ASHFOLD SCHOOL

THE Stowe GROUP

ASHFOLD SCHOOL



Candidate Brochure

Pre Prep Teacher (EYFS and KS1)

Required February Half Term or April 2027

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.

Ashfold is a leading prep school for approximately 240 boys and girls aged 3-13 years. The School is set in 30 acres of beautiful grounds on the edge of the village of Dorton in the Buckinghamshire countryside and includes 5 sports pitches, AstroTurf, netball and tennis courts and woodland.

We are seeking to appoint a Prep Teacher (EYFS and KS1) to join the Pre Prep Department at Ashfold School.

Accountable to: Head of Pre Prep

Department: Pre Prep Department

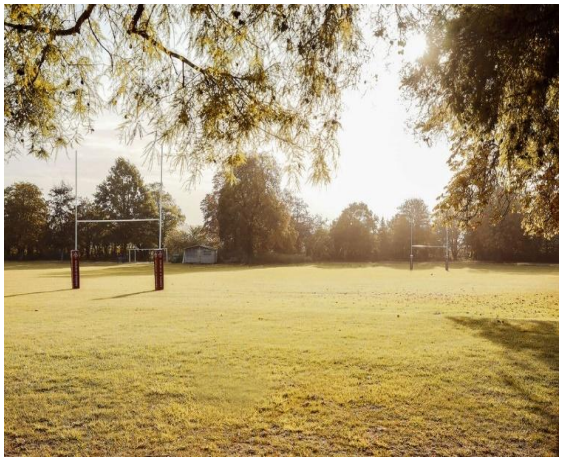
Hours of work: Full Time, Term Time

Start date: Required February 2027 or April 2027

Salary: Competitive and dependent on experience

Purpose of role: To provide consistently high-quality teaching and learning, in line with the Teachers' Standards and the EYFS statutory framework, so that every child in the class makes strong progress. The post holder will bring strong EYFS experience, with a particular focus on outdoor learning, supporting pupils with SEND and managing behaviour positively, and will lead the Teaching Assistants working in their provision.





Key Tasks:

Teaching and Learning (Teachers' Standards)

- **High expectations:** set high expectations which inspire, motivate and challenge all pupils, and create a safe, stimulating environment rooted in mutual respect.
- **Progress:** take responsibility for pupils' attainment, progress and outcomes, planning so that every child builds on prior learning.
- **Knowledge:** demonstrate secure knowledge of the EYFS statutory framework, Development Matters, early reading, systematic synthetic phonics and early mathematics, and of the KS1 curriculum where relevant.
- **Planning:** plan and teach well-structured sessions and enabling continuous provision, using the school's schemes and planning with parallel teachers to ensure continuity and coverage.
- **Adaptive teaching:** adapt teaching to respond to the strengths and needs of all pupils, including those with SEND, those with English as an additional language and the most able.
- **Assessment:** use observation and assessment accurately and productively to plan next steps, keep systematic records and complete the EYFS Profile and school assessments as required.
- **Behaviour:** manage behaviour effectively and positively, in line with the school's Behaviour Policy.
- **Wider responsibilities:** make a positive contribution to the wider life and ethos of the school.

Early Years and Outdoor Learning

- Plan and lead high-quality outdoor learning across all areas of the curriculum, using the school grounds and outdoor environment as an extension of the classroom.
- Create and maintain well-organised, inviting indoor and outdoor environments that promote curiosity, independence, exploration and play.
- Balance adult-led teaching with child-initiated learning, using skilful interactions to extend children's thinking and language.
- Carry out risk assessments for outdoor learning and off-site activities, in line with school policy.

SEND and Inclusion

- Identify pupils who may have special educational needs at the earliest opportunity and raise concerns with the SENDCo, in line with the SEND Code of Practice and the school's SEND Policy.
- Follow the graduated approach (assess, plan, do, review), writing and reviewing individual support plans with the SENDCo and parents.
- Work with outside agencies and professionals, such as speech and language therapists and educational psychologists, and put their advice into practice.
- Ensure that all pupils can access learning, using strategies such as visual support, sensory adaptations and small-step targets.

Behaviour and Wellbeing

- Promote positive behaviour through clear routines, consistent expectations, praise and strong relationships.
- Understand behaviour as communication, using co-regulation, reflection and repair to help young children manage their feelings and actions.
- Plan for and support children with social, emotional and mental health needs, working closely with parents, the SENDCo and the Head of Pre-Prep.

- Ensure the care, wellbeing and personal development of every child in the class.

Leading Teaching Assistants

- Direct, deploy and monitor the work of Teaching Assistants so that they have a clear and positive impact on pupils' learning and wellbeing.
- Share planning and next steps with Teaching Assistants and agree their role in each session, intervention and area of provision.
- Support and develop Teaching Assistants through modelling, feedback and regular communication, and seek their observations to inform assessment.

Communication with Parents

- Develop positive partnerships with parents and keep them well informed about their child's progress and development.
- Report on pupils' progress through parents' evenings, termly written reports and other meetings as required.
- Communicate effectively, orally and in writing, with parents, colleagues and other agencies, and keep the Head of Pre-Prep informed about the needs of children in the class.

