



Computing Teacher

2 days a week from September 2019

Information for Candidates

Contents

[The School](#)

[The Location](#)

[History and Overview](#)

[School Aims and Values](#)

[School Structure and Facilities](#)

[Leavers](#)

[Inspection Report 2017](#)

[Inspection Report 2011](#)

[Governance](#)

[Teaching, Learning and Co-Curricular](#)

[Pastoral Care](#)

[Parents](#)

[The Post](#)

[Job Description \(Role and Responsibilities\)](#)

[Interim Accountant / Bursar](#)

[Responsibilities](#)

[The Candidate \(Person Specification\)](#)

[Terms and Conditions](#)

[Child Protection:](#)

[Equal opportunities:](#)

[How to Apply](#)

[Dates for the Selection Process](#)

[The Interview](#)

[More Information](#)

The School

The Location

Snaresbrook Preparatory School is in South Woodford, on Woodford Road, London E18 2EA, on the edge of Epping Forest.

It is an urban area where outer London meets Epping Forest, close to South Woodford Tube Station (5 minute walk) and Snaresbrook Tube Station (10 minute walk) both on the Central Line, and a 30min walk from Wood Street National Rail Station. Major bus routes (W12 and W14) have stops near the school on Woodford Road.

The school is very close to the junction of the North Circular (A406) and M11 motorway so there is easy access to all major routes including the M25 and M1. Reserved parking is available for the Head and some staff.

With such excellent transport links, the school is easily accessible to a very large catchment area, though about 50% of pupils walk to school and the school is an active member of the 'Walk to School' campaign.

[\[back to contents\]](#)

History and Overview

Snaresbrook Preparatory School is an independent day school for around 165 boys and girls aged 3-11 years. Founded in the early 1930's, the main building is a substantial Victorian building, once a very large private home - a fact that contributes to the strong community spirit within the school. Over the last twenty years the house has been extended and several new purpose-built developments added in the grounds, including the rebuilding of the area for the Early Years Foundation Stage.

The school aims to cultivate an intimate, caring family atmosphere in which children feel secure and valued. The size of the school enables the Head and Staff to get to know every child well and ensures a real sense of family with the children making many lasting friendships which continue into secondary school and beyond. A number of current parents are former pupils of the school.

The school has always had a strong Christian ethos, which is incorporated into its Articles. The school is underpinned and guided by its Christian values and morning assembly includes prayers, songs and Bible stories, though of course children from families of all faiths and no particular faith are all warmly welcomed, valued and shown equal respect.

At age 11, Snaresbrook children are confident, cheerful and courteous, with a good sense of community and a readiness to care for each other and the world around them. They leave having learnt how to work in the ways that best suit them, are receptive to a variety of teaching and are well prepared for the next stage of their education and development.

Since its foundation over 80 years ago, the school has been based at its current location. The school was incorporated as a Company in 1985 but it has been owned and run by the Mathison and Simmons families for over fifty years and some of the family are still pupils at the school. To avoid confusion with local colleges the Company name was changed in 2011 from Snaresbrook College Ltd to Snaresbrook Preparatory School Ltd.

There is an established structure of non-executive governance with the Head having full day to day and

strategic control as in the role of a Chief Executive. The school is part of the government's Teachers'

⁴ Pension Scheme (TPS). The school is a member of the Independent Schools Council (ISC) and the Association of Governing Bodies of Independent Schools (AGBIS). The current head is a member of the Independent Schools Association (ISA) and the Bursar is a member of the Independent Schools Bursars' Association (ISBA).

The school is immensely proud of its well established reputation for being a very friendly, caring, inclusive and stable community. Since its foundation there have only been six Heads who have each enjoyed leading the school successfully to its next stage of development.

Over the years the site has been developed fully, including a new hall, early years classrooms and outdoor education areas. Consequently there is excellent, modern accommodation for the children aged from 3-11. Being in a central location means that the children have the use nearby of several first class off-site sports facilities nearby.

Further details can be found on the school's website: www.snaresbrookprep.org or in the Independent Schools Yearbook.

[\[back to contents\]](#)

School Aims and Values

The school aims are:

- To provide a relevant and contemporary education. To develop the whole child intellectually and with confidence, bringing out their best and providing a basis on which secondary schools can build.
- To provide an enthusiastic and enjoyable approach to learning, encouraging children to research and inquire.
- To develop sensitivity towards the values and needs of others within a Christian environment.
- To promote discipline, both socially and academically, with an awareness of personal health and safety.

