parents regarding the curriculum, progress, attainment and attitudes of their children.
- To attend Staff Meetings, Open Mornings, Parents' Evenings, Inset Days and other occasions as directed.
- To participate in arrangements for further training and the development of your own professional skills and knowledge and to be self-driven with a genuine curiosity about education and learning
- To participate in reviewing and writing non-subject Policies.
- To create a stimulating, lively, orderly and tidy environment for all children in your care,

instilling in them good habits and respect for their environment.

- To lead or participate in extra-curricular activities as is reasonable and is directed by the Headmaster of the Prep School.
- To be part of the advertised duty rota including boarding duties at weekends and evenings.
- In conjunction with the Head of Department, to keep Long Term, Medium Term and Short Term Plans for all areas of the curriculum, making these available at all times to the Deputy Head Academic.

3. Key Tasks Relating to Assigned Area/s of Responsibility

a) Curriculum

The role of the Head of English & Drama teacher will be:

- To report initially to the Deputy Head and to assist her in developing an even more exciting and innovative curriculum in Key Stage 2 and 3, including the CE syllabus
- To report to the Academic Leads of Junior and Senior sections of the school regarding particular areas of the English and Drama curriculum for those sections
- To deliver the English and Drama syllabus to classes across Years 5 to 8 and be able to advise Years 3 & 4
- Transfer points from Year 2 - 3 and Year 8 - 9 are essential in the continued provision for pupils moving between different parts of the school and liaison between is considered vital
- To coordinate and administer reading and spelling schemes in Years 3 - 8
- To liaise with the Learning Support Department about children with special educational needs plus extending our able children
- To maintain the ongoing development of schemes of work and to ensure their relevance and accuracy
- To keep abreast of current educational thinking with regard to English at KS2/3
- To run departmental meetings and lead them through new initiatives and training as required

b) Communication

- Communicate effectively within the school.
- Act as consultant to colleagues.
- Encourage positive attitudes.
- Inform newly appointed colleagues of school Policy and give support as required.
- Communicate with the wider community, e.g. parents, governors etc. as appropriate.
- Liaise with other agencies and support service as necessary.

c) Assessment and Monitoring

- Assess and evaluate the delivery of the curriculum throughout the school, ensuring consistency with school policies and the National Curriculum as appropriate.
- Assist in the process of monitoring and moderating levels of achievement within the school, this is an area of development within the school so to be familiar with assessment after levels is an advantage.
- Observe the teaching of the agreed curriculum in other classes and look at children's work.
- Oversee the development and use of agreed systems of record keeping.
- Familiarise yourself, advise on and support the implementation and use of agreed assessment procedure at all levels.

- Review and write development plans for the given subjects.

d) Resources

- Evaluate existing resources.
- Manage the purchase and deployment of resources – keeping shelves, cupboards, rooms and areas ordered and tidy.

e) Professional Development

- Attend appropriate courses and report back.
- Keep up to date by personal reading, blogs, professional dialogue, working parties, action research

4. Other duties

- a) Member of staff may be required from time to time to undertake other duties as is reasonably directed by the Head. This includes duties in the school day and after school for activities, prep and boarding.

NOTE This document does not direct the particular amount of time to be spent on carrying out tasks and responsibilities and no part of it may be so construed.

General Teaching Person Specification

	Essential	Desirable
Qualifications	<p>Evidence of qualified teacher status e.g. B.Ed. PGCE.</p> <p>Evidence of relevant INSET and commitment to further professional development</p>	<p>English Degree</p> <p>Evidence of Middle Leadership training</p>
Experience	<p>Experience of teaching English at Key Stage 2 and 13+ CE (this should be evidenced in teaching practice for NQTs).</p>	<p>Evidence of teaching 13+ Scholarship</p> <p>Evidence of having taught drama and led on performances.</p> <p>Evidence of leading small groups/department</p>
Knowledge and Understanding	<p>Theory and practice of providing effectively for the individual needs of all children (e.g classroom organisation, effective teaching and learning styles;</p> <p>Equal Opportunities, Health and Safety, SEN and Child Protection knowledge</p> <p>Experience of effective planning, monitoring assessment and record keeping to promote high quality teaching and learning.</p>	<p>To be up to date with 21st Century skills needed for our pupils - Building Learning Power, Making Thinking Visible, the 7 Cs from Bill Lucas; all are areas we are developing in our school.</p>
Skills	<p>Ability to create a happy, challenging and effective learning environment.</p> <p>Commitment to working as part of a team and encouraging others.</p> <p>ICT literate</p> <p>Sound organisational skills</p> <p>Ability to communicate well and establish firm and consistent boundaries.</p> <p>Able to form excellent relationships with children, staff and parents.</p> <p>Proactive / problem solving skills.</p>	<p>An ability to coach one or more of the following sports:</p> <p>Rugby, Hockey, Netball, Rounders, Cricket, Swimming, Athletics, Tennis</p> <p>IT in the classroom would be a real advantage. We have recently taken on our first Director of Digital Learning and so we shall be moving forward on the application of IT in our learning.</p>
Professional Development	<p>Values Professional Development</p>	<p>Evidence of recent professional development activities</p>

