

Job Title:	Lower School Teacher
Department:	Lower School
Accountable to:	Head of Lower School
Number of direct reports:	N/A
Budgetary responsibility:	N/A
Location:	Swanbourne House, Lower School
Purpose of 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 Stowe Group

The Stowe Group of schools (Stowe, Ashfold, Swanbourne House and Winchester House) is situated on four separate sites in Buckinghamshire and Northamptonshire and educates children from 3-18 years. Within The Stowe Group there are more than 1,800 pupils and 800 members of staff. The schools occupy sites of historical significance in Swanbourne, Dorton, Brackley and the world-famous landscape gardens at Stowe, where we work with The National Trust to manage 880 acres and open the grounds to over 200,000 visitors a year. Stowe House is open to the public during the School holidays and for guided tours during term time. The Stowe Group is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. In 2021, The Stowe Group launched its transformational Change Makers vision and Change 100 programme.

Vision & Ethos

We are Change Makers

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. Our 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. 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. We strive to attract and retain employees of the highest calibre.

The Group's talented and committed workforce is one of our greatest strengths. We are committed to fostering team engagement, attracting, mentoring, developing and retaining our best teachers and support staff. We focus on employee well-being, provide opportunities for professional growth and create a culture of community and partnership. Environmental stewardship and sustainability are cornerstones of The Stowe Group.

Pupils and staff have a heightened awareness of their social and environmental responsibility in preserving our 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.

Key Tasks:

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 and 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 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, 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 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

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	• Qualified Teacher Status • Degree	• Evidence of continuous INSET and commitment to further professional development
Specialist Skills and Experience	• Experience of teaching at EYFS or Key Stage 1 or Key Stage 2	• Teaching across the whole primary range • Working in partnership with parents • Current experience of teaching Key Stage 1 or Key Stage 2
Personal Qualities	• 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 teamwork • 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.	In addition, the Class Teacher might also have knowledge and understanding of: • 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

Date Agreed: November 2025

Our Values



Value scales:

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

In the role of Lower School Teacher we are looking for Change Makers who are (please highlight as appropriate):

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