In addition to the aims there are values that are intrinsic to everything the school does. They feature in school assemblies and on the playground and are widely understood and adopted by the pupils. These are:

- **R**espect
- **E**xcellence
- **S**haring
- **P**erseverance
- **E**njoyment
- **C**onfidence
- **T**houghtfulness
- **F**riendship
- **U**nited
- **L**earning

[\[back to contents\]](#)

School Structure and Facilities

The school currently has around 165 pupils aged 3-11 in 8 year groups, with approximately equal number of boys and girls. Nursery and Reception make up the Early Years Foundation Stage (EYFS, ages 3+ to 4+), which has been consistently over-subscribed; Key Stage 1 (Infants, ages 5 to 6+) consists of Year 1 and Year 2 and Key Stage 2 (Juniors, ages 7 to 11) is made up of Years 3, 4, 5 and 6. Generally the EYFS and Key Stage 1 classes are slightly larger than Key Stage 2 classes, which means that more individual attention can be given to those preparing for entrance examinations to senior schools.

The EYFS children have a purpose built unit which is bright and colourful together with a carefully designed outdoor space and a sensory garden. They also make good timetabled use of the school hall and playground.

Infant and Junior classes are in the main Victorian house. These classrooms have been totally refurbished to be bright and welcoming with projectors in all rooms. In addition there are banks of ipads and Chromebooks for all children to use in their classrooms.

The school hall is multi-functional and is used for assemblies, concerts and plays, music lessons, drama lessons and indoor PE activities. Its underfloor heating allows all the hall space to be used safely all the year round for games activities and the hall is also very well equipped for gymnastics. The playground is used for Infant games but the Junior groups use nearby local sports centres for games, athletics and swimming.

There is a new cloakroom area within the main building and a bright dining area. An extension to the side of the house provides modern office and study facilities for the Head and Bursar and administrative staff. Another addition is the purpose-built common room facilities for teachers together with a teachers' study area on a mezzanine level.

In summary, as well as excelling academically, children are encouraged to be all-rounders, acquiring skills in sport, music, drama, computing, art and design and experiencing an array of hobbies. Equal with these are life skills: respect for others, good manners, kindness and self-confidence.

[\[back to contents\]](#)

Leavers

Although the entry to Snaresbrook Preparatory School is non-selective, the outcomes for Year 6 (11+) pupils are exceptional with many gaining scholarships, exhibitions and places at leading independent schools, which include the following (based on figures for the past 10 years):

- Bancrofts School
- Bishop's Stortford College
- Braeside School
- Brentwood School
- Chigwell School
- City of London School for Boys
- City of London School for Girls
- Cobham Hall
- Forest School
- Grey Coat Hospital School
- Italia Conti
- St Edmund's College

In addition, many pupils pass the highly competitive entrance examinations to attend local State Grammar Schools, namely Ilford County High School (boys) and Woodford County High School (girls). There are often a number of pupils that leave at the end of year 2, usually going to larger independent schools that cater up to year 13.

[\[back to contents\]](#)

Inspection Report 2017

In April 2017 the school underwent routine Regulatory Compliance Inspection (RCI) by the Independent Schools Inspectorate. The School was found to be fully compliant in all areas with no recommendations for improvement. The full report is found here: <http://www.isi.net/reports/?name=snaresbrook>

[\[back to contents\]](#)

Inspection Report 2011

The Independent Schools Inspectorate's most recent full inspection report on Snaresbrook Preparatory School was published in June 2011, is very highly complementary and its findings conclude that the School successfully meets its aim to provide a broad, enjoyable education, resulting in strong academic, creative, sporting and social development with the overall quality of pupils' learning and achievement judged to be excellent. Results in national tests at age eleven have been good in relation to the national average for maintained primary schools. Pupils have a strong record of success in examinations to their senior schools, with a significant proportion of Year 6 leavers annually winning scholarships. This level of attainment indicates that pupils make good progress in relation to pupils of similar ability.

The report found that the quality of the pupils' academic progress and attainment is due in no small measure to the quality of teaching which was also judged to be excellent, to the excellent curriculum and to the quality of learning with the pupils having a very positive attitude and exemplary behaviour in class. The inspectors reported that pupils settle readily to their work and are highly attentive and responsive in class. They apply themselves with evident enjoyment and are enthusiastic learners, keen to do well and eager to be challenged. They are willing to contribute and prepared to think for themselves. The pupils co-operate very well in group work and listen appreciatively to one another's views. The inspectors reported that in this ethnically diverse school, the pupils co-exist in complete harmony.