Personal Attributes	Sympathy with the School's Christian Ethos A good sense of humour Patience/Creativity/Initiative Flexibility/Adaptability/Reliable	
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Application and Interview Process

Applicants should write to the Headmaster, Mr Martin Davis, enclosing a letter of application, completed application form and full curriculum vitae, with details of their qualifications and experience.

They should also supply the names and addresses and, if possible, telephone numbers and email addresses of two referees. The closing date for applications is Wednesday 7th March at 5pm.

Interviews will take place during the week beginning Monday 12th March and will include but is not limited to teaching a lesson, a short session with pupils and interviews with the Headmaster and Deputy Head.

References

References will normally be taken up before interviews are held, and any candidates who would prefer this not to take place should contact the Head's PA. In this case, an appointment may be made subject to satisfactory references.

Open references will not be accepted and applicants should be aware that the School telephones referees to verify letters received.

One reference must be from an applicant's most recent employer, and another from their most recent school employer, where these are not one and the same.

Qualifications

Schools are required to verify all qualifications which applicants have. To this effect, interviewees are requested to bring original exam and other certificates to interview. These will be copied and returned to interviewees during their visit. In addition, photographic ID should be brought to interview for the same purpose.

Terms and Conditions of Employment

Short-listed candidates will be given a copy of the School's Payroll and Personnel Policies at interview which should answer many questions which applicants may have. In addition, all appointments are conditional on full and truthful answers in all sections of the application form. **Omissions and false entries on the application form may lead to the withdrawal of an offer or termination of employment.**

Expenses

Travelling expenses will be refunded to candidates. The rate for those travelling by car is 40p per mile for the first 100 miles of the journey and 35p per mile for any additional miles. Similarly, standard class rail expenses, plus taxi fares from Bath Spa railway station will be refunded. Any candidates travelling by air should check before purchasing tickets that the School will refund expenses if the ticket price is greater than £75.

Contact Details

If you would like any more information about the role please do contact Deputy Head, Helena Grant on granth@monkton.org.uk

Headmaster's PA:

Mrs Sue Christley
Monkton Prep School
Combe Down
Bath
BA2 7ET

Tel: 01225 831202

Email: mpsadmin@monkton.org.uk



HEAD OF ENGLISH AND DRAMA Safeguarding and Child Protection incl EYFS (Nov 15)

Monkton takes Child Protection very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

Specific Objectives

- 1 To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
- 2 To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
- 3 To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
- 4 To maintain links with parents and representatives of outside agencies.
- 5 To view seriously any instances of bullying and to deal with them effectively.
- 6 To ensure that all members of the school staff understand Child Protection procedures and Prevent duties and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
- 7 To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found through URL:

https://docs.google.com/document/d/1FZCg7yFnaQkCqR_CkmG3FgVq99YnQAg_Svrmt0FR_Ck/edit

If you are unable to access the internet, please request a hard copy.



HEAD OF ENGLISH AND DRAMA – Equal Opportunities Policy, including EYFS (Nov 15)

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

The Equal Opportunities Policy Statement

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.

3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.
5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

Policy Statement on Harassment at Work

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which in serious cases, may be classed as gross misconduct, resulting in instant

dismissal. The highest standards of conduct are required of everyone, regardless of seniority.

2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.
3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
4. Examples of unacceptable conduct include:-
 - verbal abuse, or insulting behaviour
 - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
 - the display or circulation of sexually suggestive or racially abusive material
 - bullying, coercive, intimidating or threatening behaviour
 - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
 - persistent teasing or constant unfounded criticism of the performance of work tasks
 - unsolicited or unwelcome sexual advances, including touching, staring or commenting
 - comments of a sexual nature about a person's appearance or dress
 - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's

superior. Reference should be made to the Grievance procedure in the Personnel and Payroll Policies.

Statement to Prospective Parents

We do not discriminate in any way regarding entry and the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements. See also Special Educational Needs policy for policy relating to pupils.