Teamwork and Professional Development

- Work closely and professionally as part of the Pre-Prep team and the wider school, with both teaching and support staff.
- Take an active part in Pre-Prep and school events, including assemblies, productions, Open Mornings, Sports Days and INSET, outside normal school hours if required.
- Review and contribute to curriculum and policy development as requested.
- Take responsibility for own professional development through appraisal, self-evaluation and relevant training.

Support for the School

- Take part in the rota for playground duty and supervision.
- Maintain confidentiality at all times in relation to school matters.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, in line with Part Two of the Teachers' Standards.
- Carry out any other reasonable duties as required by the Head, Deputy Head or Head of Pre-Prep.

Safeguarding

The welfare, health and safety of all those who learn, work or visit Ashfold School is our prime concern. The post holder is responsible for promoting and safeguarding the welfare of children and young people for whom they are responsible or with whom they come into contact. They must adhere to and ensure compliance with the school's safeguarding policies and procedures 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 the children at the school they must report any concerns to the school's Designated Safeguarding Lead or to the Head.



Vision & Ethos

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 wellbeing, provide various opportunities for professional growth and we create a culture of community and partnership.

We are Change Makers

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 (BEd, PGCE or equivalent)	• Early years training or specialism • Paediatric First Aid certificate • Forest School or outdoor learning qualification • Training in SEND (e.g. autism, speech and language, social, emotional and mental health needs) • Full driving licence (D1 category for minibus driving)
Specialist Skills and Experience	• Successful teaching experience in the EYFS • Secure knowledge of the EYFS statutory framework, early reading and systematic synthetic phonics, and the KS1 curriculum • Ability to plan and teach well-structured lessons and enabling continuous provision, indoors and outdoors • Supporting pupils with SEND, including working with a SENDCo, parents and outside agencies • Directing and leading Teaching Assistants in provision • Ability to set high expectations which inspire, motivate and challenge pupils • Ability to promote good progress and outcomes by pupils • Ability to adapt teaching to respond to the strengths and needs of all pupils • Ability to make accurate and productive use of assessment, including observation	

	• Ability to manage behaviour effectively to ensure a good and safe learning environment • Commitment to fulfilling wider professional Prep School responsibilities	
Personal Qualities	• An understanding of, and commitment to, the prep school ethos • Confident IT skills for teaching and administration • Excellent interpersonal skills both written and oral • Approachability and the ability to deal sensitively with staff, parents and children • Ability to work under pressure while maintaining a positive and professional approach • Excellent organisational skills and an eye for detail • High personal and professional standards • Team player who is positive and flexible in approach to change • Ability to develop good relationships with staff, parents, children and the wider school community	
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 2026		



Terms and Conditions

Salary: Competitive and dependent on experience.

Hours: Full time, Term Time (34 weeks)

Start date: Required February 2027 or April 2027

The School operates a support staff group pension scheme and colleagues are enrolled automatically in the scheme.

Free school meals and refreshments are provided at School during term time.

Access to an array of Stowe Group benefits Stowe - Colleague Benefits

The School:

The school week runs from Monday to Friday and there is no Saturday school. We offer optional casual boarding which is very popular. Ashfold is broadly non-selective at the point of pupil entry and follows a wide and challenging curriculum to prepare pupils for both Common Entrance and Scholarship examinations. The majority of pupils remain at the School to the end of Year 8.

Pupils move on to a wide range of leading independent day and boarding senior schools with many of our children gaining scholarships or awards to their senior schools.

Ashfold has been awarded 'EXCELLENT' in all categories by the Independent Schools Inspectorate (ISI) following our recent Compliance & Educational Quality Inspection. A double “excellent” is the highest possible outcome for a school during a full Focused Compliance & Educational Quality Inspection.
Inspectors stated that the school was:

- **excellent,** both for the quality of pupils’ academic and other achievements, and
- **excellent**, for the quality of pupils’ personal development.

Further information can be found at Latest report marks us 'excellent' - Ashfold School.

Applications

Those wishing to be considered for the post should complete a full application form on the Recruitment Hub or download it from the 'Applying to the Stowe Group' on our vacancy page: Stowe - Applying to The Stowe Group.

Please contact recruitment@stowe.co.uk or call 01280 818005 if you need any support with the application process.

Applications not submitted on the Ashfold Application Form, or applications not completed in full, will not be considered.

As part of the shortlisting process, the School will carry out an online search on shortlisted candidates only as part of its due diligence.

Ashfold School encourages early applications and reserves the right to close this vacancy and appoint prior to the application closing date if we receive a sufficient number of suitable applications. Ashfold is committed to the protections and safety of its children. Applicants will be required to undergo child protection screening appropriate to the position, including checks with past employers and the Disclosure and Barring Service (DBS). The post is exempt from the Rehabilitation of Offenders Act 1974 and the School is therefore permitted to ask applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS filtering rules) in order to assess their suitability to work with children.

If you would like to discuss any aspect of the post in greater detail, please contact the People Department on 01280 818005 or email: recruitment@stowe.co.uk