The inspectors found the quality of the pupils' personal development to be excellent with outstanding pastoral care and effective safeguarding, welfare, health and safety arrangements contributing significantly to the personal development of pupils. They reported very high standards of behaviour evident throughout the school and appreciated by parents. They commented that in occupying a large house, the school has a warm, 'family' atmosphere where in and around the school, the pupils exhibit confidence, openness and courtesy which reflect pride in, and affection for, the community to which they belong. The pupils take their responsibilities seriously when given the opportunity to lead or to serve. Relationships throughout the school, between staff and pupils and amongst the pupils themselves, were judged outstanding.

The report confirms that the school successfully generates self-assurance and self-esteem, through its wide range of opportunities for personal fulfilment. It comments on the pupils' appreciation of the spiritual dimension as shown by the active and reverent part which they take in the acts of worship. Pupils have a secure sense of right and wrong and display courtesy to adults and treat younger fellow-pupils kindly and considerately. A strong sense of friendly co-operation permeates school life.

The report mentions that on many different occasions during the inspection, staff, pupils and parents used the word 'family' when describing the school and this sense of belonging to a safe, intimate, close-knit community was always in evidence.

The inspectors were also keen to highlight the effectiveness of the EYFS which was judged to be outstanding. In EYFS the leadership and management were rated outstanding, as was the quality of the provision for Early Years and its outcomes, with inspectors referring to the bright, spacious setting, most effectively run by well qualified and caring staff, enabling children to learn and make rapid progress.

The inspectors found the liaison between the Board of Directors and the school to be outstanding. Lines of communication are excellent and the Directors take an active interest in all aspects of school life. Development planning is thorough and realistic. Leadership is dynamic and direction is clear. Careful, committed management ensures that the day-to-day life of the school is orderly and well controlled. Pastoral and academic administration is excellent. The school promotes close links with parents, who expressed great satisfaction with their children's education.

In summary, Snaresbrook Preparatory School is shown to be a very successful and high-achieving school, with excellent governance, leadership, teaching, attainment and pastoral care with pupils who are kind, respectful, polite, courteous, well behaved, eager to learn and succeed and who have high self-esteem and confidence.

The full report is found here: <http://www.isi.net/reports/?name=snaresbrook>

[\[back to contents\]](#)

Governance

The school is governed by the Board of Directors who also act as Governors and bring to the school a range of expertise with a variety of professional specialisms. There are currently ten Directors who meet termly. The Bursar also serves as the Clerk to the Governors. The Head reports directly to the Board. The Interim Accountant / Bursar will also report to the Board, but is accountable through the Head for all day to day and finance matters.

The Board essentially has overall responsibility for strategic and financial matters and there are sub-committees of Governors who live more locally, who give support in specific areas. They work very closely with the Head and the school's Senior Management Team with input as appropriate from senior staff.

[\[back to contents\]](#)

Teaching, Learning and Co-Curricular

Snaresbrook Preparatory School is fortunate in having excellent, dedicated and loyal staff in each aspect of school life: teaching, teaching support, administration, finance, maintenance, catering, cleaning and caretaking. There is a full-time teacher for each class and full time classroom assistants for EYFS and KS1.

The Head has responsibility for recruiting all teaching staff and there is a strong emphasis on effective communication between all staff, responsibility for which falls to the Head. The Head usually conducts staff appraisals and professional development reviews over a two year period. These reviews are seen very positively, as a means of making sure that staff are happy in their work, have the facilities and training they require, and for setting goals for improvement. The Head also carries out reviews with staff in their coordinator roles.

In addition to the Head, there are 8 full-time class teachers, 4 additional teachers (P.E, music, drama and IT), 8 teaching assistants, 2 office staff and additional peripatetic staff, some of whom are part time.

Regular in-service and external courses keep the staff abreast of any changes in the curriculum and up to date with good practice. There is a very strong emphasis on and commitment to staff professional development.

The staff room is lively, friendly and sympathetic to the needs of others. The staff are enthusiastic and superbly collegiate.

The curriculum aims to be rich, varied and accessible to all. It is carefully planned to ensure a clear sense of progression. Most lessons are taught to the whole ability range of each class but specialist SEN teachers are available either to assist in the classroom or to take a child, or a small group of children, to work in a separate room.

In addition to English and Mathematics, children receive lessons during their time at the school in Science, History, Geography, R.E., Modern Foreign Languages, Latin, Music, ICT, Drama, Art, DT and P.E./Games.

The school prides itself on motivating and enabling all of its children to achieve their full potential and much effort is made to keep abreast of all worthwhile changes in teaching & learning.

