

# SWANBOURNE HOUSE



**Head of EYFS**  
**CANDIDATE PACK**

# THANK YOU FOR YOUR INTEREST IN THE ROLE OF HEAD OF EYFS AT SWANBOURNE HOUSE.



At Swanbourne House our mission is to unlock and develop the confidence and individual talents of each child by providing our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.

In the context of a character and values education we ensure that our day and boarding pupils are well prepared for their next school and adult lives in a fast-moving and challenging globalised world.

Additionally it is our aim to provide our staff with the support which you need so that you can respond enthusiastically to the challenges which being part of a busy school entails.

At Swanbourne House we take a particular pride in our reputation for a broad education and we recognise that this is built very much on the commitment and skills of our staff.

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**Mrs Jane Thorpe**  
**Head at Swanbourne House School.**

## OUR VISION

- > To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
- > To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
- > To ensure both day and boarding pupils are well prepared, within the context of a character and values education, for their next school and adult lives in a fast-moving and challenging globalised world.

# DISCOVER THE #SWANBOURNESPIRIT

Swanbourne House School is a co-ed prep school for ages 4 to 13 based in the Buckinghamshire countryside, around 20 mins from the thriving new town of Milton Keynes.

Our curriculum provides a broad education with strong academic foundations, allowing pupils with a range of abilities, interests and learning styles to flourish.

It's a **progressive approach** that ensures children are ready to take on the challenges of the next stage of their education with courage and confidence. In September 2019, we replaced Common Entrance with the Pre-Senior Baccalaureate, an assessment model that seeks fairly and accurately to quantify a pupil's all-round achievements in Year 7 and Year 8. A final summative Baccalaureate Certificate accompanies the transfer to senior schools and offers a 360° assessment of a pupil's progress, knowledge, skills and attitudes.

The breadth and balance within the curriculum entices pupils to engage fully in the range of lessons they have each day. Activity and investigation enable our pupils to be confident in thinking for themselves and to be resilient when problem solving.

**An education at Swanbourne House School has a hands-on feel where children increasingly take ownership of, and pride in, their education. We are passionate about developing in the children, genuine awe, wonder and curiosity at the complexities of life and the world about us – past, present and future.**

# HEAD OF EYFS

## THE ROLE OF KEY STAGE TEAM LEADER

- To coordinate planning, assessment, teaching and learning within EYFS liaising with others, as necessary to ensure coherence, continuity and progression across the curriculum.
- To ensure excellence in the quality of teaching and learning across all subjects in EYFS.

## REPORTING

- Key Stage Team Leaders plan under the guidance of the Head of Lower School and report on academic and pastoral issues to the Head of Lower School.

## AREAS OF RESPONSIBILITIES & KEY TASKS

- To work with members of the EYFS team and subject leaders to develop annual and termly planning models - making full use of opportunities for cross curricular learning
- To oversee the provision of coherent, enriching, relevant and vivid learning experiences across EYFS
- To work with subject leaders to raise standards
- To encourage collaborative planning and the sharing of good practice across EYFS
- To ensure that school resources are being used effectively in your KS to raise standards (e.g. interactive whiteboards, the library, the ICT suite, the Art Room etc.)
- To oversee the ordering of basic resources for EYFS
- To set the ethos and tone in line with the school's policies
- To work with colleagues to design and maintain an effective teaching and learning environment
- In collaboration with the Head of Lower School, to liaise with the other KS leaders to ensure that pupils make a smooth transition and that previous attainment is built on
- In collaboration with the Head of Lower School, to assist in the performance management of teaching staff

As the Head of EYFS you will also have full time responsibility as an EYFS Class Teacher.

## RESPONSIBILITIES OF LOWER SCHOOL CLASS TEACHER

- The Lower School Class Teacher is responsible under the direction of the Head of Key Stage and the Head of Lower School for overseeing the academic and pastoral development of the children in their class and teaching core and additional subjects within the timetabling arrangements of their year group.

## REPORTING

- Teachers in the Lower School plan under the guidance of the Head of Key stage and report on academic and pastoral issues to the Head of Lower School

## AREAS OF RESPONSIBILITY & KEY TASKS

### Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying and meeting the needs of SEND or very able pupils
- Providing a clear structure for lessons maintaining pace, motivation and challenge
- Assessing, recording and reporting on the development, progress and attainment of pupils to inform future planning
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour and standards of work
- Using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Using effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Selecting appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught

- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of any classroom support
- Encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning
- Providing pastoral support and advice for pupils in the form group. Helping pupils to develop socially and academically
- Encouraging their involvement in all areas of school life including extra-curricular activities
- Maintaining displays of pupils' work and subject resources in the classroom
- Taking part in organising and supervising educational visits
- Making an active contribution to whole school events

### **Monitoring & Assessment**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress
- Assess and record pupils' progress systematically and keep records
- Check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- To prepare and present informative reports to parents

### **Curriculum Development**

- As a team member contribute to the school curriculum
- To follow schemes of work as provided by the Head of Key Stage, Head of Lower School and Heads of Subject
- To contribute to the whole school's development activities

### **Whole School**

- To support the development of the values and mission statement of the school
- To participate and engage in in performance management activities
- To attend and lead Assemblies when requested
- To attend assemblies, staff meetings and pastoral meetings
- To participate in the safe-guarding, health and safety of pupils and staff at all times
- To offer an extra-curricular activity
- To participate in school duties, as required

### **Professional Development**

- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff
- Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction
- To participate in INSET provided by the School during the period of employment
- To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal
- To keep records of INSET attended

### **Communication**

- Communicate with pupils, parents and carers

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school

## SAFEGUARDING

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.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times.

If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Head.

## YOUR APPLICATION

### DATE OF APPOINTMENT

January 22 (or as soon after as possible)

### ALLOWANCE

£3,500

Please submit a cover letter and a completed application form to  
[personnel@swanbourne.org](mailto:personnel@swanbourne.org)

### CONTRACT TYPE

Permanent

### DEADLINE FOR APPLICATIONS

9am Monday 4th October  
Interviews will take place on Friday 8 or Monday 11 October 2021

### REPORTING TO

The Head of Lower School

*We reserve the right to withdraw the advert before the closing date.*



**FOR ENQUIRIES ON YOUR  
APPLICATION:  
01296 720264  
[PERSONNEL@SWANBOURNE.ORG](mailto:PERSONNEL@SWANBOURNE.ORG)**



**SWANBOURNE HOUSE**

THE *Stowe*  
GROUP