



Appointment of
Lower School Teacher

SWANBOURNE HOUSE
BUCKINGHAMSHIRE

WELCOME TO SWANBOURNE HOUSE



Swanbourne House is an incredibly special and beautiful place to work. We are lucky to have state-of-the-art classrooms, outstanding sports facilities and grounds that genuinely need to be seen to be believed.

I am passionate about providing the most inspiring education to the children in our care and working together as part of a team to create the extraordinary. The Swanbourne House pupils and their families benefit from highly talented staff, and we work together in a culture where every view is valued, we support each other and colleagues' wellbeing and morale is prioritised.

Swanbourne House is part of The Stowe Group, and we benefit from this in numerous ways. Our pupils have access to the facilities within The Group and our staff have the opportunity to work alongside teaching staff at the other schools.

I hope that you find this application pack both useful and informative and I look forward to welcoming you to Swanbourne House soon.

Nick Holloway
Head

Swanbourne House School is an independent day and boarding school, for children aged 3 to 13 years. Set in 55 acres of Buckinghamshire countryside, with a dynamic & challenging curriculum, small class sizes, inspirational extra-curricular activities and extensive facilities, we're creating change makers ready for the world of tomorrow.

State-of-the-art Science Labs | IT suites | Specialist Teaching across Subjects from Year 5 | Art Studio | Design, Technology and Engineering Lab

Teaching across the school is underpinned by strong academic foundations, and in Years 7 and 8 this is complemented by the Pre-Senior Baccalaureate (PSB), a skills-based framework that enriches subject learning. While rooted in strong academic subject knowledge, the PSB places equal emphasis on developing pupils' curiosity, thinking, creativity and problem-solving skills. Pupils are encouraged to ask how and why, to work independently and collaboratively, and to approach challenge with confidence and resilience. Through reflection and enquiry, setbacks are seen as an essential part of learning, helping pupils refine their thinking, develop new strategies and take increasing ownership of their progress.

The Manor House

The Manor House, our dedicated teaching, play and outdoor space for children from Pre-Reception to Year 2 is at the heart of our school. Adjacent to farmland, with small class sizes, experienced and passionate teachers and an innovative approach that develops skills alongside academic progress, Swanbourne House is a special place for your child to start their learning journey. New play areas - including The Fort - have recently been built.

Pupils receive specialist teaching in Music, Sport and French during their time in the Manor House, have swimming lessons at our onsite pool from Reception and have a wide choice of enriching extra curricular activities, including rugby, ballet, science club and Mandarin.



Lower School Teacher

Accountable to: Head of Lower School

The Role

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. The Lower School at Swanbourne House runs from EYFS to Year 4.

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.

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 stretching 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 and 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 to 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 Christian values within the school
- To participate and engage in performance management activities
- To lead assemblies when requested
- To attend assemblies, staff meetings and pastoral meetings
- To participate in the safeguarding, health and safety of pupils and staff at all times
- To offer extra-curricular activities as required
- 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 Professionals

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



Person Specification

The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form.

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • PGCE • Degree 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development • Qualified Teacher Status •
Specialist Skills and Experience	<ul style="list-style-type: none"> • Experience of teaching at EYFS or Key Stage 1 or Key Stage 2 	<ul style="list-style-type: none"> • Teaching across the whole primary range • Working in partnership with parents • Current experience of teaching Key Stage 1 or Key Stage 2
Personal Qualities	<ul style="list-style-type: none"> • To have a clear understanding of the EYFS or Primary National Curriculum and its application • To be able to develop a creative curriculum • To be able to monitor, assess, record and report pupil's progress • Understanding of the importance of data and how to use this to drive standards in attainment and prioritise next steps • To understand and know the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEND Code of Practice and Safeguarding Children • An understanding of how to plan for SEND • Ability to support less able and extend the more able • To motivate and inspire pupils • An understanding of team work • The ability to communicate effectively in a verbal and written form to a range of audiences • To develop good working relationships within a team. • To establish and develop close supportive, working relationships with parents and the wider community. 	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Collaborative working between schools • Evidence of working with outside agencies.

This job description and Person Specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder.