[\[back to contents\]](#)

Pastoral Care

Class teachers are naturally the main point of contact as being directly responsible for the children in their class but all staff have a clear duty of care for all children and there is a very close working relationship between staff to pass on concerns of any level. Clear Pastoral Policies and Procedures are in the Staff Handbook. Three of the Directors regularly visit the school and are available to talk to pupils, parents and staff.

[\[back to contents\]](#)

Parents

There is a very well established Parent Teacher Association at Snaresbrook Preparatory School. Its role is mainly social in enabling parents to meet up and get to know each other but it also raises money to be spent on special events for the children, such as the whole school trip, or luxury equipment for the school. It also helps the school to fundraise for the pupils' chosen charity.

The school sees itself as joint trustees, with parents, of the young lives in its care, bearing equal responsibility for their happiness, well-being and development.

[\[back to contents\]](#)

The Post

The Head of Snaresbrook Preparatory School invite applications for the post of Specialist Commuting Teacher from 1st September 2019 although the school will be flexible on the starting date. The successful candidate will be a qualified primary school teacher with QTS, who is willing to specialise in the teaching of computing. The post is for two days a week only plus school events. In addition to a demonstrable ability to work as a team player as well as independently excellent communication skills and personal integrity are essential.

[\[back to contents\]](#)

Job Description (Role and Responsibilities)

Computing Specialist

The computing specialist teacher will report and liaise with the academic leadership team for day-to-day operations. We are looking for a creative, committed and outstanding teacher to join our team. This is a role that has been created, to further develop the computing curriculum within the school. It provides an exciting opportunity for the right candidate to develop the ICT curriculum within our school. We guarantee an outstanding work environment, superb resources and an inspirational team to work with.

[\[back to contents\]](#)

Responsibilities

This list is not exhaustive, but in summary the general responsibilities are:

- To be committed to safeguarding pupils
- To be committed to developing pupils pastorally and academically
- To work across all year groups (EYFS, KS1 and KS2) to ensure the delivery of the Computing curriculum to the highest possible standard
- To deliver exciting and innovative lessons across all ages and abilities.
- To create exciting and innovative teaching and learning resources.
- To keep abreast of relevant curricular and educational developments.
- To monitor the progress of pupils across the school in Computing.
- To ensure continuity, progression and cohesion in all teaching.
- To use a variety of methods and approaches which differentiate and stimulate to match curricular objectives and the range of pupil needs and ensure equal opportunity for all pupils.
- To use excellent communication skills with pupils, parents and staff.
- To carry out a share of school duties and cover for absent colleagues as necessary.
- To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement in Computing.
- To have a willingness to run support classes, together with at least one Computing activity club outside the core timetable.
- To use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self esteem.
- To attend special school events as reasonably directed by the Head. These will include: upto 3 'Open Days', Prizegiving, Sportsday, termly music concerts, parents' evenings, events and termly

INSET sessions.

- To assess pupils' work regularly, in line with school policy and use the results to inform future planning, teaching and curriculum development.
- To be familiar with school assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- To liaise effectively with parents and with other agencies with responsibility for pupils' education and welfare.
- To respect the confidentiality of all school matters.
- To be the e-Safety leader, supporting online safety Safeguarding concerns in conjunction with the Network Manager and Designated Safeguarding Lead.
- To provide support for staff using ICT equipment and assessment programmes in conjunction with the Network Manager.
- To draft fresh up-to-date web and social media content including, but not limited to, twitter, facebook, youtube and the school's website.
- To organise the school's digital leaders and ambassadors,
- To take before school and after-school clubs.
- To undertake breaktime duties.
- To take assemblies as part of a rota.
- To attend certain school events.
- To undertake any reasonable task as directed by the Head or Leadership Team.

[\[back to contents\]](#)

The Candidate (Person Specification)

The successful applicant is likely to have a record of proven success. Experience gained working in or for primary or preparatory schools may be advantageous but is not necessary. The successful candidate should have:

- Degree
- Qualified Teacher Status
- Evidence of engagement in continuing professional development, including recent training in related curriculum or teaching and learning developments
- Experience as a good / outstanding teacher
- Experience in using data to inform planning and future developments
- Experience in monitoring, evaluation and review to support improvements/ improved outcomes
- Experience in delivering both discrete and cross curricular ICT learning opportunities
- A successful track record of improving performance outcomes
- Experience in teaching across different Key Stages would be advantageous
- Values aligned with the school's Mission Statement and SPS's core values.
- Ability to work as part of a team
- Positive, enthusiastic outlook, embracing risk and innovation
- Self-motivated and well organised
- Encourages ideas, initiative and innovation in others
- Highly motivated showing resilience, stamina and reliability under pressure
- Inspires respect and confidence
- Reflective and keen to develop yourself and others
- Ability to communicate effectively
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with the SPS Safeguarding and Child Protection Policy and the Staff Code of Conduct

The successful candidate will lead by example, care deeply about each member of the school community, be approachable and friendly at all times, and be decisive but caring and understanding in resolving clashes or conflicts. In addition to contributing to the long term vision for the school, its pupils and teachers, s/he will have a close eye for detail in meticulous planning. The person appointed will make things happen with minimum fuss having gained maximum support from colleagues and parents.

[\[back to contents\]](#)

Terms and Conditions

A formal contract detailing terms and conditions will be drawn up on appointment. The following notes provide guidance, without prejudice, on the likely main provisions.

General:

- A salary in the region of **£12,000 - £16,500**, commensurate with the responsibility of the post and dependent on previous experience, will be available for the right candidate.
- Following a successful probationary period, the appointment is subject to one terms' notice
- Standard holiday allowance. Days to be taken outside of term-time.
- The post holder's performance will be subject to a regular appraisal.
- Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau. Full details are given on the application form.
- Shortlisted candidates will be asked to undertake identity and qualification checks which conform to the school's Safeguarding Policy. They must also agree to references being taken up at that stage and checks made with past employers.
- The successful applicant will be required to complete a self-disclosure Medical Questionnaire.
- The appointment is subject to satisfactory references, satisfactory clearance from the Disclosure and Barring Service, proof of identity and qualifications.

[\[back to contents\]](#)

Child Protection:

Snaresbrook Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants should read the school's Safeguarding policy, which is available on the website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. The successful candidate will be required to complete an application for Enhanced Disclosure, to initiate a Criminal Records Check (working with children). The school is also registered for the processing of personal data in accordance with the Data Protection Act 1998. Such checks are required in accordance with the school's policy on Disclosure Information, data protection policy and policy for handling Disclosure information received from the Disclosure and Barring Service. Copies of these policies may be obtained from the Bursar upon request.

[\[back to contents\]](#)

Equal opportunities:

Snaresbrook Preparatory School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability or age. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

In accordance with the Equality Act, Snaresbrook Preparatory School seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever practicable, to avoid putting those with disabilities at a disadvantage.

[\[back to contents\]](#)

How to Apply

The application process is completed electronically. If you are making an application please return the following to office@snaresbrookprep.org before the end of Sunday 9th June 2019:

- Your cover letter (see below)
- Your completed [Application Form](#) (see instructions below)
- Your completed [Self-Disclosure Form](#) (see instructions below)

How to use these forms: You may find it easier to complete the forms on a laptop/desktop rather than a hand-held device. Clicking on the links above will create copies of the forms if you already have a Google account. If you do not simply choose 'Create Account' to do so. These copies of the forms are only accessible and viewable by you. They will automatically save as you enter information, and you will be able to continue at another time, accessing them through Drive or Docs. Complete the forms online and then, for each form, choose 'File > Download As> PDF document (.pdf)' to download a copy to your computer. Applicants must complete all sections (boxes expand as you type) and return both PDFs forms by email to office@snaresbrookprep.org before the end of Sunday 9th June 2019.

Applicants may incorporate further details within their covering letter (maximum one side of A4) including what has motivated you to apply, and what relevant skills and experience you would bring to this role at Snaresbrook Prep School. The letter should be addressed to Mr R Dalton, Headteacher.

Please note that the Application Form must be completed in full and must include the names of two referees, with full contact details and email addresses. (Referees will not be contacted until after candidates are notified that they have been selected for interview). The Self-Disclosure Form will not be referred to when short-listing candidates for interview, nor will it be divulged to the members of the interview panel prior to interview but will be detached from the main application form when received.

[\[back to contents\]](#)

Dates for the Selection Process

Closing date for applications:	Sunday 9th June 2019
Candidates notified if selected for interview:	by 12th June 2019
Interviews:	17th June 2019

[\[back to contents\]](#)

The Interview

The School requests that all candidates invited to interview also bring with them original copies of:

- A current driving licence including a photograph or a passport or a full birth certificate;
- A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
- Where appropriate any documentation evidencing a change of name;
- Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK.

Photocopies or certified copies are not sufficient.

[\[back to contents\]](#)

More Information

For more detailed information on Snaresbrook Preparatory School, please visit the website: www.snaresbrookprep.org. If you would like to discuss the role in complete confidence, please contact the the office at office@[snaresbrookprep.org](mailto:office@snaresbrookprep.org)

[\[back to contents\]](#)