In this role we are looking for
Change Makers who are:

Professional	1	2	3	4	5
Creative Problem Solvers	1	2	3	4	5
Kind	1	2	3	4	5
Flexible	1	2	3	4	5
Collaborative	1	2	3	4	5
Communicator	1	2	3	4	5

VALUE SCALES

- 1 This value is the least important to the role
- 2 This value has some significance to the role
- 3 This value is desirable to the role but not essential
- 4 This value is important to the role
- 5 This value is essential to the role

COLLEAGUE BENEFITS



Discounted School Fees
At Stowe Group schools



Learning and development opportunities



Volunteer leave
Up to 2 days paid leave for volunteering



Shopping discounts
Through the 'Discounts for Teachers' website



Free refreshments



Free annual flu vaccine



Each person reward and recognition
Discounted shopping, cashback and access to diesel fuel card



Wraparound childcare
Free wraparound childcare available for all colleagues at Prep Schools



Enhanced holiday entitlement
Your contract will provide details of the exact holiday entitlement you will receive

£85 Annual Golf Membership
For you and immediate family (applies to permanent colleagues only)



Employee wellbeing programme
Including free access to counselling services, physiotherapy and more

YOUR APPLICATION

An application can be made by clicking on the job link on The Stowe Group vacancy page, this will direct you through to The Stowe Group recruitment hub applicant tracking system. Please complete the application form along with a covering letter detailing why and how your skills and experience could see you thrive in this role.

If you need any help with the application process, please contact:
recruitment@stowe.co.uk or call 01280 818005

This is a full time role.

Lunch is provided free of charge.

If you wish to discuss the role further prior to interview, please contact Ruth Nicoll, Head of Lower School at
rnicoll@swanbourne.org

Offers of employment are made subject to receipt of satisfactory references, DBS clearance and online background check carried out by our third-party partner, SP Index.

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The Stowe Group is committed to providing outstanding safeguarding of the children in our care. You will be required to adhere to the School's safeguarding policy and guidelines and ensure that the safeguarding of children underpins everything that you do. Every member of staff of The Stowe Group has the responsibility to safeguard the children.



THE Stowe GROUP

In January 2021, Swanbourne House became part of The Stowe Group. The Stowe Group comprises Stowe School, Ashfold, Swanbourne House School and Winchester House School. The Group's formation has given pupils and staff at Swanbourne House access, not only to Stowe's world-famous estate, but to its expertise in teaching and learning as well as governance. The Stowe Group recently launched its Change Makers vision along with the Change 100 programme to raise £100m for transformational bursaries. The Stowe Group is part of Allied Schools, an association of independent schools which uphold the Protestant and Evangelical principles of the Church of England.

The Stowe Group does not aim to produce stereotypes or mould pupils into conventional all-rounders. Change Makers are encouraged to grow in their own way and celebrate the differences between them. Nurturing the emotional, physical and mental well-being of each pupil is of paramount importance and our culture is characterised by teamwork, collaboration and mutual respect. Mindful of their ethical, intellectual, physical and social development, we educate and support our pupils to achieve fulfilling lives. Our goal is to inspire pupils and staff to be Change Makers who will shape positive futures for themselves, their families and the global community.

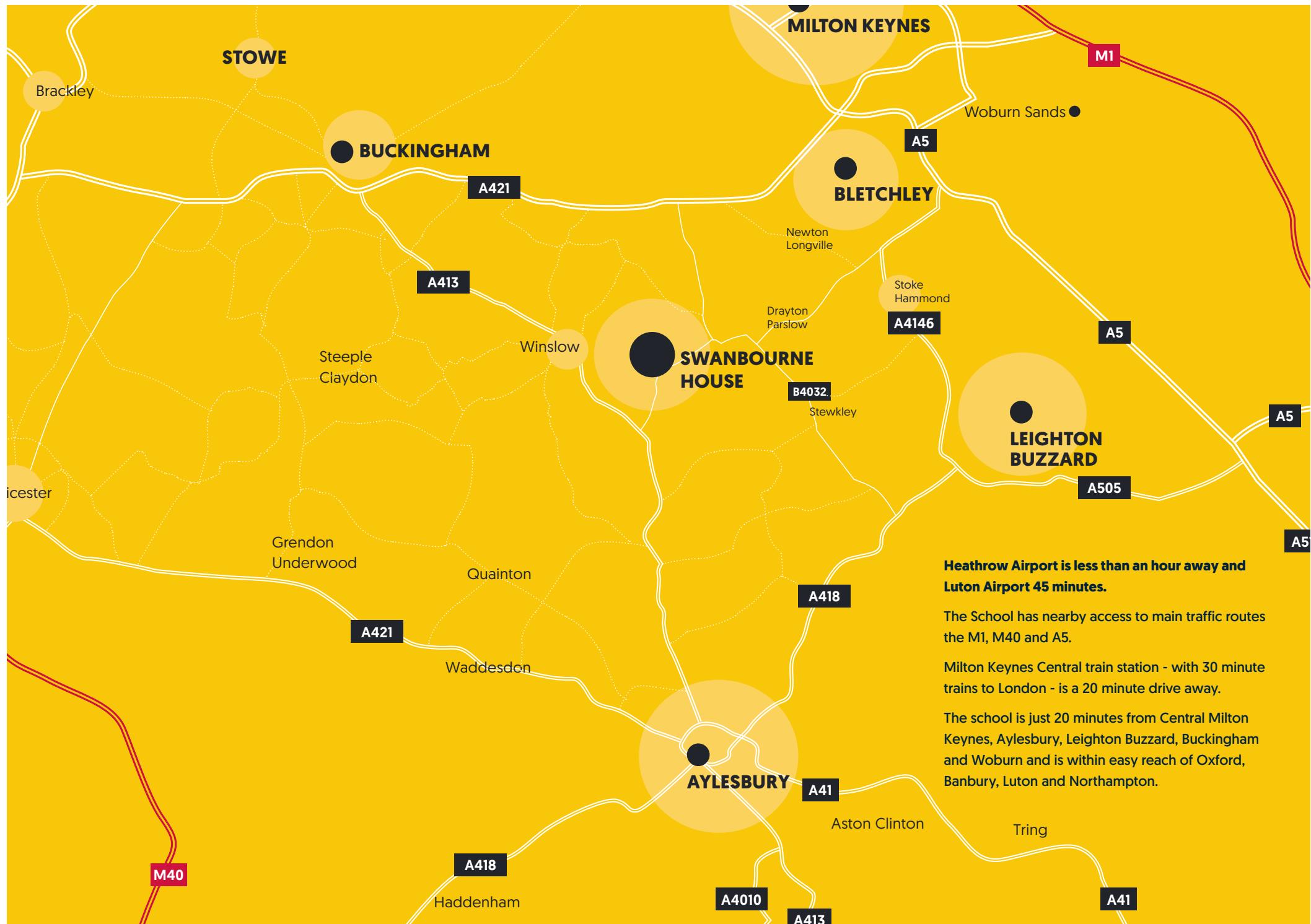
Through a broad and inclusive education, pupils are educated and prepared for life. They gain knowledge and understanding in a wide range of academic disciplines as well as developing core skills in thought leadership, critical thinking, intellectual curiosity, innovation, communication, technology, creativity, team-work and collaboration, self-reflection and lifelong engagement. World-class facilities support

our educational aims and are shared with the wider community. We strive for excellence and celebrate achievement, valuing education as a journey and not a destination in the belief that all pupils can exceed their potential. Learning is learnable and everyone can improve.

Our aim is to encourage personal development by creating a flourishing, vibrant, cohesive, caring and socially inclusive community which embraces pluralism, diversity and intercultural understanding. We celebrate differences by giving everyone a voice and then listening to multiple viewpoints. We believe it is our collective responsibility to develop the cognitive, physical, emotional and spiritual well-being of everyone in our community.

We are committed to the development of character, with particular emphasis on tolerance, resilience, honesty, humility, courage, compassion, gratitude and service. While many pupils compete at the highest level in sport, our aim is to provide a wealth of co-curricular activities which pupils of all abilities can access and enjoy. Through teaching, coaching and counselling, we will do our utmost to support pupils to be their best, do their best and feel their best. We honour the legacy of Change Makers from the past by looking forward to a future where wealth is not a barrier to success. We are building an endowment to support Change 100 which will promote social mobility by allowing unprecedented access, regardless of financial means or circumstances, to a Stowe education. We have developed partnerships with local schools, explored international opportunities and strategic links with universities, businesses and NGOs. We strive to attract and retain employees of the highest calibre.

Environmental stewardship and sustainability are cornerstones of a Stowe education. Stowe stands in the most sublime setting of any school in the world and embodies beauty and liberty. The historical importance of Stowe should give Stoics and staff a heightened awareness of their social and environmental responsibility in preserving this unique eco-system. We have developed and implemented a comprehensive Environmental Stewardship Programme which confronts a variety of challenges, including climate change and environmental sustainability.



Heathrow Airport is less than an hour away and Luton Airport 45 minutes.

The School has nearby access to main traffic routes the M1, M40 and A5.

Milton Keynes Central train station - with 30 minute trains to London - is a 20 minute drive away.

The school is just 20 minutes from Central Milton Keynes, Aylesbury, Leighton Buzzard, Buckingham and Woburn and is within easy reach of Oxford, Banbury, Luton and Northampton.



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